1-1-2016

The Evaluation Of Educational Inclusion Programs For Students With Intellectual Disabilities In Jordan

Ahmad Salem Algolaylat
Wayne State University,

THE EVALUATION OF EDUCATIONAL INCLUSION PROGRAMS FOR STUDENTS WITH INTELLECTUAL DISABILITIES IN JORDAN

by

AHMAD SALEM ALGOLAYLAT

DISSERTATION

Submitted to the Graduate School

of Wayne State University,

Detroit, Michigan

in partial fulfillment of the requirements

for the degree of

DOCTOR OF PHILOSOPHY

2016

MAJOR: SPECIAL EDUCATION

Approved By:

_____

Advisor   Date

_____

_____

_____

_____

DEDICATION

A work such as this could not be accomplished without the steadfast support of some special people in my life. I would like to dedicate this dissertation to my loving family with a special feeling of gratitude to my memory of my father, Salem Algolaylat may Allah (God) bless his soul. I would also like to thank my loving mother Fadieh, who without her support and prayers I wouldn't have accomplished this success.

I would also like to thank my brothers Shahada, Abdelhadi, and Yousef and my sisters Basam, Ebtesam and Ahlam who kept encouraging and supporting me through this journey.

Most of all I dedicate this dissertation to my wife Lana whose constant and abiding love and awareness of my need for space and quiet, I could not live without. I love you with all my heart, with all my spirit, with every fiber of my being now and forever. Finally, I dedicate this work to my Son, Ameen, who is my true strength. He is the unconditional love, the humor, and the joy that made all of this worthwhile.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER 1 INTRODUCTION

Introduction

The special education field is one of the fastest growing educational fields. This field is undergoing development in many countries around the world, and the evaluation process of its educational programs constitutes one of the main priorities of educators, which is to ensure that all children have access to a proper education. Achieving this goal requires the concerted efforts of all concerned in various fields, including education, social work, and health care, in accordance with procedural and professional action plans. As special education programs continue to grow, the need for relevant programs increase as well. It is critical that the programs offered to disabled students are equal in quality to those offered to their nondisabled counterparts. Special education programs must meet the needs of disabled students, who require special attention, psychological and social assistance, and instructional educational strategies. High quality standards assist these students in achieving an acceptable level of independence, motivation, and self-esteem.

Since the seventh century, educational reform movements have worked to reform education in order to aid the development of educational services and human society at large. The newest trends in educational programs and outputs have garnered increased attention from researchers and educators.

The International Agreement for Persons with Disabilities (2007) confirms disabled persons' right to high quality academic environments that foster achievement of academic and social growth. These environments require an application for quality standards to ensure excellence, as it requires the organization or programs to improve education systems and outputs.

In Jordan, The National Strategy for Persons with Disabilities (2007) meets the rights, needs, and aspirations of individuals with disabilities in a holistic and efficient manners. This strategy is in the form of a national document which abides by institutions with future objectives, as well as programs that stop the occurrence of disabilities and ensure that disabled persons have access to their rights. It works to meet disabled persons' needs and aspirations in order to make positive changes in their economic and social life (The Higher Council for the Affairs of People with Disabilities, 2007a). The Rights of Persons with Disabilities Act, No. 31 (2007) serves persons with disabilities and their rights in all areas, with an emphasis on providing opportunities in public education, vocational education, and higher education through inclusion programs for students with disabilities and their peers without disabilities. Their implementation within the framework of educational institutions will assist persons with disabilities in learning and communicating, as well as provide free training and mobility (The Higher Council for the Affairs of People with Disabilities, 2007b).

The Higher Council for the Affairs of People with Disabilities was founded for planning, policy-making, and organizing of national efforts. The educational programs of students with Intellectual disabilities in Jordan have received interest on both the official and private levels. The Ministry of Education, which assumes responsibility for tasks related to educational diagnosis and special education programs, has reformed programs and services for students with disabilities, in order to provide educational programs to achieve the principle of education for all. Within this framework, the Ministry of Education assists students with disabilities in classes and schools, placing them in the appropriate program which meets their needs. The programs are as follows:

- Resources room for students with learning disability.

- Inclusion program for students with physically disabled students.

- Partial inclusion program for students with deaf students.

- Schools for students with deaf disabled.

- Schools for students with visually disabled.

- Classes for students with intellectual disabled.

The intellectual disabilities field is one of the most rapidly developing fields of education, mainly due to the emergence of specialized associations and organizations, high rates of authorship, and the steep increase in mental disability research. In addition, laws and legislation related to the intellectual disability field have emerged, along with specialized centers and institutions concerned with teaching disabled persons in accordance with appropriate educational strategies based on research, studies, theories, and trends.

Attention was first focused on intellectual disabilities in Jordan in 1968, when the first center for students with Intellectual disabilities was established in Amman by The Swedish Foundation for Relief. Following this, a number of government and private institutions were established to provide educational, social, and housing services.

The Ministry of Education developed a philosophy of educational programs for those students in regular schools and signed a partnership agreement with The Swedish Foundation for Individual Aid in 2003 to set up special classes for students with intellectual disabilities in public schools (Ericsson, 1998). The Higher Council for the Affairs of People with Disabilities supports 200 students with intellectual disabilities in public schools. The Ministry of Education struggled through special education administration and school districts in the governorates of the Kingdom in order to provide help for students with special needs and intellectual disabilities, particularly through the development of educational programs. They sought to provide the

necessary equipment and the development of training programs for teachers working with Intellectual disabilities students.

Statement of the Problem

The field of special education in Jordan has generated a significant amount of formal and informal interest. According to the Rights of Persons with Disabilities Act, No. 31 (2007), the Ministry of Education is responsible for providing educational, diagnostic services as well as personnel and programs that meet the needs of special education students, in spite of the quantitative evolution of students with Intellectual disabilities in the Ministry of Education programs. However, it is apparent that the lack of evaluation of the effectiveness of offered programs, separate from the planning and development process, may not help the development of services and provided programs in this category. In addition, it does not serve the evaluation process itself, unless standards are applied to adjust the inputs, processes, and outputs, as well as a reference tool which includes quality indicators, in order to assist in the evaluation and development of services and programs. The researcher was unable to find existing theoretical literature pertaining to inclusive education for students with intellectual disabilities, including studies related to evaluation of the inclusion of students with intellectual disabilities in Jordan. Due to this dearth of research, and the need to evaluate and review elements of inclusion programs as well as to provide modern Jordanian evaluative tools with consistent, agreed-upon global dimensions, the researcher sought to perform this study.

In addition, the researcher has experience in the field of special education and was driven to perform this research based on his observation of the lack of inclusion plans and programs with good specifications for students with disabilities.

Accordingly, this study sought to provide researchers and decision-makers with a reference tool for including quality standards in inclusion education, and for evaluating these programs and determining their degree of applicability to the field of special education.

Research Questions

This study aimed to address the following research questions:

1. What are the standards for evaluation of educational inclusion programs for students with intellectual disabilities?

2. What are the standards degree of applicability to the programs offered in Jordan?

3. How to evaluate educational inclusion programs for students with intellectual disabilities in Jordan?

The objective of the Study

The objective of the study was to analyze the current status of the provided programs using a tool with suitable validity and reliability indicators. This reference tool has been set, developed, and agreed upon by authors of education policies related to students with intellectual disabilities so that they can improve programs and bolster the achievement of indicators and criteria for high-quality programs.

This study focused on the educational programs offered to public school students with intellectual disabilities in Jordan, and the education of students with disabilities in classes with nondisabled students, via a model applied through the Ministry of Education. Therefore, this study was important as it sought to achieve the following theoretical and practical goals:

▪ To assist in the development of educational and cognitive skills in programs for students with intellectual disabilities.

- To provide a special education program evaluation tool for students with intellectual disabilities.

- To enable program designers to identify strengths and weaknesses in their programs, and to establish procedural plans to improve the educational situation of ' disabilities, which will ensure provision of quality programs with appropriate specifications to meet the needs of this group of students.

- To provide a basic framework for self-assessment and review of the program and its components, as well as the future planning of existing programs.

- To provide the necessary information for planners and educational policy-makers regarding the objectives to be achieved in the development and operation of quality services and programs for students with Intellectual disabilities.

- To help students, professionals, participants, parents, and community members to understand and identify the basic components and elements of providing quality services and programs to students.

Justification for the Study

- The low number of Jordanian and Arab studies that have evaluated the inclusion programs of students with intellectual disabilities.

- Scarcity of reference tools or standards for educational programs aimed at students with special needs in general and people with intellectual disabilities in particular, so as to enable officials and policy-makers to develop and enact policy, procedures, and approval, in order to provide benchmarks for judging the effectiveness of the offered programs.

- The absence of evaluation and review elements of the provided programs in special education, as well as opportunities to develop, expand, and diversify these programs.

- The need for the accountability and oversight in special education programs, as studies have proven its role in overcoming limitations and reducing glitches in the offered programs.

- The need to develop inputs and components of educational programs provided to people with Intellectual disabilities, and to achieve high quality in special education levels.

- The need to highlight the indicators that are based on the results of existing research, which enable the teachers to carry out identification of strengths and to discover weaknesses in relation to programs for children with intellectual disabilities.

- The need to enrich the scientific research field of intellectual disabilities in Jordan.

As seen above, this theoretical and practical study sought to identify and develop a general framework for service delivery models and educational programs for people with intellectual disabilities by identifying the basic elements and components of those programs as well as their qualitative indicators. In addition, the study aimed to use these indicators as tools for evaluation, development, and review.

Assumption of the Study

This study have the following assumptions:

1. The data provided by the participants accurate.

2. All respondents answered all scale honestly and to the best of their abilities.

3. All types of schools (public and private) did not significantly affect their perceptions.

Limitations of the Study

The following limitations were acknowledged for this study:

1. The study was conducted at Amman-Jordan. Results of the study may not be relevant to other cities in Jordan.

2. The teachers might not have answered truthfully, even though their identity was anonymous.

Definitions of Terms

Students with Intellectual disability. "Intellectual disability is a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills. This disability originates before the age of 18" (AAIDD, 2009).

The Students with intellectual disability are procedurally defined in this study as those Students diagnosed with intellectual disability between the ages of 7 to 16 years and enrolled in the general schools located in Jordan.

Inclusion: " a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from" (UNESCO 2003 p. 7).

The inclusion education is procedurally defined in this study as educate or teach the Students with Intellectual disability in the general schools in Jordan.

Resource rooms. The attached rooms in a regular school allocated to provide educational services for people with special needs in the educational agenda, coordinated by both the resource room teacher and a regular class teacher.

Program evaluation. Evaluates the feasibility and effectiveness of offered educational programs in the mental disability resources room, in order to make decisions according to the qualitative indicators of disability programs to improve the learning and mental growth of students with mental disabilities.

Summary

This chapter introduces the study for the dissertation as a whole, presents an outline of the background, statement of the problem, research questions, objective of the study, justification of the study, assumption of the study, limitations of the study and definition of terms used during the course of this dissertation research. Chapter two reviews the literature of inclusion, focusing on the philosophical basics of inclusion, the definition of inclusion the impact of inclusion, inclusion in Jordan, quality standards in the inclusion education programs and the program evaluation. Chapter three defines the framework used in this quantitative and qualitative, as well as the research design, study sample, participant information, data collection methods and analysis, researcher. Chapter four defines the results of analyses and findings to emerge from the study. Chapter five will contain a findings, conclusions drawn from the findings, a discussion, and educational and research recommendations.

CHAPTER 2 LITERATURE REVIEW

Introduction/ Background

Inclusion practices and programs first appeared in the 1970s as a result of decades of efforts by educators, politicians, parents of people with disabilities, and related associations and organizations. In addition, emergence of the philosophy of normalization, and the movements which emanated from it, such as deinstitutionalization, resulted from studies which showed strong doubts about the effectiveness of education in schools. However, changing attitudes in society, which influenced changing perceptions in school departments, resulted in a move towards accepting people with disabilities as a natural part of the public education system.

Historical and Philosophical Basics of Inclusion

The inclusion movement was started by the parents of persons with disabilities, researchers, educators, and politicians who focused on the right of people with disabilities to have free and appropriate education on a level equal to that of their colleagues from public school. They took advantage of the Americans with Disabilities Act (ADA) and its content in order to champion the rights of this category of citizens. However, these efforts did not succeed without the protection of acts, laws, and legislations which defined responsibilities and rights. The most important of these laws were the Common Law of 1975, the Individuals with Disabilities Education Act (IDEA), Free Appropriate Public Education (FAPE), and the Regular Education Initiative (Grant, 2009).

The development of the term *inclusion* came after a long history of consecutive events, which used many of the terms that reflect the reality of inclusion through those stages (Bateman & Bateman, 2002). The full inclusion movement began as a result of the huge change in the community; educational and legal perspectives towards students

with disabilities; and their need to receive academic learning in natural environments alongside their nondisabled peers. The beginnings of inclusion can be found in the movement known as normalization, which states that the person with a disability must live in a natural environment closest to that of his or her peers. The anti-institutional movement emerged from normalization, which appear persons with disabilities to merge in natural environments and keep them out of isolation environments. This requires to put them in the Least Restrictive Environment (LRE) that matches with his abilities as much as possible (David, 2004).

The Definition of Inclusion

Inclusion is a modern special education term that appeared as a result of the existence of private and internal institutions, which restricted children with disabilities and isolated them from society. Thus, the concept of inclusion appears to liberate people with disabilities from those institutions, including them in regular schools and ensuring that they benefit from the educational programs offered.

Full inclusion is defined as a treatment process and response to the needs of all diverse learners through increasing participation in education and society and reducing educational isolation. This process include changes and modifications in content, curriculum, environment, and strategies, with a common vision that covers all children of suitable age and the conviction that it is the responsibility of the normal system (UNESCO, 2003)

The Rights of Persons with Disabilities Act in Jordan defines inclusion as those procedures, programs, plans, and policies which aim to achieve the full and equal participation of people with disabilities in all aspects of life without any form of discrimination (The High Council for the Affairs of Persons with Disabilities, 2007).

According to Ryndak, Jackson, & Billingsley (2000), "inclusive education is full-time membership of students with disabilities in chronologically age-appropriate classrooms with support and services for educational activities. This means that all students become part of the school community, regardless of their strengths or weaknesses in an area".

This comprehensive concept of inclusion was the result of rapid changes in the educational and legal community's beliefs toward the needs of students with disabilities. The new thought was that these students should learn in natural environments equal to their peers.

The goal of inclusion is to change attitudes, beliefs, behaviors, and actions of schools, teachers, students, parents, and the community regarding the teaching of students with disabilities. It is committed to integrating special needs students to the extent appropriate into schools and classrooms they would otherwise attend. Inclusion supports children with special services they need in an educational environment.

Terms related to inclusion include mainstreaming, integration, normalization, least-restrictive environment, deinstitutionalization, and regular education initiative. Much of the confusion regarding inclusion comes from the use of terminology with different meanings, especially among the most common terms: mainstreaming, integration, inclusion, and full inclusion.

According to Savich (2008), inclusion consists of four main components:

1. Educational services must be provided to the student at the closest school to home.

2. The inclusion referral process must be within the normal rate for students with disabilities.

3. The adaptation and modifying process must integrate general and special education.

4. The inclusion referral process is based on chronological and the performance level.

Educational Alternatives in Inclusion Education Programs

Educational literature showed the following alternatives from the least restrictive environment (Salend, 2008):

▪ Full-time regular class with the least amount of assistance and support: This alternative is most suitable for people with mild disabilities who have academic capacity and independence. Those with simple learning difficulties and simple behavior disorders also benefit from this alternative.

▪ Regular class with an assistant special education teacher: The assistant teacher provides support services for both teacher and student with a disability as needed.

▪ Regular class with temporary pullout resources room program: The student is removed from the class to receive special education services in a dedicated room with special means in order to activate the process of education.

▪ A special class with partial placement for some time: The student with disability in the classroom will join his/her peer for some time to increase social interaction.

▪ Full-time special class: This is an alternative suitable for those with severe disabilities, as they are taught full-time in a special class and able to integrate socially on the school grounds at break times.

▪ Special school: Suitable for severe cases that need intensive and focused private educational services.

▪ Permanent residence centers: Designed to teach and serve students with severe disabilities who need special services and significant support.

Inclusion Justifications

Hallahan and Kauffman (2008) stated that inclusion has several justifications, including:

- Describing children with disability leads to a low sense of value, as receiving isolated special education services can make them feel abnormal and uneven with his peers. The community's and teachers' perspectives are based on prior expectations that focus on the person's disability and weaknesses, ignoring strengths.

- The ineffectiveness of the temporary separation of educational programs: Studies have confirmed that the student with disabilities in special classroom is not valid.

- Considering people with disabilities as a minority group: Many leaning supporters of comprehensive inclusion programs feel that people with disabilities are a minority group rather than looking at them as individuals with disabilities and special difficulties. Past educators provided educational services for people with disabilities through what was known as career deficiency, a term that refers to the difficulties which faced by the individual is an emerging difficulties from himself and as a result of his/her disability, he/she has to face difficulties in the field of learning areas, then the task of the teacher represented in reform aspects of functional deficiencies suffered by the student. However, when functional deficiencies are replaced with the minority group, teachers perceive student learning problems, as a lack result of educational system's ability to deal with these students and realize their logical construction privacy. Here, it becomes a failure attributed to the school or the educational system, rather than to the student with a disability.

- Ethical dimensions are more important than the empirical research: Recognition of the minority group has a major role in dealing with students with disabilities. From the results of empirical research principle to the equality, justice, human rights and coexistence principle. The comprehensive inclusion supporters believe that we have to adapt the educational system rather than the individual in order to fit a developed system by a group of the majority without interest or attention to the rights of minorities.

The Impact of Inclusion

- The effect of inclusion on students with disabilities: Studies have shown that integrated students with disabilities at the elementary level benefit in regards to academic progress in language and mathematics, motivation to learn, and positive attitudes and behavior, compared to those students who were not integrated into a regular classroom (Freman, 2000).

- The effect of inclusion on ordinary students: Many studies have found that inclusion has a positive impact on nondisabled student achievement, as the grades of these students were better than those of students not placed in the inclusion environment (Cawley et al., 2002).

- The effect of inclusion on public education teachers: Some teachers tend to accept the principle of inclusion, especially if it requires little adjustments. However, some believe that full-time inclusion is not feasible and that students with disabilities should be taken out of the regular classroom at least part-time to receive special services. Teachers who work in inclusion classes have positive attitudes towards students with disabilities, in contrast to teachers who do not have inclusion experience and experience fear and concern towards students with disabilities (Singh, 2001).

- The effect of inclusion on nondisabled children's families and disabled children's families: Many families of children without disabilities believe that inclusion could adversely affect their children's academic achievement. However, inclusion actually increases children's levels of tolerance, recognition of special abilities, and sense of self-worth. However, some families are fearful that inclusion will have a negative impact on their children's grades or social behaviors. Families of students with disabilities tend to believe that inclusion provides positive opportunities for children in the areas of social interaction and academic performance. In addition, siblings of disabled children are more receptive and are a comfort to their sibling in the inclusion environment. But some families show fear of not receiving appropriate educational services, or of being ridiculed and isolated (Palmer, Fuller, Arora, & Nelson, 2000).

Inclusion Pros and Cons

Many specialized studies have shown that inclusion has positives and negatives in educational system, as inclusion still in the process of experimentation and did not go on the various applications for a long period of time to form a realistic point of it, most of its positives and negatives points are just hypothesis and irrevocable proof (McCarty, 2006).

Pros

- Inclusion provides an opportunity for social interaction for students with disabilities with nondisabled peers and is beneficial for both training and comprehensive community inclusion.
- Inclusion offers behavioral models to students with disabilities which they can follow and imitate, helping to solve behavioral problems displayed by these students (Reid, 2010).

- As for nondisabled students, inclusion helps to increase the number of teachers and assistants and provides individual education environments, which increases their chances of receiving the best educational services.

- As for teachers in both public and private education, inclusion provides an opportunity to increase their expertise, as it increases teacher capabilities during the preparation and training programs.

- As for families, inclusion removes the stigma of disability and increases the chances of community interaction, thus allowing their disabled children to live more normal lives and saving substantial effort, time, and money.

- As for governments, inclusion provides educational expenses by utilizing available recourses from school building and staff of public education, but the most benefit of inclusion is to rebuild the education system on the right basis, providing educational, social and professional outcomes with better specifications (Younger, 2009).

Cons

- Negativity of the inclusion is the elimination of the hard work with special education across dozens of years, Comprehensive inclusion is not a preferred alternative educational method and is not accepted for all, including those with disabilities and those without, from the perspective of parents and teachers in public education. Inclusion may reduce learning standards and make the classroom setting less valuable for students without disabilities. In addition, inclusion may lead students with disabilities to forgo some private educational services or support services (McCarty, 2006).

Successful Strategies for Inclusion Classes

With the increasing number of students with disabilities who receive educational services within the inclusion environment, teachers must develop helping strategies to adjust and adapt curriculum, teaching methods, and the classroom environment.

Adaptation educational environment strategies to suit inclusion requirements (Prater, 2003) are as follows:

- A successful teacher must show interest in his or her students and be confident in their capabilities in the inclusion environment.

- Teacher must base the test on five main aspects: curriculum, classroom rules, teaching methods, tools, and classroom environment.

- Teacher must know the strengths and weaknesses of students and record them.

- Teacher must use skill and good behavior in class.

- Teacher must choose appropriate adaptation means and select goals.

- Teacher must use effective ways of learning.

- Teacher should cooperate with others when needed.

- Teacher should evaluate results constantly.

- As classroom management and organization is a common responsibility of both the general education and special education teacher, classroom behavior control and behavior management of nondisabled students and students with disabilities is a top priority. As a result, teachers must adhere to the following five points:

- Be informed of the latest studies and theories regarding the management of inclusion rooms.

- Create an intimate atmosphere and mutual trust with other students and teachers.

- Use teaching methods that meet the needs of different students.

- Use methods of organization and management groups.

- Be able to request counseling and advice from others (Brackenreed & Barnett, 2006).

Inclusion Education Program Components

Algolaylat (2013) pointed out that the essential components of inclusion education must be integrated to work together in a complementary and interactive way in order to achieve their objectives in a positive manner. These components include: preparatory inclusion program, teacher, assistant teacher component, students, equipment, curriculum, family, and supported services.

Inclusion in Jordan

The special education field in the Arab world in general and Jordan in particular has gained significant attention specifically after the United Nations Declaration of 1981. As the International Year for the Disabled, that lead to appearance of many associations, organizations, institutions and schools that care student whit disability in terms of the means of diagnosis and to develop appropriate educational and therapeutic programs for them. Conferences and symposiums are held, training courses are offered for workers in the field, and studies are conducted that focus on students whit disabilities (Al-Khatib, 2008)

Jordan is considered a leader in the field of special education. Education Rules starting with Law of Education No. 16 of 1965, and the Law of Education and Interim Education No. 27 of 1988, and the Law of Education No. (3) for the year 1994 the right education for all, without exception, as stated in Article (3 \ 6) " education is a social necessity and right for all according to the ability and capabilities", as stated in Article (5/ f) "expansion patterns of education in educational institutions including special education programs, social justice and equal opportunities for disabled and talented ,

especially to those who are of school age " therefore the educational guidance department of the Ministry of Education in 1984 was interested in students with disability, so the process to provide educational therapeutic services for students with disabilities began, in the form of educational programs which implemented in many schools, on the other hand, there was coordination between the Queen Alia Fund for Social and Jordanian Volunteer Work, and the departments of Education, in Karak, Qaser, and South Mazar; to make amendments for special education classes which opened at (1987) in Vqua and Husseiniya in Karak , to become resources rooms rather than classes for Special Education. Successively then opened many resource rooms in cooperation between Queen Alia Fund and the Ministry through the education directorates in: Tafila, Karak, the first Amman, the second Amman, Aqaba, Azraq, and Koura. (Algolaylat, Smadi 2015).

After the Welfare of the Disabled Act No. 12 of 1993, responsibility for the education of students with disabilities was assumed by the Ministry of Education. That article (b / 2) of the Act said" the Ministry of Education provides primary and secondary education types for people with disabilities according to their abilities, , and Article (45 / b / 3) said "that every educational institution concern is to educate disabled in the public and private sectors supervised by the Ministry of Education and licensed by it, as well as Article (4 / b / 1) said" The educational diagnosis is the responsibility of the Ministry of Education .(Algolaylat, 2015)

Due to the increasing number of students with disabilities in Ministry of Education schools, and the implementation of the Disabilities Act No. 12 of 1993 and Law of Education No. 3 of 1994, which stipulated the need to provide educational services and expand education patterns to include special education programs, the Department for Special Education in the Ministry was established in 1994. It then

became known as the Directorate of Special Education in 1996, and included sections for educational counseling, education therapy, and gifted programs (Algolaylat, Smadi (2015)

Many inclusion experiments followed that experience, such as integrating people with audio disabilities at Ministry of Education schools. This was the result of the recommendations of the Educational Development Conference, the Law of Disabled Care, and the National Council for the Welfare of the Disabled. The experiment began in 1994 in cooperation with the Ministry of Social Development and included 47 students from the seventh, eighth, and ninth grades from Amman, Zarqa, and Irbid.

Since 2007, the Higher Council for Persons with Disabilities Affairs has worked to provide advancement requirements for the persons with disabilities field, implementing policies, amending legislation, providing facilities, coordinating with disability in the domestic/international/public/private fields, and meeting standards to ensure the provision of quality services for people with disabilities in all areas of life and to enable them to participate in community. Council plays an important role in improving the lives of persons with disabilities and facilitating their inclusion in the community. It also allows them access to their rights stipulated by international conventions and national legislation, and improves the educational environment for people with disabilities by ensuring their access to education without discrimination on the basis of equal opportunity with other nondisabled persons (High Council for People with Disabilities, 2012):

- General accreditation for programs and services for people with disabilities and special accreditation standards programs for people with autism and mental retardation; diagnostic criteria; and training centers for these criteria standards.

- Support 517 students with disability in inclusion schools/private sector.

- Train personnel working with disabled students on many training programs in the field of special education and inclusive education.

Inclusive Education Problems in Jordan

Amr (2011) noted that Jordan still faces many challenges in providing basic education services in inclusive education, including:

- The lack of teachers who are willing to work correctly with inclusive education system.

- The lack of qualified, well-trained teachers.

- The lack of in-service training programs.

- The lack of financial resources.

- Attitudes of society in general and schools in particular towards children with disabilities.

- The lack of training for regular classroom teachers on how to work in inclusive education.

Quality Control Standards in Special Education Programs

When considering special education services, we find that these services are still below the required level due to noncompliance with the specifications and noncompliance with global requirements for the programs offered to students with disabilities, which makes the development of standards to ensure quality an urgent need. Therefore, the quality process for institutions and centers for special education is the most essential element in carrying out their mission and ensuring the achievement of their objectives. This requires standards for quality control, which seeks to determine matching output of services and programs offered by these institutions to the objectives and standards set for it. The increase of global interest in individuals with

disabilities, which is represented by the development of services, training programs, specialized treatment, and rehabilitation, and the emergence of legislation and laws of many international organizations, has led to a renewed focus on the development of standards for quality control of these services.

The review report carried out by the State Education Department at the State University of New York (2007) noted a number of assumptions about quality standards for special education programs that must be met in order to develop quality standards of educational and vocational services for individuals with disabilities:

- Curriculum based on education standards (regular education and special education).

- High-quality education for all students, regardless of their capacities and needs, must be the standard of the school.

- Assess and give value to the inclusive education practices.

- Special education is a service, not a place to provide individual and intensive education.

- School policies and practices show support for all students.

- Caring about cultural differences.

- Educational practices based on research studies and evidence-based results.

Models of International Standards for Quality in Special Education Programs

1. **Council for Exceptional Children standards.** The Council for Exceptional Children (2003) prepared particular standards by providing different services for people with special needs related to education, diagnosis, and staff. A guide issued by the Council entitled *What Every Special Educator Must Know: Ethics, Standards and Guidelines for Special Educators* included five sections as follows:

- Ethics and standards of special education teachers:

- Standard practices used with the beneficiaries.

- Tools and strategies for using established criteria.

- Combined display of cognitive skills standards for curriculum, planning, and every category alone.

- Related standards of specialists, assistants, and other service providers.

2. **Disability Standards for Education in Australia:**

These standards were developed in 2005 in accordance with the Commonwealth Law to Fight Discrimination against Disabilities (1992) and sought to eliminate discrimination against persons with disabilities, in accordance with Article 22 of the law. The law prohibits the educational authority to discriminate against any person with a disability, with standards pertaining to the following areas:

- Standards for enrollment: These standards give students with disabilities the right to engage in any educational institution on a level equal to that of nondisabled students, while making reasonable and necessary adjustments so they are able to enroll. .

- Standards for participation: These standards give students with disabilities the right to use services and facilities on a level equal to that of nondisabled students, including the right to make reasonable amendments to ensure that they are able to participate in education and training equal to that of nondisabled students.

- Standards for curriculum development: Accreditation and delivery: These standards give students with disabilities the right to participate in educational sessions and programs which aim to develop skills, knowledge, and understanding, including complementary programs, on a level equal to that of nondisabled students.

- Standards for student support services: These standards give students with disabilities right in services supporting students which provided by authorities and educational institutions equality with non-disabled students, and give students with disabilities right in specialized necessary services to participate in educational activities such as , specialized experience, strengthening personal education operations , consolidation personal and medical care, which without them students with disabilities could not get necessary education and training.

- Standards for harassment and victimization: These standards aim to develop strategies and programs to support the right of students with disabilities to receive education or training in an environment free of discrimination, harassment, or abuse due to disability.

Each standard has number of performance indicators which are applied to educational institutions under the authority of the Commonwealth of Australia (Disability Standards for Education, 2005).

3. **Standards of Special Education at Alberta in Canada**:

Special educational standards have been implemented at Alberta in Canada (2004) from the first to the 12th grade in order to deliver a high-quality instructional program which meets the needs of all learners. These standards are distributed in four areas:

- Access: The school council must give students with disabilities the right in access to the public school and receive adapted or modified programming that enables and improves learning

- Assessment: The school council must utilize a number of strategies to assess special education services, and use these data to develop and implement submitted services for students with disabilities.

- Appropriateness: The school council must make sure that services designed to meet the needs of students and the staff must be qualified with familiar skills.

- Accountability: The school council must answer questions from local authorities about the special education program and students with disabilities in school (Standards for Special Education in Alberta, 2004).

4. **Standards High Council for Persons Disabled Affairs in Jordan**:

The High Council for Persons Disabled Affairs (2009, 2010) released general standards accreditation for programs and institutions of persons with disabilities and accreditation standards for autism programs and mental disability.

The aim of these standards is to improve educational programs which provide for people with disabilities, raise staff efficiency, develop diagnostic services in order to implement educational plans, and include those with educational and social disabilities in the community. The standards have eight dimensions:

- First: Standards of vision, ideology, and mission.

- Second: Standards of administration and employees.

- Third: Standard of services and programs.

- Fourth: Standards of family participation, support, training, and empowerment.

- Fifth: Standards of assessment and diagnosis.

- Sixth: Standards of the building and facilities.

- Seventh: Standards of mainstreaming, transitional services, and career preparation.

- Eighth: Standards of self-assessment (High Council for People with Disabilities, 2009).

Quality Standards in the Inclusion Education Programs

The International Agreement of Persons With Disabilities Rights insured on their right to have high quality environments to achieve maximum deal of academic and social growth, and this requires application standards quality in management inclusion programs for disabilities to assure outstanding these services, these standards sets level of quality performance in the organization or program at labor to improve education systems and outputs. The application of quality standards in inclusion programs for students with disabilities in regular schools is considered a modern educational concept, and there is a strong need to develop inclusion programs for students with disabilities in schools through quality standards in education. The Education of American Individuals with Disabilities (IDEA) law insists that students with disabilities can have access to the normal curriculum. In order to achieve the goal of providing students with disabilities educational opportunities, both ordinary classroom and special education teachers should possess the necessary knowledge and skills associated with their competence, principles, laws of effective learning and education, as well as specific information and skills derived from the field of special education.

The National Council for Typical Standards (2001) Interstate New Teacher Assessment and Support Consortium Special Education Sub-Committee (INTASC), confirmed that all teachers are responsible for providing appropriate education for all students with disabilities, and that all students with disabilities can make a positive learning outcomes if they have appropriate teaching and learning. Models of standards for quality control in inclusive education programs include:

1. Inclusive Quality Education to End Exclusion standards issued by The International

   Disability and Development Consortium (2012). IDDC developed nine

standards for inclusive education quality and some indicators for each standard as follows: (a) teachers, (b) curriculums, (c) early childhood care, (d) language, (e) inclusive learning environment, (f) healthy schools (g) learning material, (h) assessment of students, and (i) learning styles

(http://www.eenet.org.uk/resources/docs/IDDC_quality_IE_poster.pdf).

2. Inclusive education quality standards issued by the New Jersey Coalition for Inclusive Education: This coalition was established with the support of the New Jersey Council on Developmental Disabilities (2004) and has developed quality standards designed to evaluate schools that implement inclusive education and to determine priorities for improvement in the schools by developing plans and programs. In order to develop plans and programs for schools, 11 standards are applied: (a) leadership; (b) school climate; (c) scheduling and participation; (d) curriculum, instruction, and assessment; (e) program planning and development; (f) program implementation and assessment; (g) individual student supports; (h) family-school partnerships; (I) collaborative planning and teaching; (j) professional development; (k) planning for continued best practice improvement.

3. Interstate New Teacher Assessment and Support Consortium Special Education Sub-Committee (INTASC): The council standards were designed as a guide and prompt for states and professional organizations and programs preparing teachers, including development and review of standards and practices. These standards focus on improving the educational results of individuals with disabilities and developing the knowledge and skills of teachers to support the quality of learning for students with disabilities. The regular teacher with the special education teacher supervised these standards to help students with disabilities on learning the values of educational content through the achievement of the following criteria:

- The first criterion: The teacher understands the main concepts, verification tools, and structure of the systems studied and is able to create meaningful learning experiences.

- The second criterion: The teacher understands how children learn and evolve and can provide educational experiences to support development and growth in the social, personal, and educational aspects of each learner.

- The third criterion: The teacher understands how students are different in styles and ways of learning and can create adapted learning opportunities for learners of all abilities.

- The fourth criterion: The teacher understands how to use different learning strategies to encourage and develop students' ability to think critically, solve problems, and perform tasks.

- The fifth criterion: The teacher understands the motivation and behavior of the individual and uses procedures to find an educational environment that encourages positive social interaction, self-motivation, and engagement in education.

- The sixth criterion: The teacher uses verbal and nonverbal communication to achieve efficiency, cooperation, and interaction in the classroom.

- The seventh criterion: The teacher plans education based on the subject of specialization, the students, the goals of the curriculum, and the community.

- The eighth criterion: The teacher uses formal and informal educational strategies to assess and ensure the continuous development of the learners' cognitive, social, and physical development.

- The ninth criterion: The teacher constantly assesses his options and the effects of his actions on others (students, parents, and other professionals in the educational community) and always looking for professional development.

- The tenth criterion: The teacher is concerned about his or her relationships with colleagues at the school, families, and agencies in the community in order to facilitate students' growth and learning.

The Program Evaluation

The evaluation is an important step that aims to identify the used methods to identify strengths and weaknesses aspects for the educational process and encourage to reconsider the goals, the used methods, rehabilitation of the educational process members and re-read the results related to the students' performance and the satisfaction level for provided programs.

Educational assessment is defined as a method used by school management to judge the success or failure of the educational program. Educational assessment leads to three functions: diagnosis, treatment, and prevention. Each of these functions has a purpose along with tools and means with which to achieve its goals.

The program evaluation is the process that aims to determine the program's success or failure to achieve wanted outputs for children growth and learning who presented the program. This process involves analyzing the activities which are carried out in the light of certain criteria, in order to make decisions about the effectiveness of these activities for helping children to achieve predetermined goals. The program evaluation is critical to ensuring application of the principle of accountability.

The program evaluation process includes the following: (a) identify programs levels, (b) find any conflict between any aspects of programs and standards of control, and (c) use this information to either change the performance or adjust program levels (Stone, 1996).

The program evaluation facilitates effective education by linking the results of the evaluation to its objectives, and using evaluation results to revise methods, tools,

and techniques which are used in education (Luetke, Stahlman, & Lukner, 1991). Cronbach & Shapiro (1982) identified three key points in the first evaluation process: (a) the evaluation result gives planners and educators an opportunity to invest those results in the educational development process; (b) the development can be performed on programs during the educational process, and not necessarily after the completion of the process and stability of its procedures; and (c) we can benefit from the results of the evaluation if it focuses on performance and the characteristics of the educational process rather than on comparative studies.

The evaluation of educational programs serves many purposes, including:

- Clarifies mechanism of the programs.

- Provides justification for finding the required provisions of the various programs.

- Increases self-realization for the specialists working in the programs.

- Assists in accessing the best level of service providing (National Center for Clinical Infant Programs, 1987)

The primary methods of assessing special education programs, or any other types of programs, are as follows:

- Formative Evaluation: An evaluation activity which occurs during the main activity or target program, or learning and teaching process, and permeates all levels of the target experience for improvement and development, in terms of organization, plan, methodology, and tools. At every stage, there is an opportunity for feedback which provides information with which to edit and improve the plan or method, thereby ensuring the effectiveness of the program or experience This type of assessment, the process evaluation, is aimed at planning policies, evaluating needs, providing potential, and determining follow-up program

procedures, as this evaluation focuses on the processes' appropriateness ((Chacon-Moscoso et al.2002).

▪ Summative Evaluation: An evaluation which occurs at the end of the main activity, target program, or learning experience. Its primary goal is to detect the level of activity, program, or plan effectiveness, and use the resulting information to inform administrative decisions regarding programs. This type of evaluation often occurs on an annual basis and focuses on program results. It is also referred to as the outcome evaluation, which encompasses the collective evaluation, research evaluation, and goal attainment model (Rando, & Lenze, 1994).

A third type of assessment is referred to as a performative evaluation. The performative evaluation includes evaluating activities relevant to the estimation needs, program planning, and diagnosing capabilities and preparations. The performative evaluation can also provide benefits to interim remedial program design (Scriven, 2012).

The Benefits of Program Evaluation

The benefits of program evaluation can be summarized as follows:

▪ Understanding: Program evaluation helps to increase understanding of the program tasks and mechanisms implemented, and to determine all elements that have a role in the success or failure of the program.

▪ Development: Depending on the data obtained from the program evaluation, one can determine the tools and procedures that increase program effectiveness in order to strengthen positive aspects of the program and eliminate weak elements.

▪ Achievement: The impact of achievement measured by observing the program objectives, achieving for which they were prescribed, compared with other similar programs.

- Justification and defense: These enable us to support the program and defend its existence and need for continuity. (Fitzpatrick, Sanders, & Worthen, 2004)

Summary

The current study is different from previous studies in that the study aims to evaluate of educational inclusion programs for students with intellectual disabilities in Jordan and to serve policy makers regarding the programs of special education implemented in the institutions, as well as the public and private schools. To identify and assess the current status of programs and institutional services provided in order to develop and improve the performance levels of programs and services provided to people with a disability. In addition to this study, the qualitative research method will be used. As previous studies have examined the topics and issues one of the paramount importance, such as assessing the effectiveness of the programs offered to specific groups in special education; for example, hearing impairments and learning disabilities, autism and special education programs in early childhood. Chapter 3 outlines and describes the methodology for the study.

CHAPTER 3 METHODOLOGY

Introduction

This chapter describes the study's methodology, study population and sample, the research questions, instruments, data collection procedures and data analysis used to draw conclusions. The study's goal was to evaluate the inclusive education programs for students with intellectual disabilities in Jordan and develop an inclusive education evaluation instrument for use in Jordan.

Research Design

It is a descriptive study aimed to evaluate the inclusive education programs for students with intellectual disabilities in Jordan. The researcher used mix the quantitative and qualitative methodology for this research. Qualitative research methodology was used in order to support the results of the quantitative component.

Study Population

According to the Ministry of Education (2015) and the Higher Council for the Affairs of People with Disabilities (2015) of Jordan, there are 300 students (male, female) with intellectual disabilities enrolled in general education schools. Table 1 shows the study Population.

Table 1: The Study Population.

Public Schools					Private Schools				
Students with intellectual disabilities	Students without disabilities	Schools	Special education teachers	Regular education teachers	Students with intellectual disabilities	Students without disabilities	Schools	Special education teachers	Regular education teachers
170	9000	27	54	810	130	25000	75	84	3750

Study Sample

The study sample consisted of thirty schools and eight teachers. They were randomly selected via Microsoft Excel software. Table 2 shows the Study Sample.

Table 2: The Study Sample.

Public Schools			Private Schools		
Schools	Special education teachers	Regular education teachers	Schools	Special education teachers	Regular education teachers
8	2	2	22	2	2

Development of the Research Instrument

One scale was used to evaluate the inclusive educational programs for students with intellectual disabilities. The scale contained two parts: The first utilized the quantitative approach, while the second utilized the qualitative approach.

First part: Quantitative approach.

This section describes procedures and stages of the scale developed to assess inclusive education in Jordan through several stages:

The first stage: data collection. In order to collect data to assess the inclusive education programs, the researcher prepared this measure using the literature and theoretical frameworks related to inclusive education programs, which include the following:

▪ Professional standards of practice in the field of students with disabilities education, which is accredited by Council for Exceptional Children.

▪ Quality indicators for individual education programs developed by the Department of Education in Florida (1997), including public schools and community education departments as well as teaching support and community services boards.

- Inclusive education indicators in Europe requested by the European Agency for Development in Special Needs Education.

- Alberta-Canada Special Education Standards (Standards for Special Education, Alberta, 2004).

- Quality standards in early childhood developed by the Michigan State Board of Education.

- Special education standards in early childhood in Alberta, Canada (Standards for the Provision of Early Childhood Special Education, Alberta, 2006).

- Quality indicators for inclusive school buildings in Maryland (Maryland Coalition for Inclusive Education).

- Quality indicators for inclusive education in the state of New Jersey (New Jersey Coalition for Inclusive Education; NJCIE).

- Administration of inclusive education and the friendly learning classroom for UNESCO.

The second stage: This is involved making a scale to assess the inclusive education programs for students with intellectual disabilities in Jordan, using the following procedures:

- In the first stage, the researcher determined the 9 standards of the scale: (1) policy and strategic planning, (2) administration and personnel (3), physical environment, (4) assessment, (5) educational programs, (6) cooperation and coordination, (7) professional and transitional services, (8) ethical and professional practices, and (9) program evaluation.

- The second stage involved identifying the subindicators. In this stage, the researcher determined the subcriteria for the scale by studying each dimension, as well as specialized organizations' access to standards and documents in order to

apply the criteria and indicators. Formulation of indicators that measure and reflect each dimension in order to create the scale using measureable procedures and was completed.

▪ The third stage involved the building of the scale. The researcher prepared a scale with 9 basic standards, 20 basic criteria, and 178 subindicators, Table 3 shows the scale standards of inclusive education standards in Jordan and the number of main and subindicators for each standard.

Table 3: Scale standards and main and substandards.

Standards	Number of Main Indicators	Number of Subindicators
Policy and Strategic Planning	3	7
Administration and Personnel	7	38
Physical Environment	4	34
Assessment	-	9
Educational Programs	4	47
Cooperation and Coordination	-	10
Professional Services and Transitional	2	16
Professional and Ethical Practices	-	8
Program Evaluation	-	9
Total	20	178

▪ In the fourth stage the direct field observation was used as a checking method for each scale indicator, including data collection, documentation, interviews, and disclosure. The scale paragraphs were drafted in the form of phrases, answered

by achieved, achieved partially, or not achieved. Participants were determining the degree of applicability of each indicator to the educational programs. Participants checked the box for achieved if the index applied to the program, partially achieved if some of the index applied to the program, and not achieved if the index did not apply to the program. The degree of evaluation of these dimensions involved three levels: high, medium, and low. These were determined by identifying cut-off points between these levels using the highest value that could be obtained (3), minus the minimum value that could be obtained :

- High level: adoption average (2.34-3).
- Medium level: adoption average (1.67-2.33).
- Low level: adoption average (1-1.66).

- The fifth stage the scale validity and reliability were determined by the following:

1. Validity

- Construct validity:

Returning to the agreed-upon international standards by several specialized organizations in the field of inclusive education programs, as well as revising the standards of professional practice in the field of education of students with disabilities and reviewing numerous references and specialized studies.

- **Content validity**

The instrument was reviewed by ten arbitrators with academic and professional experience in the field of special education in Jordan. The instrument was reviewed based on suggestions and comments received from academic and professional experience in the field of special education.

2. Reliability

Cronbach alpha coefficients were obtained for each of the Dimension with the sample used in the study. The results of these analyses are presented in Table 4.

Table 4: Cronbach alpha coefficients

Standards	Cronbach's Alpha
The policy of the strategic planning	0.99
The administration of the employees	0.91
The physical environment	0.64
The Assessment	0.77
The educational programs	0.96
The cooperation and coordination	0.95
The transitional and professional services	0.89
The ethical and professional practices	0.90
The program evaluation	0.97
Total	0.98

The alpha coefficients for the instruments ranged from 0.64 for "The physical environment" to 0.99 for "The policy of the strategic planning." An alpha coefficient also was obtained for all dimension 0.98, providing support that this instrument had acceptable to excellent internal consistency as a measure of reliability

Second part: Qualitative approach.

According to Bran linger, Jimenez, Klingler, Poach, and Richardson (2005)" This evaluation gathered data according to a qualitative methodology, which "typically includes an *emic* (insider to phenomenon) in contrast to quantitative studies' *etic* (outsider) perspective" (Bran linger, Jimenez, Klinger, & Richardson, 2005, p. 199).

Due to the fact that this evaluation relied mostly on opinions, perceptions, and the evaluator's reflections of policies and implementation, it was important to utilize a methodology that lent itself to their testimonies and recording. Qualitative research does not make causational predictions about people or events. However, the observations and interpretations stemming from qualitative research do inform policy and practices, and provide descriptions that are not only useful, but difficult to gather using quantitative analysis"

This qualitative research methodology sought to collect qualitative data that described the reality of work for inclusion programs for students with intellectual disabilities using the following procedures:

1. The researcher used an interview technique via phone with 8 teachers in public and private schools who participated in the study application process. The researcher used to provide answers to the following questions:

   - What is the definition of inclusion educational programs?

   - Tell me about formal management that is responsible for policies and procedures related to identifying and assessing students with intellectual disabilities?

   - What are the adopted diagnosis procedures in educational inclusion programs?

   - Can you give more details about the individual educational program that your school offers? What are the support services provided by the program? What educational strategies are used? Does the teacher adapt the curriculum to meet student needs?

   - Tell me about the learning environment, and give me an example of the appropriate educational materials and equipment?

- Describe a professional development program implemented in the school that meet the needs of workers in the inclusive education programs?

- What are the programs that you regularly perform assessments in order to identify weaknesses and take the necessary corrective actions?

2. The interview and the audio recording was done after obtaining teachers permission. Of interview notes were used to analyze the data that were collected from the interview.

Data Analysis

First part: Quantitative approach:

The data from the instrument was analyzed using IBM-SPSS ver. 21.0. The analysis used descriptive statistics.

Second part: Qualitative approach:

The researcher used the analysis of interview results, which is to transcribe the discussion, and summarize the conclusion .To do that, this study used Mansell, et.al (2004) processes of analyzing phenomenological data, which are:

1. Transcribing the interview discussion.

2. Reading the interview transcript to gain a full sense.

3. Reading the transcript slowly one more time to separate the data into parts.

4. Linking those parts that have similar focus or content.

5. Presenting the results by interpreting the participants' original expression.

Rigor

This research study involved a qualitative analysis. Rigor was established in this study through member checking, peer debriefing.

Member Checking

According to Lincoln and Guba (1985) the researcher should considered member checking as the single most important condition to ensure credibility. The data were checked during the interviews of after the data collection to ensure accuracy. The study's participants were asked to read the transcripts to support member checking. Member checking was done every three weeks via, telephone conferences

Peer Debriefing

In this study, peer debriefing was done with presence of the major advisor, other dissertation committee members, and other colleagues. Through these discussions, the researcher expanded his ideas. Peer debriefing drew attention to possible mistakes in the research and then focused on taking few steps in order to correct the errors. The meetings also helped the researcher to evaluate his ideas and understandings (Shenton, 2004). Debriefing occurred monthly through email, telephone conferences and face-to-face meetings

<div align="center">

Procedures

</div>

The preparation of this study required several stages, as follows:

▪ First stage: Setting up the scale to assess the inclusive education programs for students with intellectual disabilities and finding the appropriate reliability and validity indicators.

▪ Second stage: Obtaining university approval to begin the application procedures on the inclusive education programs offered through the Ministry of Education.

▪ Third stage: Choosing an assistant researcher for assessment and interviewing.

▪ Fourth stage: Selecting schools that apply inclusive education programs in the public and private school in Jordan, and collecting data and information from those programs, including the departments of the Ministry of Education through the

Special Education Department records, and the Support Education Department of the Higher Council for the Affairs of People with Disabilities

- Fifth stage: Visiting the inclusive education programs for students with intellectual disabilities by the assistant researcher to evaluate the inclusive education programs during the first semester of the 2015-2016 school year.

- Sixth stage: Conducting interviews by the researcher with teachers.

- Seventh stage: Entering data on the automatic computer, as well as analysis and extraction of results.

Summary

Chapter three defines the framework used in this quantitative and qualitative study as well as the research design, study sample and participant information. This chapter also provided the data collection methods and analysis. Chapter four presents the results and findings for this study.

CHAPTER 4 RESULTS OF DATA ANALYSIS

Introduction

The purpose of this study was to evaluate and describe the characteristics and types of educational inclusion programs for students with intellectual disabilities in Jordan. This chapter describes the data collected through the study. The data were collected through instruments and interviews.

The data collected in this study were based on the following research questions:

1. What are the standards for evaluation of educational inclusion programs for students with intellectual disabilities?

2. What are the standards degree of applicability to the programs offered in Jordan?

3. How to evaluate educational inclusion programs for students with intellectual disabilities in Jordan?

Data were collected using instrument and interviews. The data from each data set (instrument and interviews) were analyzed separately. The data analysis is described in two sections: analysis of school data by instruments and analysis of teacher data by interviews.

Analysis of School Data

To answer the first question" What are the Standards For evaluation of educational inclusion programs for students with intellectual disabilities?" The question was answered through procedures and stages of the scale developed to assess inclusive education in Jordan through several stages mentioned in chapter three. These stages are:

- The first stage: data collection. In order to collect data to assess the inclusive education programs, the researcher prepared this measure using the literature and theoretical frameworks related to inclusive education programs,

- The second stage: This is involved making a scale to assess the inclusive education programs for students with intellectual disabilities in Jordan,

- In the third stage, the researcher determined the 9 standards of the scale: (1) policy and strategic planning, (2) administration and personnel (3), physical environment, (4) assessment, (5) educational programs, (6) cooperation and coordination, (7) professional and transitional services, (8) ethical and professional practices, and (9) program evaluation.

- The fourth stage: involved identifying the subindicators. In this stage, the researcher determined the subcriteria for the scale by studying each dimension.

- The fifth stage: involved the building of the scale. The researcher prepared a scale with 9 basic standards, 20 basic criteria, and 178 subindicators,

- In the sixth stage: the direct field observation was used as a checking method for each scale indicator, including data collection, documentation, interviews,

- In the seventh stage disclosure the scale paragraphs were drafted in the form of phrases, answered by achieved, achieved partially, or not achieved.

- The eighth stage : the scale validity and reliability were determined

To answer the second question," What are the standards degree of applicability to the programs offered in Jordan?" field visits to the sites of each school were conducted. These visits were conducted by the researcher's assistant in order to collect data from the school using the research instrument. In order to identify the conformity degree, the means, and the standard deviations of the instrument, main dimensions were

calculated. Table 4 illustrates the means, standard deviations, and conformity degree for the dimensions.

Table 5: Means, Standard Deviations, and Conformity Degree for the Dimensions

The Standard	The mean	The standard deviation	The conformity degree
The assessment	2.18	0.42	Medium
The physical environment	1.96	0.15	Medium
The educational programs	1.89	0.35	Medium
The administration of the employees	1.86	0.31	Medium
The policy of the strategic planning	1.60	0.80	Low
The cooperation and coordination	1.38	0.55	Low
The program evaluation	1.27	0.59	Low
The transitional and professional services	1.06	0.19	Low
The ethical and professional practices	1.05	0.25	Low
The total degree	1.73	0.26	Medium

Table 5 demonstrates that the conformity degree of the educational inclusion programs for students with intellectual disabilities in Jordan was $\overline{x} = 1.73$. The main standards ranged from medium to low degrees. The assessment level of the dimension was medium, with a mean of approximately $\overline{x} = 2.18$. The other three main dimensions were medium and included: the administration of the employees 1.86, the physical environment $\overline{x} = 1.96$ and the educational program $\overline{x} = 1.89$.

In regards to the low levels, there were five dimensions: policy and strategic planning $\overline{x} = 1.60$, cooperation and coordination $\overline{x} = 1.38$, program evaluation $\overline{x} = 1.27$,

transitional and professional services $\overline{x} = 1.06$, and ethical and professional practices $\overline{x} = 1.05$.

Table 6 illustrates the data, the means, the standard deviations, and the conformity degree for all Standard, Substandards for public and private schools

Table 6: Means, Standard Deviations, and Conformity Degree for Substandards

Standard	Substandards	Public School			Private School			Total		
		Mean	Std. Deviation	The Conformity Degree	Mean	Std. Deviation	The Conformity Degree	Mean	Std. Deviation	The Conformity Degree
The Policy of the Strategic Planning	Strategic plan	1	0.00	Low	1.84	0.82	Medium	1.62	0.8	Medium
	Policies	1	0.00	Low	1.81	0.84	Medium	1.59	0.8	Low
The administration of the employees	The organizational structure	1.67	0.00	Low	1.88	0.36	Medium	1.82	0.32	Medium
	The administration	1.5	0.00	Low	1.74	0.52	Medium	1.67	0.45	Medium
	The special education supervisor	2	0.00	Medium	1.36	0.7	low	1.53	0.66	Low
	The special education teacher	2.57	0.00	High	2.63	0.16	high	2.61	0.14	High
	The general education teacher	1.4	0.00	Low	1.68	0.43	Medium	1.61	0.39	Medium
	Assistant teacher	2.75	0.00	High	2.36	0.95	high	2.47	0.83	High
	Specialists supporters	1	0.00	Low	1.12	0.26	Low	1.09	0.23	Low
The physical environment	The school building	2.11	0.00	Medium	2.05	0.21	Medium	2.06	0.18	Medium
	Classroom	2	0.00	Medium	2.37	0.35	High	2.27	0.34	Medium
	The resource room	1.82	0.00	Medium	2.16	0.27	Medium	2.07	0.27	Medium

Domain	Item	Mean	SD	Level	Mean	SD	Level	Mean	SD	Level
	The special classroom in regular school	2.29	0.00	Medium	1	0	Low	1.34	0.58	Low
Assessment	Assessment	1.67	0.00	Medium	2.37	0.32	High	2.18	0.42	Medium
The educational programs	The individual educational program (IEP)	1.76	0.00	Medium	2.13	0.28	Medium	2.03	0.29	Medium
	Curriculum	1.08	0.00	Low	1.74	0.48	Medium	1.56	0.51	Low
	Behavior management methods	1.5	0.00	Low	1.95	0.46	Medium	1.83	0.44	Medium
The cooperation and coordination		1	0.00	Low	1.51	0.58	Low	1.38	0.55	Low
The transitional and professional services	Transitional services	1	0.00	Low	1.16	0.51	Low		0.44	Low
	Vocational configuration	1	0.00	Low	1	0	Low	1	0	Low
The ethical and professional practices		1	0.00	Low	1.06	0.29	Low	1.05	0.25	Low
The program evaluation		1.13	0.00	Low	1.32	0.69	Low	1.27	0.59	Low
	Total	1.57	0.00	Low	1.79	0.29	Medium	1.73	0.26	Medium

Table 6 also illustrates the means of the substandards, ranging between $\overline{x} =1.01$ to $\overline{x} =2.61$. The vocational configuration had a low conformity degree of $\overline{x} =1.01$ for the special education teacher, the degree was high, whereas the conformity degree ranged from high to low. There were two main substandards with a high conformity degree: the special education teacher and assistant teacher. In addition, there were eight substandards with a medium degree: organizational structure, the administration, the school building, classroom, the resource room, the Individual Educational Program (IEP), teaching methods and strategies, and behavior management methods. Furthermore, there were 10 substandards with a low degree: vision and mission, strategic plan, policies, special education supervisor, general education teacher, specialists' supporters, the special classroom in regular school, curriculum, transitional services, and vocational configuration.

Analysis of Teacher Data

A qualitative research methodology was used to collect and gather qualitative information and data, which describe the reality of the work in the educational inclusion programs for students with intellectual disabilities in Jordan. Interviews were conducted to answer the following question: How to evaluate educational inclusion programs for students with intellectual disabilities in Jordan?

Analysis procedures

The collected data of this phase of the study were obtained from interviews with eight teachers who participated in this study. The researcher conducted formal interviews that were audio-recorded. The interviews were led by open-ended questions and were investigative in nature. Six open-ended questions were designed for any answer given to be appropriate. According to Schensul, Schensul, and LeCompete (1999) described open-ended interviewing as "...the most technically challenging and,

at the same time, the most innovative and exciting form of ethnographic interviewing" (p. 121). The data from the interviews were explored through a domain analysis. The interviews were conducted with the teachers; the interview protocols for teachers can be found in Appendix C. Interview length ranged from 10 to 40 min, with an average of three working hours designated for conducting interviews.

Background of teacher participants

A total of eight teachers participated in this study: two special education teachers in public schools, two regular education teachers in public schools, two special education teachers in private schools, and two regular education teachers in private schools. Two of the special education teachers in public schools taught in a special classroom in regular schools and two regular education teachers in public schools taught in a regular classroom. One of the special education teachers in private schools taught in a resource room, while the other special education teacher taught in a special classroom in regular schools .Two regular education teachers in private school taught in a regular classroom. The teachers involved in this study were chosen based on the types of inclusive education programs for students with intellectual disabilities.

Table 7: Teacher Participant Summary

Teacher	Gender	Type of teacher	Types of school	Types of inclusive education programs
Teacher 1	M	special education	public school	special classroom in regular school
Teacher 2	M	special education	public school	special classroom in regular school
Teacher 3	M	regular education	public school	regular classroom
Teacher 4	M	regular education	public school	regular classroom
Teacher 5	M	special education	private school	resource room
Teacher 6	F	special education	private school	special classroom in regular school
Teacher 7	F	regular education	private school	regular classroom
Teacher 8	F	regular education	private school	regular classroom

Data Analysis

The researcher analyzed the data by applying the domain coding procedure. The domain coding procedure is used to realize the knowledge and experience of participants regarding inclusive education programs for students with intellectual disabilities in Jordan.

The domain coding procedure is typically followed by the taxonomic coding procedure (Saldana, 2009). As of the limitation of the qualitative data, this study used the domain coding procedure to identify the procedure of the participants' response, selection themes, and to have clear cover terms. Saldana (2009) stated, "Depending on the nature and goals of your study, you may find that one coding method alone will suffice, or that two or more are needed to capture the complex processes or phenomenon in your data" (p.47). A domain analysis was completed for the formal interview responses and discussion, where a semantic relationship was applied and a cover term discovered.

Analysis of Interview

The interview was conducted based on the qualitative interview protocol (Appendix C) and contained the following questions:

1. What is the definition of inclusive education programs?

2. Tell me about policies and procedures related to identifying, assessing, and diagnosing students with intellectual disabilities?

3. Can you give more details about the individual educational program that your school offers? What are the support services provided by the program? What educational strategies are used? Does the teacher adapt the curriculum to meet student needs?

4. Tell me about the learning environment and give me an example of the appropriate educational materials and equipment.

5. Describe a professional development program implemented in the school that meets the needs of workers in the educational inclusion programs.

6. In which programs do you regularly perform assessments in order to identify strengths, weaknesses, and necessary corrective actions?

The Stages of Data Gathering

This process consists of four stages:

1. The first stage: Planning for data gathering. This stage started on the first month of the 2015 academic year, when the researcher conducted an initial survey to evaluate educational inclusion programs for students with intellectual disabilities.

2. The second stage: Lasting for two weeks, this stage started at the beginning of the second month of the same academic year. The researcher carried out the interviews with the teachers via phone, and recorded and reviewed the data.

3. The third stage: This stage involved gathering, analyzing, summarizing, and describing the main data. These procedures lasted about one month.

4. The fourth stage: The researcher analyzed the data through his recordings as well as through the interviews with the participants.

Analysis of Teacher Data

Themes from Teachers Interviews

Table 8 illustrates themes from special education teachers and regular education teachers in public and private schools. Although each teacher has different characteristic and background experiences, they share similar views and understanding about inclusive education in Jordan.

Table 8: Themes from Teachers Interviews

Public schools		Private schools	
Special education teachers	**Regular education teachers**	**Special education teachers**	**Regular education teachers**
Teaching in regular classes	Teaching with normal students	Inclusive is the right	Teaching in regular classes
Inclusive is partial	Environment invalid	NO the stigma	Functional teaching
Academic goal	IEP exist	System support	Training plan
The basic assessment	Not clear procedures get referral	Individual efforts and initiatives	Costing money
Individual ,Personal efforts	Lack of clarity in procedures diagnosis	External diagnosis	Referral system
No specialists	Little training	Negative attitudes	Clear procedures in evaluation
Lack services	Special education teachers do every thing	Expense inclusive	Full education serveries
The IEP Existing	No team work	A lot of training	Collaboration
Families uncooperative	No collaboration	Exists IEP	Have IEP
There are no support services	Counselor's services.	Development plan	Inclusive alternatives
The lack of budget	No evaluation program	Quality control	Environment appropriate
Environment need to improve	Noncompulsory feedback	Teamwork	Modern teaching aids
Some training	Lack of feedback	Modifications to the curriculum	Modified curriculum
No programs evaluation			Evaluation programs system

Domain Analysis from Teachers Interviews

After each interview was coded for themes, similar domains across the data could be recognized. Examples of the domain analyses in Tables 9, 10, 11, 12, 13, and 14 shows how terms and cover terms are connected with a semantic relationship (Spradley, 1980).

Table 9: Domain Analysis from Teacher Interviews

Included Terms	Semantic Relationship	Cover Term
Teaching in regular classes.	Terms used to	Teachers' Knowledge and Definition
Government policy		
Integration is partial		
Academic and social integration		
The right of persons with disabilities		
No distinction		
Education functional		
Build abilities in learning		
Teaching with normal students		
Same opportunity		
Acceptance		
Not applies		
Social reasons		
Access to education		

Table 10: Domain Analysis from Teacher Interviews

Included terms	Semantic Relationship	Cover Term
Exist	Terms used to	Evaluation Service
Verbal procedures		
Not clear procedures		
Get referral		
External assessment		
MOE & HCD sources		
Individual efforts		
Errors, mistake identification		
Government procedures		
No specialist for assessment		
Informal assessment		
Old scales		
Lack of scales		
No collaboration		
No assessment		
Informal procedures		

Individual effort
No discrimination
Supportive administration
Reject inclusion
External organization
IQ test
Incorrect assessment from the government
Personal gains
Accept inclusion
A lot of training
Provide evaluation
Difference between theory and reality
Assessment weakness

Table 11: Domain Analysis from Teacher Interviews

Included terms	Semantic Relationship	Cover Term
IEP exists	Terms used to	Educational Program Services
Done by special education teacher		
No collaboration		
Psychology counseling exist		
No team		
Counselor's services		
Forms from MOE		
Personal efforts		
Families not involved		
Trust the teachers		
Shortage in the strategy		
Academic services		
Simple strategy		
Poor budget		
Lack of teachers		
Simple tools		
Lack of technology		
No support services		
Referral to rehabilitation center		
Training		
Clear goals		
Teachers collaborations		
Curriculum modifications		
IEP modifications		
Periodic meetings		
Family opinion		
Occupational goals		
Curriculum modification		
Multiple goals		

Table 12: Domain Analysis from Teacher Interviews

Included Terms	Semantic Relationship	Cover Term
Bad environment	Terms used to	Facilities
Inclusion not accepted		
Incomplete environment		
Needs a lot of work		
Basic environment level		
Lack of materials		
A lot of students		
One teacher		
Not suitable environment		
Lack of equipment		
Bad place		
Equipped classroom		
Safe material		
Up to date technology		
Special classroom		
Resources room		
Fully equipped room		
Use of games		
Curriculum modifications		
A lot of students		
Lack of tools and material		

Table 13: Domain Analysis from Teacher Interviews

Included Terms	Semantic Relationship	Cover Term
Some training	Terms used to	Training
No professional development		
Lack of knowledge		
Not useful training		
Sometimes useful training		
No collaboration/		
Periodic training		
Good training		
Training plans		
Pertaining		
Teacher training		
Employee training		

Table 14: Domain Analysis from Teacher Interviews

Included Terms	Semantic Relationship	Cover Term
Verbal feedback		
Noncompulsory feedback	Terms used to	self-assessment
No evaluation program		
Evaluation based on the student performance		
Evaluation form		
Internal evaluation		
No external evaluation		
No follow up from MOE		
No feedback		
Collaboration		
Recommendation		
Supervisors		
Meetings		
Quality		
Survey		
Family acceptance		

Summary

This chapter provided a detailed analysis of the data collected during the course of this study. It addressed each of the three questions posited for this study through a quantitative and qualitative methodology. The next phase of the study in chapter five a detailed discussion of the research questions in relation to the data analysis will follow.

CHAPTERA 5 CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this study was to evaluate educational inclusion programs for students with intellectual disabilities in Jordan and describe the characteristics and types of these programs. This study utilized both quantitative and qualitative approaches. The data collected through several means were analyzed and thus provided answers to the research questions. This chapter will provide a discussion of the results and recommendations that resulted from this study.

Discussion

The research questions that prompted this study included:

1. What are the standards for evaluation of educational inclusion programs for students with intellectual disabilities?

2. What are the standards degree of applicability to the programs offered in Jordan?

3. How to evaluate educational inclusion programs for students with intellectual disabilities in Jordan?

Discussion of school data (quantitative data).

- **Discussion and explanation of the standards.**

The results associated with the first question showed that the conformity degree of the educational inclusion programs for students with intellectual disabilities in Jordan was medium and the total degree for the measurement standards was ($\overline{x}$ =1.73). The main measures ranged between a scales of medium inclusion educational to low inclusion educational. On the assessment, they reached a higher degree ($\overline{x}$= 2.18) on the scale. This can be attributed to the fact that inclusion is an important factor to be considered when providing educational services for individuals. Therefore, skill

assessment serves as a requirement for identifying the appropriate inclusion education for students, for developing educational plans, and for choosing long- and short-term goals. This result is consistent with the findings of Robertson's (2003) study. The rest of the dimensions were rated between medium and low on the scale of measures. Three of these dimensions were rated on the medium side of the scale and are detailed below.

First, physical environment was rated at an average of ($\overline{x} = 1.96$), which can be justified by the focus of inclusive educational programs aimed primarily at the availability of material conditions in which the educational environment will be held. This requires the presence of special classrooms in regular schools with specific characteristics in terms of size, location, ventilation, and lighting.

Second, educational program was rated at an average of ($\overline{x} = 1.89$) and administration of the employees at an average of ($\overline{x} = 1.86$). This can be explained by the administration focusing on the variables of implementing educational mechanisms, through which the implementation, management, and the provision of adjustments and adaptations of human and material resources for both the student and teacher in a way that meets the needs of the individual student.

Five of the other dimensions measured at a low level. First, the policy of strategic planning was rated at an average of ($\overline{x} = 1.60$). This is due to the fact that inclusive education programs are created without a clear vision and without the planning and participation of those involved in the provision of services. Second, cooperation and coordination was rated at an average of ($\overline{x} = 1.38$), which is due to the fact that the special education teacher works alone and there is no multidisciplinary team. Third, the program evaluation was lowest, rated at an average of ($\overline{x} = 1.27$). This measure can be explained by the absence of distinct mechanisms and standards of program implementation and evaluation, which are based on scientific methodology

control, under which the points of strengths, and weaknesses are identified, and take necessary action for the development of procedures in addition to the financial challenges and lack of provisions necessary for evaluation and expenses. Fourth, professional and transitional services was rated at an average of ($\overline{x}$ =1.06). This can be explained by the prevailing belief that such services should be provided after completing school and can be traced to the absence of the ability to set up transitional plans, in addition to the misconception that such plans should be prepared only at the end of the school stage, just prior to transitioning into the work stage. Finally, professional and ethical practices were rated at an average of ($\overline{x}$ =1.05). This can be explained by the absence of a written code of ethics, or the ethics of professional special education, unlike the rest of the sciences. It can also be preparation and training programs in the preservice stage to address these important issues: lack of programs, training, and professional development.

- **Discussion of the substandards.**

1. Vision and mission: Results relating to the vision and mission showed that the degree of commitment was low, scaled at ($\overline{x}$ = 1.60). This result has been attributed to the lack of serious consideration to inclusion programs, lack of experience in strategic planning, and lack of attention to the consent of the students and their parents.

2. Strategic plan: Results relating to the strategic plan showed that the degree of commitment was low, scaled at ($\overline{x}$ = 1.60). This result has been attributed to the nature of the work in inclusive education programs, which requires a clear vision to direct the efforts, plans, and goals, and to achieve the objectives and strategic plans of the school.

3. Policies: Results relating to the policies showed that the degree of commitment was low, scaled at ($\overline{x}$ = 1.60). This is due to lack of resources and clarity of the tasks, as

well as the absence of performance indicators measuring the level of implementation and commitment to the strategic plan.

4. Organizational structure: Results relating to the organizational structure showed that the degree of commitment was medium, scaled at ($\overline{x} = 1.82$). This result is attributed to the fact that schools that follow the current organizational structure lack the function related to special education programs. In addition having more than one entity "stirring the pot" at the expense of the special education department introduces an element of "stovepiping" and institutional disorganization.

5. Administration: Results in the standards of administration showed that the degree of commitment in upholding these standards was medium, scaled at ($\overline{x} = 1.67$). This is due to the administration's emphasis on work and the level of the school's achievement, pushing them to focus on students without disabilities because the number of students with disabilities is small. Also, the time spent by managers on their work and supervision of the financial and administrative aspects does not allow them time for any other kind of work. In addition, the lack of experienced managers and assistants in the field of educating students with disabilities leads to a lack of advocacy on behalf of special education and inclusive programs by these administrators.

6. The special education supervisor: Results relating to the special education supervisor showed that the degree of commitment was low, scaled at ($\overline{x} = 1.53$). This can be attributed to the high supervisor to program ratio. In light of the fact that there were few special education supervisors at the Ministry of Education to begin with, it can be readily assumed that these supervisors did not have the technical expertise and training required to work in inclusive education programs to begin with.

7. The special education teacher: Results relating to the special education teacher showed that the degree of commitment was high, scaled at ($\overline{x} = 2.61$). This can be attributed to

the fact that all schools in the sample population had special education teachers. This may be explained by the large number of graduates of special education programs at Jordanian universities at a bachelor's or graduate degree level leading to a "buyer's market" for special education teachers at these schools.

8. General education teacher: Results relating to the general education teacher in inclusive programs showed that the degree of commitment was low, scaled at ($\overline{x} = 1.61$). This is attributed to the lack of experience that general education teachers have with educating students with disabilities. It can also be explained by the absence of cooperation between the general education teacher and the special education teacher, as well as the administration failing to facilitate communication between the general education teacher and the special education teacher.

9. Assistant teacher: Results relating to assistant teacher showed that the degree of commitment was high, scaled at ($\overline{x} = 2.47$). This can be attributed to the fact that all schools in the sample population had assistant teachers. As with the special education teacher the market for these professionals is saturated, arguably more so, as the educational requirements are less than those of the special education teacher.

10. Specialists' supporters: Results relating to specialists' supporters showed that the degree of commitment was low, rated at ($\overline{x} = 1.09$). This is attributed to the lack of staff specialists working in Inclusive Education Programs. Low salaries make specialists reluctant to work in these programs. Furthermore, cases in which support services are needed are usually forwarded to specialized centers as support services require physical equipment that is expensive and difficult for some education programs to provide due to lack of resources.

11. School building: Results relating to the school building showed that the degree of commitment was medium, scaled at ($\overline{x} = 2.06$). This is attributed to certain mandatory

criteria issued by the Ministry of Education for lighting, ventilation, and space of the building which must be included in the construction of the school in which inclusive education programs are held.

12. Classroom: Results relating to the classroom showed that the degree of commitment was medium, scaled at ($\overline{x}$ = 2.27). This is attributed to the size of the classrooms utilized by students with disabilities. These classrooms are usually large and the number of students with disabilities in these classrooms is typically one student.

13. Resource room: Results relating to the resource room showed that the degree of commitment was medium, scaled at ($\overline{x}$ = 2.07). This is attributable to Ministry of Education guidelines, which clearly focus on the importance of providing the physical environment for the program and calls attention to the conditions and material specifications for the implementation of the program. Also, resource room model has the most inclusive form of integration in Jordan.

14. The special classroom in regular schools: Results relating to quality control standards in special education classrooms showed that the degree of commitment to the standards was low, scaled at ($\overline{x}$ = 1.26). This is due to the low number of these classrooms in the study. Also, the special classrooms in regular schools included classrooms that followed guidelines from the Swedish Association for Individual Aid which conflict with the standards of the Ministry of Education.

15. Individual Educational Program (IEP): Results relating to the individual educational program showed that the degree of commitment was medium, scaled at ($\overline{x}$ = 2.27). This can be attributed to the teachers' inadequate preparation and development of IEPs. It can also be attributed to the fact that Ministry of Education does not require the families of these children to participate in the preparation of these individual educational plans.

16. Curriculum: Results relating to the curriculum showed that the degree of commitment was low, scaled at ($\overline{x}$ = 1.20). This can be explained by the lack of special curriculum for students with disabilities, as well as the lack of opportunities for special education teachers to make any adjustments or modifications to the curriculum. Also, the inapplicability of the current curricula to students with disabilities and the failure to take serious measures to develop and set up a modified curriculum, based on the best educational practices and the lack of participation by teachers contributed to the low level of commitment.

17. Teaching methods and strategies: Results relating to teaching methods and strategies showed that the degree of commitment was low, scaled at ($\overline{x}$ = 1.67). This can be explained by reviewing the instructions issued by the Ministry, which require that education be offered individually or within small groups. Teachers' commitment to the implementation of these methods was broad across the sample population. To what extent the new methods are being used to provide a quality education versus the traditional model requires further research and observation. This can also be attributed to the fact that most special education teachers have a bachelor's degree in special education.

18. Behavior management methods: Results relating to behavior management methods showed that the degree of commitment was medium, scaled at ($\overline{x}$ = 1.82). This can be attributed to the lack of experience in developing behavior management programs, as well as the lack of methods in behavior management training programs for teachers. It may also be due to lack of interest in teachers to instruct students on generalization skills in situations that require it.

19. Transitional standard services: Results relating to the transitional standard services showed that the degree of commitment was low, scaled at ($\overline{x}$ = 1.10). This can be

explained by the inability to set up transition plans, or the misguided belief that such plans can only be prepared at the end of the school stage.

20. Vocational configuration: Results relating to vocational configuration showed that the degree of commitment was low, scaled at ($\overline{x} = 1.01$). This can be explained by the proliferation of the incorrect belief that such skills are limited and that students can only be prepared at the end of the school stage to move to the work stage. In addition, the teachers lacked experience in the field of vocational rehabilitation, focusing instead on the academic aspects.

Conclusion of school data (quantitative data)

The results show that the evaluation of educational inclusion programs for students with intellectual disabilities in Jordan was on a medium level. In light of these results I would propose that inclusion in Jordan needs improvement and development especially with regard to strategic planning, educational services, and professional peer relationships and cooperation. Although Jordan has some good inclusion practices, these fall far short of the mark. Jordan is a developing country, and advancing inclusive education will face many challenges. The first hurdle is economic. Inclusive education presents a significant cost. Second, the lack of family awareness of inclusive education. Third, the lack of adequate resources, services, and infrastructure in the learning environment. Fourth, the inflexibility of the government mandated curriculum which all students are required to follow. Finally, the shortage of teacher training leading to the lack of basic learning and teaching methods of inclusive education. To introduce and implement inclusive education using best practices in Jordan will require collaboration between the government and private sectors, as well as the families of the students. The focus should be on professional development that includes pre-services

training for teachers. Finally, teacher preparation standards must include inclusive education practices.

In summary, inclusive educational practices have the potential to profoundly change special education in Jordan. A lot of effort is still needed, guided by a clear vision, with the cooperation of interested stakeholders in order to achieve a meaningful improvement in the lives of students with disabilities.

Discussion of teacher's data (Qualitative data).

The collected data was built on the participants' opinions and actions, allowing for an empirical ethnographic description of the inclusive culture perceived in the school setting that was analyzed. Six main components were found to necessitate successful inclusion for students with intellectual disabilities: (1) Teachers' Knowledge and Definition, (2) Assessment Service, (3) Educational Program Services, (4) Accommodations, (5) Training, (6) Self-assessment.

Teachers' Knowledge and Definition:

All of the teachers, both in private and public schools, reached different conclusions regarding the definition of inclusion. Each teacher defined inclusion in their own words based on their firsthand experience and knowledge. The definition given by the teachers in public schools was limited and they focused on the aspects of teaching in normal schools which is evidential of the lack of knowledge and training among this segment of the sample population.

For example, a public school regular education teacher said:

> "*Inclusive or inclusive education is teaching students with special needs in regular classes at regular schools*."

Whereas a public school special education teacher stated that inclusive education meant "…*placing students with disabilities in special classrooms*".

However, the teachers in the private schools defined inclusion in a vastly more descriptive way and also discussed the social rights of the students rather than strictly holding to an academic definition. For example a special education teacher in a private school stated that "*Inclusive [education] is the right of persons with disabilities to have education*" and regular education teacher also in private school said:

> *"Inclusive education is the education that gives the student access to the maximum energies or abilities in learning, and at the same time, functional in the sense that it could benefit them in the future life".*

This proves that private school teachers have the experience, knowledge and a holistic view of education. This confirms Ainscow and Miles (2008) finding that inclusive education has been well defined as being strictly associated with international efforts to accomplish and maintain the "Education for All" agenda. Two main policy concerns are usually discussed: First is the choice between special education versus integration or mainstreaming, and the strategies and methods for gradually combining students with special needs into regular schools (i.e. investments in physical facilities and equipment, curricular renewal and adjustments, and teachers' role and practices). The second is how to respond to the anticipations and requirements of targeted excluded groups, mostly linked to ethnic, gender, cultural, socio-economic, and migrant factors. According to Govinda (2009), educational exclusion is a continuing phenomenon that is closely linked to the educational system, which has previously excluded certain categories of persons. Consequently, reform must be a long-term, maintainable, and comprehensive effort by all participants of those educational systems.

Assessment Service

Public and private school teachers had different answers to the process of identification and diagnosis of students with intellectual disabilities. Public school

teachers' answers were characterized by a lack of clarity in procedures, approved policies, and scholastic processes with respect to the detection and identification of students with intellectual disabilities. In addition, the teachers indicated a lack of specialized personnel and inadequate diagnostic tests and evaluations. For example: A special education teacher in public school stated:

> "*Sometimes mistakes happen when identifying students with intellectual disabilities...*" and "*The test is a hard issue because the scales of intellectual disability are few and there are no [public school] specialists to evaluate the old scales.*"

Another public school teacher stated that:

> "*We do not do [assessments as a service], we do some evaluation or informal procedures to evaluate the ability of the students*".

In addition all the teachers surveyed felt the school depends on the special education teacher in the assessment process. In the private school, the teachers expressed that the programs depended on keeping the student in the classroom all the time (full Inclusion) where they try to face the student's challenges and obstacles utilizing procedures in collaboration with the parents, prior to resorting to transferring him/her for special education treatment outside the classroom. For the referral process there are two steps:

1. The student gets an outside referral from the parents or educators.

2. The student gets referred internally from the teachers.

For example a regular education teacher in private school said:

> "*We get the referral from the teacher if the student from the class suffers from learning disability or delay in learning, or we get the referral from the family [of] the student from outside the school and they heard about the school from a colleague, advertisement, if they pass by the school, or from another school that doesn't provide the services.*"

The diagnostic process can be completed in one of two ways:

1. A formal diagnosis: by a qualified examiner and instructor

2. An informal diagnosis: by a teacher.

For example, a special education teacher in private school said:

> *"...we have an indicators checklist to refer the student needed for the diagnosis". Another stated that "We have private organizations that do the IQ test and they have professional trainers" while a third educator stated that "We did the needed evaluation to identify the weaknesses and strengths."*

This disparity in the public and private assessment criteria confirm the findings of Al-Khatib, Al-Khatib (2008) and Al-Natour (2008) that show students with minor intellectual disabilities are not acknowledged as such since intelligence tests and adaptive behavior scales are not used. Rather, they are normally classified as slow learners or students with learning disabilities or developmental delay based solely on teachers' opinions and individual impressions. Assessment tools related to perceptual disorders are used in only some cases. Hence, educational programs that meet the unique needs of these students are clearly required.

Educational Program Services

Results showed that teachers in private schools create an individualized educational plans (IEPs) for students who have been referred to receive special education services. Participation in the preparation of the plan includes a team of multidisciplinary specialists that include a regular education teacher, a special education teacher, a speech and language specialist, and a specialist in assessment and diagnosis. The family is also a key stakeholder in the process when preparing the individualized education plan. This plan includes the following aspects: academic, cognitive concepts, physical skills, social skills, and behavioral modification.

The support services provided by these programs are:

- Speech therapy.

- Behavior Modification.

- Coaching

- Instructional Strategies

Teachers followed several teaching strategies to suit the needs of the individual student. On the other hand, the teacher does make modifications or changes to the curriculum to meet the needs of the student. This helps the student to progress to a higher level of education. The teachers also complete a monthly evaluation to gauge whether or not the objectives have been met by the student at each stage of the plan. Finally at the end of the year an overall assessment is completed to determine how far the student has progressed in the preceding year. These programs are characterized their focus on continuous assessment of student performance and their ability to make adjustments based on the results of the assessment.

For example: a special education teacher at private school stated:

> *"Special education teacher doesn't work alone. The regular teacher start[s] to accept and understand the special education teacher more… The IEP is prepared in partnership with parents, for the best interest of the student. And that's the philosophy of the entire program we have… Some of it is in the goals of academic and behavioral possibilities if the student's stage is above the 10th grade… it's possible for the targets to be vocational rehabilitation…"*

In the public schools, owing to the lack of resources, the IEP is prepared by perhaps the only special education teacher at the school, based on the needs of the student, and if possible (but not always) the parent of the student. The individual educational plan covers the educational goals that reflect only the educational and academic needs of student but do not include targets relating to the social and emotional aspects of the students development. Teachers also added that support services were not available in these programs, and did not give the teacher the opportunity to modify the curriculum.

For example one special education educator stated:

"There is no [continuing guidance] from the MOE in provided strategies. Collaboration with the regular teacher is done with [using personal relationships]... Families in general do not participate. Because they trust the plans and goals the teacher establishes [for] the student. They say, "You are the teacher, do what you want."
"The services the school provides are academic and achievement, cognitive and knowledge [to the exclusion of social and emotional aspects of the students' development]."

These findings confirm the results of studies by Roberts & Mather (1995) that found the general education curriculum should be modified to meet the diverse needs and learning styles of all students. Teachers must assess students' needs and modify the curriculum accordingly and teacher training and in-services are needed to help teachers acquire the skills necessary to teach a diverse group of students. These findings confirm the results of studies by Villa & Thousand, (2003) that found both special education and regular educators must be prepared to deal with special education students.

Accommodations

These results show a clear difference between private and public schools. In public schools, the learning environment was found to be subpar and did not support inclusion teaching because they utilized segregated classrooms. In addition, the public schools lacked tools, technology, and equipment necessary for inclusive educational practices. For example the regular education teacher said *"The buildings and the classroom not as good as it should be..."* and another teacher said *"The environment is incomplete [and] [n]eeds a lot of rehabilitation"* yet another teacher said *"There is not enough multimedia".*

On the other hand, private schools are equipped to provide teaching aids that are compatible with students with intellectual disabilities. In addition to employing educational strategies that help students with disabilities, there are computer devices and educational programs designed to help increase students skills in a way more

conducive to their specialized learning needs. Private schools possessed all of the supporting equipment, technology in the classrooms, as well as in the resource rooms. For example, a special education teacher in private school stated that "*The school has the equipment and tools…"* such as "*In regular class there are teaching aids like smart boards".* These findings confirm the results of studies Kavale, (2002) that found "Inclusion should be implemented with proper attitudes, accommodations and adaptations in place". According to Rogers (1993), schools that embrace inclusion are generally the ones that already encourage instructional practices that are planned to provide challenging learning environments for children with various learning personalities anyway.

Training

The results also show regarding training, both public and private school teachers reported having professional development training, but with clear differences in the way they held trainings as well as those trainings focus and duration.

Private schools provided the training for all teachers and staff to help them recognize students with disabilities. This training helped them learn about the characteristics of the needs and disabilities of students with special disabilities, and how to make adjustments to their education to help meet their needs.

For example the special education teacher stated:

> "*...at the beginning of the school year the administration [provides] training for [the staff]. We do training and development. Because of that we have some collaborating and we started to help other schools and we do training every semester...."*

In public schools there is a lack of developmental programs that focus on teacher's needs. Contrary to the strategic vision at MOE there exists no strategic plan to implement developmental programs to include all teachers in resource rooms.

Training is characterized by its discontinuity. For example a special education teacher stated:

> "*There is training, but very little. They get training from MOE… I didn't take any courses in four years; behavior modification training, IEP training, speech therapy—we did not take it before. There is training, but it doesn't suit the need in the field.*"

These findings confirm the results of Roberts & Mather, (1995) that found substantial evidence to show that both general and special educators feel poorly prepared to serve students with disabilities in general education classrooms. Many regular education teachers are not qualified to provide varied instructional methods. These findings confirm that training helps build confidence and competence (Burstein et. al, 2004): "teachers need systematic and intensive training that includes research-based best practices in inclusive schools".

These findings also confirm the results of studies by Carr, Taylor & Robinson, 1991; Chandler 2000; McMahon & McNamara 2000; Peck et al., 1998; Reichle et al., 1996; and Stephenson et al., 1999 that found few teachers have enough training in the management of challenging behaviors, and such behavior is a crucial instrumental factor in the breakdown of many inclusive programs. These studies as well as the results found in this study confirm that there are significant information gaps between teaching practice and the stated policies of educational bodies as posited in Eraclides, 2001.

Self-assessment

The results demonstrated that evaluations and follow-up are performed differently in public and private schools. In public schools, the evaluations are based on private opinions and the Education Supervisor from the MOE who rarely visits.

For example a regular education teacher when asked whether there was some kind of program evaluation stated **"***Somewhat no, but there is some verbal feedback [from the administration]..."* and a special education teacher stated that*:*

> *"Program evaluation is not available; it only happens through students. So if the students benefit from the services and the plans, we say the program is in progress but an evaluation from an outside organization like MOE, which has visited us two times in four years, and [usually it's] not even a specialist in our field. He comes for few hours and looks over the files, and he leaves without knowing the results or feedback on the inclusion program".*

In private schools, the evaluations were performed on a regular basis. The evaluation process is ongoing in terms of inputs, processes, and outputs of the results. This process is completed with the participation of all relevant parties, including the families of children with disabilities. A special education teacher said**:**

> **"***We have teacher's supervision and the plans. And we do case manager and rehabilitation meetings at the beginning and end of the semester".*

A regular education Teacher stated:

> *"...we have evaluation programs, follow-up systems and quality control, we send surveys to the families to ask about what they think and get their opinion about their acceptance of the program and what things are useful to them from the services."*

Recommendations

In light of the study's findings, the following recommendations are given:

Educational recommendations.

1. Implement workshops and training sessions for all teachers at the basic level in accordance with an organized plan of action to increase their professional development.

2. Require the Ministry of Education to develop tools for follow-up work on specialized inclusive education and program supervision.

3. Coordinate with Jordanian universities on the implementation of lesson plans designed to prepare specialists in the field of inclusive education.

4. Require the Ministry of Education to support teachers of Inclusive Education Programs by adding an additional teacher for a total of two teachers per classroom. This will help manage diverse educational needs of students.

5. Strengthen inclusion classroom programs with teachers and mentors who are experienced in the guidance and training of parents, and giving more attention to the formation of support groups for the parents themselves.

6. Improve the level of services provided in Inclusive Education Programs.

7. Develop more Inclusive Education Programs in Jordan.

8. Adopt quality control standards in Inclusive Education Programs.

9. Conduct ongoing supervision and periodic follow-up programs for inclusive education in Jordan.

10. Provide Inclusive Education Programs with trained faculty with different specialties. Emphasis should be supporting programs, and training personnel already existing.

11. Improve transitional support services and professional configuration and rehabilitation services.

12. Improve the role of families in Inclusive Education Programs in Jordan.

13. Retain follow-up programs to determine the quality of services being provided and improve them.

Research recommendations.

1. Conduct a study evaluating inclusive education programs examining variables such as the number of children with disabilities benefiting from the program, gender, geographic location, and the level of support they receive.

2. Conduct a study evaluating inclusive education programs from the standpoint of supervisors, teachers, and family members of children with disabilities in these programs. Consideration should be given to gender and educational qualifications.

3. Conduct a comparative study between the Inclusive Educational Programs in Jordan and other Arab countries as compared to comparable developing countries in other parts of the world.

4. Conduct in-depth studies on specific topics such as transitional and professional services.

APPENDIX A

Ministry of education - Jordan letter

MINISTRY OF EDUCATION

Ref.No 3/10/ 34312
Date 29/7/ 2015
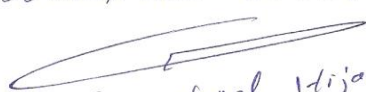
Educational Directorate of ....

Subject: Educational Research

This is to notify that *Mr. Ahmad Salem Algolaylat* is conducting a study titled *"The Evaluation of Educational Inclusion Programs for Students with Intellectual Disabilities in Jordan"* in partial fulfillment of the requirements for the doctoral degree in Special Education at Wayne State University. Thus, the researcher needs statistical data through distributing a questionnaire in selected schools in your directorate.

Hopefully, you will facilitate the student's mission and provide any possible help for him.

****

Best Regards

Minister of Education

Acting Director of Research and Educational Development

Dr. Nayel Hijazeen

cc to:
Managing Director of the Planning and Educational Research
Acting Director of Research and Educational Development
Head of Division of Educational Research
File 3/10

Attachment: (18) pages

APPENDIX B

Wayne State University Institutional Review Board Notice

WAYNE STATE UNIVERSITY

INSTITUTIONAL REVIEW BOARD
87 E. Canfield, 2nd Floor
Detroit, Michigan 48201
Phone: (313) 577-1628
www.irb.wayne.edu

NOTICE OF IRB ADMINISTRATIVE DETERMINATION: NON-HUMAN PARTICIPANT RESEARCH

TO: Ahmad Salem Algolaylat
Doctoral Candidate
College of Education – Special Education

FROM: Ray-Nitra Pugh, CIP
Education Coordinator
IRB Administration Office

DATE: August 26, 2015

RE: **Title**: The Evaluation of Educational Inclusion Programs For Students with Intellectual Disabilities in Jordan

HPR Determination Number **2015** **66** (assigned by IRB Program/Project Assistant)

Materials concerning the above-referenced proposal were received by the Wayne State University Institutional Review Board Administration Office on August 19, 2015.

A determination has been made based on this information that this project does not constitute human participant research according to the definition codified in the Common Rule at 45 CFR 46 and FDA regulations. The purpose of this project is to analyze the current status of the provided educational programs for students with intellectual disabilities in Jordan using a tool with suitable validity and reliability indicators. The subject of the research is the program status and information obtained from individuals is about the school's programs and factors related to inclusion of children with disabilities (e.g. special education teacher and assistant teacher training information). No private identifiable data will be obtained about individuals (students, school staff or teachers). HHS regulations do not apply to projects that do not involve "human participants" as defined by Common Rule (DHHS, §46.102). The project also does not involve individuals who would receive a test article (drug or device) as participants and therefore the FDA regulations do not apply. Thus, this project does not require review or approval by the Wayne State University Institutional Review Board.

Please note that changes to the study plan may impact this determination as to whether the project constitutes Human Participant Research. Please contact the IRB Administration office if there are changes to the study plan that may affect this determination.

Ray-Nitra M. Pugh
Wayne State University, IRB Administration Office

_8/26/2015_
Date

APPENDIX C

Interview Protocol

Introduction/Opening

Welcome and thank you for your participation today. I believe your input will be valuable to this research and in helping grow all of our professional practice. My name is Ahmad Algolaylat and I am a graduate student at Wayne state university conducting my Special Study in partial fulfillment of the requirements for the degree of PHD of special education. Thank you for your participation interview will include 6 questions regarding your experiences in educational inclusion programs for students with intellectual disabilities in Jordan

Ground Rules

o I would like your permission to tape record this interview.

o You have the right to stop at any time

o All of your answers are confidential (Your name will never exist, and no one will even know what you have said here)

o any answer given to be appropriate

o Approximate length of interview: 60 minutes, six major questions

o Confidentiality of responses is guaranteed

Your participation in this interview is completely voluntary. If at any time you need to stop, take a break, and please let me know. You may also withdraw your participation at any time without consequence. Do you have any questions or concerns before we begin? Then with your permission we will begin the interview.

Questions

1. What is the definition of educational inclusion programs?

2. Tell me procedures related to identifying, assessing and the adopted diagnosis procedures students with intellectual disabilities in educational inclusion programs?

3. Can you give more details about the individual educational program that your school offers? What are the support services provided by the program? What educational strategies are used? Does the teacher adapt the curriculum to meet student needs?

4. Tell me about the learning environment, and Give me an example of the appropriate educational materials and equipment

5. Describe a professional development programs implemented in the school that meet the needs of workers in the educational inclusion programs?

6. What is the programs that you regularly perform assessments in order to identify weaknesses and take the necessary corrective actions?

Closing

Is there anything else that you can tell me that may help me to understand your views, attitude or perceptions regarding inclusion programs?

Thank you again for your time.

APPENDIX D

The Jordanian Inclusive Education Scale

Ahmad Salem Algolaylat

Wayne State University

Detroit –Michigan

Information about the school

1. School Name: ……………………………………………………………

2. School classification :

1. Government   (   )

2. Private   (   )

3. Volunteer   (   )

3. School Address:

   Street ………………..…….. City: ………………………..……….. Zip …………………..……….. Phone: ………………..…….

4. The number of students with intellectual disabilities in school:

Verification method

1. Review documents.

2. View the organizational structure and job descriptions for the posts

3. Interview staff.

4. Check students 'files

5. Interview teachers.

6. Visit resource room

7. Class visit.

8. Attend class

9. Meet management and specialists

10. Visit school.

11. showing to the individual educational plans, teaching plans , showing the student work papers, showing exams

The First Dimension: Policy And Strategic Planning				
Sequence	**The Indicator**	**The Scale**		
		Achieved	**Achieved Partially**	**Not Achieved**
First: Vision And Mission				
	There is a vision and mission for the school			
Second: Strategic Plan				
	There is a strategic plan for the school			
	The strategic Plan has been prepared based on the environmental analysis (SWOT).			
Third: Policies				
	There are special inclusive policies in school (education / community rehabilitation / financial / logistics)			
	There is an implementation plan (Action Plan) to apply the school's strategy (containing goals)			
	The responsibilities of individuals was identified according to the included implementation of activities and tasks in the plan			
	The operational plan has been translated to discretionary financial budget			
The Second Dimension: Management And Personnel				
Sequence	**The Indicator**	**The Scale**		
		Achieved	**Achieved Partially**	**Not Achieved**
First: The Organizational Structure				
	There is an organizational structure for the school serves the strategic plan			
	There are job descriptions for all school functions			
	The school has a special board for inclusion consists of administration, teachers, families and members of the community.			
Second: The Administration				
	Administration adopts the inclusion policy for students with disability			
	Administration take the teacher desire to work with students with disabilities			
	Administration make sure about the distribution of individual educational plans between teachers and collaborators and working on evaluating and reviewing it.			

	Administration ensure a teacher assistants in the classroom			
	Administration provide incentives for teachers to promote the use of the inclusive education practices			
	Administration knows and aware of the cooperative methods which used between teachers (collaborative teaching, collective teaching, teaching peer).			
	Administration encourages operationalize the concept of cooperation between teachers through meetings, networking ... etc.			
	Administration informed and involved the design, planning, and implementation of the curriculum, education and assessment			
	Administration provides teachers with the opportunity to discuss the challenges and try to solve them within the school			
	Administration provides opportunities of professional development for teachers by holding them specialized courses based on the needs of employees.			
Third: The Special Education Supervisor				
	There is a special education supervisor			
	The supervisor holds a master's degree in special education with experience not less than 5 years in the field of inclusion students with disabilities in education programs			
	The supervisor has training courses in the field of Inclusive Education not less than 100 training hours			
	The supervisor follows the implementation of individual educational programs and supervised by periodically.			
	The supervisor follows the work of all of the special education teachers and teachers' assistants			
	The supervisor coordinates the work with teachers in public education			
	The supervisor makes training plans for teachers, parents and the community			
Fourth: The Special Education Teacher				
	There is a special education teacher			
	He holds a bachelor's degree in special education with experience not less than 3 years in the field of education of students with disabilities			
	The teacher had a training certificate in inclusive education not less than (50) training hours			
	The special education teacher evaluates the student and determine the strengths and weaknesses			

	The special education teacher designed individual educational plan in collaboration with the service providers.			
	The special education teacher follows the implementation of individual educational plan in coordination with the classroom teacher and teacher assistant and service providers			
	The special education teacher documents the evolution of special education teacher student performance and progress based on individual educational plan			
Fifth: General Education Teacher				
	He holds a bachelor's degree with specialization in teaching experience not less than 5 years			
	The teacher had a training certificate in the field of Inclusive Education not less than (50) hours of training			
	The teacher involved in student evaluation			
	The teacher involved in the preparation of individual educational plan			
	The teacher involved in the implementation of individual educational plan			
Sixth: Assistant Teacher				
	Assistant teacher holds a diploma in Special Education			
	Assistant teacher holds a training certificate in the field of Inclusive Education at least (25) hours of training			
	Assistant teacher helps implementation of individual educational plan			
	Assistant teacher is teaching the tasks entrusted to him in the classroom			
Seventh: Specialists Supporters				
	Physiotherapist			
	Occupational therapist			
	Speech therapist			

The Third Dimension: The Physical Environment

Sequence	The Indicator	The Scale		
		Achieved	Achieved Partially	Not Achieved
First: The School Building				
	The school building is suitable to serve the disabled in accordance the applicable building codes. (Corridors, doors, bathrooms, laboratories, etc.)			

	The school has playgrounds or private yard suited for the use of students with disabilities			
	The school building has safe and adequate means of air-conditioning and heating			
	The buildings floor must be suitable and do not cause tripping or slipping			
	The building must has ventilation and lighting and appropriate conditions for security and public safety required by the civil defense devices			
	The building must has separated parking places from the school grounds			
	The building plumbing and other equipment, facilities must match with health and safety requirements			
	The building must has emergency exit in a prominent location in all places of the building			
	The school has written and well-known procedures to all personnel, for emergency evacuation			
Second : Classroom				
	The classroom suited to have all individuals with disabilities			
	The classroom space must be not less for 48 m ^{2}			
	The classroom must be safe and suitable environment for students.			
	the number of students for grade must not exceed of 25			
	The number of students must not exceed the merged 15% of the total number of class students.			
	The classroom must be equipped with appropriate furniture, teaching aids, educational games.			
	The inclusive classroom must be near of various facilities and services.			
Third: The Resource Room				
	The resources room located between the served rooms or close to it			
	The resources room area must be not less than 50 m ^{2}			
	The located in a well-ventilated lighting place			
	The resources room has all connections and electrical wiring.			
	The resources room is equipped with appropriate furniture, teaching aids, educational games.			
	The resources room has a place of room to save the students file			
	The resources room has educational resources			
	The resources room has stimuli / visual signals describes the performance of the educational missions			
	The resources room has program shows daily activities.			

		Achieved	Achieved Partially	Not Achieved
	The resources room has special educational schedule for each student.			
	The resources room has special place for each student to save his purposes and peripherals			

Fourth: The special classroom in regular school				
	The school has special rooms for students with disabilities			
	The special room space must not be less than 40 m			
	The special room located in well-ventilated and lighting place			
	The special room located between the other rooms			
	The special room is equipped with appropriate furniture, teaching aids, educational games			
	The special room has bathrooms and washbasins or it must be close to it			
	The number of students in the class does not exceed 8 students			

The Fourth Dimension: Assessment				
Sequence	**The Indicator**	**The Scale**		
		Achieved	**Achieved Partially**	**Not Achieved**
	Students are accepted in the school according to a certified report from approved diagnostic centers			
	The school has scales and educational tests (formal and non-formal)			
	Must have parents approval for the assessment			
	The student with a disability evaluated by a multidisciplinary team includes (psychological specialist, general teacher, special education teacher, specialist support services such as speech therapist, parents and the student himself and other specialists according to the nature of the case).			
	The school take educational and psychological assessment procedures for students in the following aspects: cognitive development, language and communication, social and emotional development, motor development, self-care skills, independence skills, basic academic skills			
	The family is involved in the evaluation process by providing the necessary information for the team.			
	The preparation of the final assessment report retained in the student's file.			
	The assessment data used for making decisions related to the identification eligibility, and identify programs, and appropriate educational alternatives.			
	The evaluation process carried out on an ongoing basis			

The Fifth Dimension : Educational Programs				
Sequence	**The Indicator**	**The Scale**		
		Achieved	**Achieved Partially**	**Not Achieved**
First: The Individual Educational Program(IEP)				
	Each student with disabilities must has individual educational plan			
	The educational plan written according to the evaluation report			
	Individual educational plan includes the basic elements of an individual educational program (general information about the student, long-term goals, team goals, short-term goals)			
	Specialist supporters, teacher class, parents, special education teacher involved in the preparation of individual educational program			
	The plan includes strengths and weaknesses and the needs of students based on current valuations			
	The plan contains specific criteria by which progress is measured.			
	The parents involve and taking their interests in the educational plan			
	The plan devoid of any ambiguous phrases and understandable writing.			
	The plan defines the needed services by the student to accomplish the objectives, benefit from special education, participation, progress in the general education curriculum.			
	The plan describes amendments of the support services.			
.	The plan describes the needs for specialized equipment, and helping techniques.			
.	The plan reflects the considerations of whether the child can achieve any of the individual educational goals in the regular class, including the use of means and services.			
.	The plan includes some goals to participate with non-disabled students in all extracurricular activities.			
.	The plan includes specific annual goals and that can be observed and measured			
.	The plan includes annual goals for student needs.			
.	The goals enables the student to participate and progress in the general education curriculum.			
.	The goals reflect amendments and adaptations of the educational programs and evaluation.			
.	Goals include transitional needs (as necessary).			
.	The plan includes short-term educational goals from the long-term goals			

.	Short-term educational goals are appropriate in chronological sequence of growth. (Developmental standards)			
.	Short-term educational goals enable student to participate and progress in the general education curriculum.			
.	Short-term educational goals reflect using of the skills needed in the classroom, the community, the school and the school environment to learn the curriculum.			
.	The formulation of educational goals is in a procedural manner so that the educational goal includes the basic elements (behavior, conditions, standard).			
.	Selected educational methods associated with educational objectives			
.	The choice of educational activities related to educational objectives			
.	Determine the assessment style by goals.			
.	considered the distribution of educational time with achieving educational goals			
.	Individual educational plan includes goals in the field of professional configuration (for ages 14 and above)			
.	Individual educational plan includes goals in the field of independent living and preparing for adulthood (for ages 14 and above)			
Second: Curriculum				
.	The school has an academic curriculum reflects an appropriate and functional educational goals or desired outcomes evaluation.			
.	Curriculum development is based on the best theories and practices and comprehensive review			
.	Curriculum includes the following skills: • Academic. • Social. • Language and communication. • Vocational. • Independence and self-help skills. • Self-expression and the defense of interests			
.	Used strategies and methods of multiple teaching (task fragmentation, repetition and review exercises, ask questions and receive answers, control the level of difficulty, use of technology, modeling, problem-solving, group education, Peer) education.			

.	The teachers adapted the implementation of the curriculum content of formal education activities to suit the needs of a student with disability			
.	Using strategies and methods of teaching basic concepts, vocabulary, and academic content that contained in the formal curriculum if necessary.			
.	Using individual teaching methods or small groups or large groups.			
.	Evaluated and modify teaching methods based on the measurement data and ongoing evaluation.			
.	Use assistant technology to facilitate learning			
.	Special education teachers involved in the preparation and implementation of the examinations, tests and grading for students with disabilities			
.	Students with disabilities exams suit with the skills and knowledge they learned.			
.	Use adapted tests or provide alternative tests, according to student need			
Third: Behavior Management Methods				
.	The student has management behavior modification plan			
.	The plan includes the following: • Basic information about the student • Procedural definition of behavior • Recording behavior • Therapeutic stages • Methods used in behavior management • Graphs			
.	The family involves in the preparation of behavior management plan			
.	The ordinary teacher and supported specialist participate in the preparation of the plan			
.	The plan is reviewed constantly			
.	working to mainstream behavior in different environments			

The Sixth Dimension : Cooperation And Coordination				
Sequence	**The Indicator**	**The Scale**		
		Achieved	**Achieved Partially**	**Not Achieved**
.	The special education teacher and regular teacher coordinate in determining academic and behavioral problems for students with disabilities.			

	The special education teacher and regular teacher coordinate in writing individual educational plan for the student.			
.				
.	The special education teacher and regular teacher coordinate to determine a unified methodology in working with student with a disability.			
.	The special education teacher and regular teacher coordinate in the selection academic educational content that is presented to the student with a disability.			
.	It is coordinated with support services providers regarding student progress and development			
.	Cooperation with families to provide family counseling services about the issues of how to deal with it.			
.	Coordination with families to hold regular meetings to share their experiences			
.	The teachers and specialists in the school contact with family through various means (teachers, social meetings, daily notebook, phone calls, correspondence, e-mail)			
.	Family involved in family support groups.			
.	Implement training programs for families by qualified professionals in the fields of training programs for families of people with disabilities on a month at least.			

The Seventh Dimension: Professional And Transitional Services

Sequence	The Indicator	The Scale		
		Achieved	Achieved Partially	Not Achieved
First: the transitional services (for ages 14 years and above)				
.	The school has individual transition plan for students with disabilities			
.	The student involved in the preparation of the transition plan			
.	The school has tests for professional tendencies that adapted with the needs and abilities of students ability.			
.	Evaluate student (in several forms) before making individual transition plan			
.	The parents involve in the preparation of the transition plan			
.	The transition plan includes the following: • Academic skills • Social skills • Job search skills • Independent living skills			

	• Life skills • Decision-making and self-determination skills • Dealing with presser skills • Dealing with the opposite sex skills (sex skills) • Mobility and recognition skills			
.	Assess and review the transition plan constantly			
Second: Vocational Configuration				
.	There is a professional detailed plan for the student take into previous aspects.			
.	Assess student and determined his professional inclinations			
.	Train the child on the pre-vocational skills configuration (if needed)			
.	Train the child on vocational skills			
.	Train the child how to reach new place or how to begin the following activity			
.	Analyze skills and professions that student will join			
.	Training on needed skills for professions.			
.	Provides support, assistance and follow-up for students			
.	Provide feedback about the development and progress of the student in the profession and document it			

The Eighth Dimension: Professional And Ethical Practices

Sequence	The Indicator	The Scale		
		Achieved	Achieved Partially	Not Achieved
.	The school has moral constitution to work in special education and inclusion			
.	Commitment the ethics of the profession of special education (moral constitution distribution)			
.	Maintain the confidentiality of information for students and their families.			
.	Teachers committed in dealing with secret special administrative system for students			
.	School staff knows the legal and human rights, responsibilities of individuals with disabilities, staff, parents			
.	Apply moral and legal discipline items			
.	Transfer expertise and effective practices to other schools			

Sequence	The Indicator	The Scale		
		Achieved	Achieved Partially	Not Achieved
.	School personnel concern about the ethical management practices when dealing with staff working with persons with disabilities and their families			

The Ninth Dimension: Programs Evaluation

Sequence	The Indicator	The Scale		
		Achieved	Achieved Partially	Not Achieved
.	The school using scientific methodology in the evaluation process with using the quantitative and qualitative methods.			
.	Evaluation process contains multiple aspects of the program, include : student, program, families, workers			
.	Use multiple strategies for data collection			
.	Participating for all in assessment and give the employees opportunity for their points of view.			
.	Assessment reflects the needs and expectations of officials, families, teachers of special education, ordinary teachers, and providers of support services.			
.	Results of the evaluation are discussed by officials, families and teachers of special education, ordinary teachers, service providers, and concerned putting program policies.			
.	Results of the evaluation used in the treatment of the target aspects which need development			
.	Identifies needs of the education program and developing for long-term goals strategies to modify the inclosing program.			

Interview Questions

1. What is the definition of educational inclusion programs?

2. Tell me about formal management that is responsible for policies and procedures related to identifying and assessing students with intellectual disabilities?

3. Can you give more details about the individual educational program that your school offers? What are the support services provided by the program? What educational strategies are used? Does the teacher adapt the curriculum to meet student needs?

4. Tell me about the learning environment, and Give me an example of the appropriate educational materials and equipment?

5. Describe a professional development programs implemented in the school that meet the needs of workers in the educational inclusion programs?

6. What is the programs that you regularly perform assessments in order to identify weaknesses and take the necessary corrective actions?

APPENDIX E

Interview Transcript

Teacher 1: A regular education teacher at public school

Question one discussion. The first question asked by the interviewer was as follows: What is the definition of an educational inclusion program?

Teacher: Inclusive or inclusive education is teaching students with special needs in regular classes at regular schools.

Question Two discussion: The second question asked by the interviewer was as follows: What are the procedures related to identifying, assessing, and adopting diagnosis methods for students with intellectual disabilities in educational inclusion programs?

Teacher 1: Somewhat it exists, but not in the actual form…sometimes verbal rather than a practice, and I never heard of this kind of assessments procedures to identify if the student's eligible for the inclusion. I never heard or saw any of these in my school.

Question three discussion. The third set of questions asked by the interviewer was as follows: Can you give more details about the individual educational program that your school offers? What are the support services provided by the program? What educational strategies are used? Does the teacher adapt the curriculum to meet student needs?

Teacher 1: The IEP that I know is been done by the special education teachers, only without involving the school teacher or the families. The only service we have is psychology counseling for regular and special needs students.

Question four discussion. The fourth question asked by the interviewer was as follows: Tell me about the learning environment and give me an example of the appropriate educational materials and equipment.

Teacher1: The buildings and the classroom not as good as it should be. In addition to that, the psychological and social environment is not accepting the inclusion as it should be.

Question five discussion. The fifth question asked by the interviewer was as follows: Describe a professional development program implemented in the school that meets the needs of workers in the educational inclusion programs.

Teacher1: Somewhat… There is training, but very little. They get training from MOE. Special training on some issues that are related to disability and assessment, but very little.

Question six discussion. The sixth question asked by the interviewer was as follows: What programs do you use to regularly perform assessments in order to identify strengths and weaknesses and take the necessary corrective actions?

Teacher1: Somewhat no, but there is some verbal feedback. Plus, the school plan sometimes looks into their goals, but not as it should. In reality, the inclusion in Jordan is not as it should be.

<u>**Teacher 2:A regular education teacher at public school**</u>

Question one discussion. The first question asked by the interviewer was as follows: What is the definition of an educational inclusion program?

Teacher 2: Inclusive education is teaching students regardless of disability or special needs with normal students in regular classrooms.

Question Two discussion: The second question asked by the interviewer was as follows: What are the procedures related to identifying, assessing, and adopting diagnosis methods for students with intellectual disabilities in educational inclusion programs?

Teacher 2: You can't really say it's a 100% clear procedures and systems. The administration doesn't have the ability to know a clear procedures and steps. Yes,

sometimes we get a referral to the school with the student file and sometimes they make sure that the student is eligible for the inclusion or not. Mostly, the student comes and they accept him in the program

Question three discussion. The third set of questions asked by the interviewer was as follows: Can you give more details about the individual educational program that your school offers? What are the support services provided by the program? What educational strategies are used? Does the teacher adapt the curriculum to meet student needs?

Teacher 2: No, no mostly the teachers of special education only. There is no team and there is not a multispecialty team. Only special education teachers, sometimes a counselor, and sometimes not.

Question four discussion. The fourth question asked by the interviewer was as follows: Tell me about the learning environment and give me an example of the appropriate educational materials and equipment.

Teacher 2: The environment is incomplete needs a lot of rehabilitation like curriculum plans and logistic services.

Question five discussion. The fifth question asked by the interviewer was as follows: Describe a professional development program implemented in the school that meets the needs of workers in the educational inclusion programs.

Teacher 2: There are no plans for professional development.

Question six discussion. The sixth question asked by the interviewer was as follows: What programs do you use to regularly perform assessments in order to identify strengths and weaknesses and take the necessary corrective actions?

Teacher 2 (regular education, public school):

Unfortunately, there is no evaluation to the program. The program has routine steps that lack evaluation and follow-up from the specialist and the degree holders. The process needs a lot of work.

Teacher 3: A special education teacher at public school

Question one discussion. The first question asked by the interviewer was as follows: What is the definition of an educational inclusion program?

Teacher 3 : Inclusive is the strategy or policy of the Ministry of Education in some schools or even practices by placing students with disabilities in special classrooms, but does not integrate them completely, but the integration is partial of students during break or entry and exit, but full inclusive does not exist.

Question Two discussion: The second question asked by the interviewer was as follows: What are the procedures related to identifying, assessing, and adopting diagnosis methods for students with intellectual disabilities in educational inclusion programs?

Teacher 3: The basic source for assessment is MOE and HCD. The procedure of assessments is based on individual efforts to identify students with disabilities. Sometimes mistakes happen when identifying students with learning disability and delay development with intellectual disability. Special education teachers decide the assessment procedures and then contact MOE to accept the assessment. But formal diagnostic by a specialist is not available. Its personal efforts depending on the special education teacher. So he asks the teacher about any students with difficulties in learning or students with low developments. Then, the teachers identify the students with disability. After that they choose the evaluations and tests. The test is a hard issue because the scales of intellectual disability are few and there are no specialists to evaluate the old scales…personal efforts

because there is no collaboration between regular teachers and administration. Mistakes happen in the evaluation process whether from the special education teacher or from the regular teacher because they might identify a student with academic slow with intellectual disability. Because there are some student levels higher than having disability

      Question three discussion. The third set of questions asked by the interviewer was as follows: Can you give more details about the individual educational program that your school offers? What are the support services provided by the program? What educational strategies are used? Does the teacher adapt the curriculum to meet student needs?

Teacher 3: There are plans from MOE, plus some strategies and general plans that will be modified by special education teachers based on the student need. In addition, there is no continuation from the MOE in provided strategies. Collaboration with the regular teacher is done with personal efforts. There is no collaboration between us as special education teachers and regular teachers because there is a personal relationship; families in general do not participate. Because they trust the plans and goals the teacher establishes to the student. They say, "You are the teacher, do what you want." But some families are involve the strategies that are used (one hand doesn't clap); for example, the sports teacher doesn't work with special education teacher unless with personal efforts (begging). There are no support services…

Question four discussion. The fourth question asked by the interviewer was as follows: Tell me about the learning environment and give me an example of the appropriate educational materials and equipment.

Teacher 3: Available on the basic level like tools, paints, accessories. Board, colored pencils, toys. There is not enough multimedia. Classroom is full and they have a lot of

students, eight or nine students, and with me, one teacher cannot handle all of them. Plus, there are some students with no disability. To the point, not the right classroom environment

Question five discussion. The fifth question asked by the interviewer was as follows: Describe a professional development program implemented in the school that meets the needs of workers in the educational inclusion programs.

Teacher 3: There is no new information from what we learn in the bachelor program. They do some training for the teacher every now and then that has nothing to do with topic. There is no basic training; I took a new teacher's training course because I didn't take any courses in four years; behavior modification training, IEP training, speech therapy—we did not take it before.

Question six discussion. The sixth question asked by the interviewer was as follows: What programs do you use to regularly perform assessments in order to identify strengths and weaknesses and take the necessary corrective actions?

Teacher 3: Programs evaluation is not available; it only happens through students. So if the students benefit from the services and the plans, we say the program is in progress. But evaluating the program through evaluating the teacher and the plans or the administration is not there.

<u>**Teacher 4: A special education teacher at public school**</u>

Question one discussion. The first question asked by the interviewer was as follows: What is the definition of an educational inclusion program?

Teacher 4: Inclusive is to put children with disabilities in general, especially intellectual disabilities, in schools with normal students to achieve academic and social integration.

Question Two discussion: The second question asked by the interviewer was as follows: What are the procedures related to identifying, assessing, and adopting diagnosis methods for students with intellectual disabilities in educational inclusion programs?

Teacher 4: In fact, the students that are in the schools are already diagnosed from others' organizations. We do not do services as assessment, but the student comes with a diagnosis and we don't do anything but we establish the IEP. We have assessment to know the current level of performance for the student's strengths and weaknesses as it comes to us from other centers that are accredited by MOE. Inside the school, we do some evaluation or informal procedures to evaluate the ability of the students, like level of writing. But full assessment comes through external centers. We evaluate the student every two weeks, or every month, depending on the program and the skills taught by the student.

Question three discussion. The third set of questions asked by the interviewer was as follows: Can you give more details about the individual educational program that your school offers? What are the support services provided by the program? What educational strategies are used? Does the teacher adapt the curriculum to meet student needs?

Teacher 4: Multispecialty team is not available because the MOE doesn't provide. It all depends on the special education teacher, the counselor, or the principle and sometimes families, and that depends on how collaborative the family is. Sometimes families come and they provide information about the students, and they follow up on how we teach, and they participate in creating individual programs, and they share their opinions. Unfortunately, some families don't collaborate. The services the school provides are academic and achievement, cognitive and knowledge. Our strategies and tools are simple;

it depends on modeling and imitation and sometimes the use of play. But, in addition, the lack of budget prevents us from using technologies in our teaching method.

Question four discussion. The fourth question asked by the interviewer was as follows: Tell me about the learning environment and give me an example of the appropriate educational materials and equipment.

Teacher 4: Unfortunately, the environment from a practical point is not suitable to the school. The school provides classrooms and these classrooms are extra or were don't have suitable internal equipment. The space or the special tools or special equipment for each child is limited, and the place is good, but it could be better.

Question five discussion. The fifth question asked by the interviewer was as follows: Describe a professional development program implemented in the school that meets the needs of workers in the educational inclusion programs.

Teacher 4: Every now and then, they do training, and a lot of these courses are trainings that suit our major and needs, and a lot of them serve the normal students more than the students in inclusive program, like using technology and electronic teaching. But, in fact, the electronic services are not provided to everyone, and then they do training and a lot of these courses are trainings that don't suit our major and needs, and they don't ask our opinions or our needs in the training. The training comes from MOE and they are referred to the school with the name of the teacher that should take it. There is training, but it doesn't suit the need in the field.

Question six discussion. The sixth question asked by the interviewer was as follows: What programs do you use to regularly perform assessments in order to identify strengths and weaknesses and take the necessary corrective actions?

Teacher 4: Yes, through the special education teacher and through performance. Ability of the sample to identify weaknesses, strengths, and goals that are taking from the long-term goals. Time charts vary in the goals with different abilities among kids. Some of them reach their goals perfectly and some of them good. Some kids get sick or their circumstances are making an impact on reaching the goals on time; as a special education teacher, I do internal evaluation for our work…but an evaluation from an outside organization like MOE, which has visited us two times in four years, and it's not even a specialist in our field. He comes for few hours and looks over the files, and he leaves without knowing the results or feedback on the inclusion program. Personally, we do goals evaluations. For example, in the first year, the percentage of reaching the goals was really weak because it was new programs and new teachers. The acceptance of the students was 30%, but after three years we reached 70% of our goals and that's good progress.

Teacher 5: A special education teacher at private school

Question one discussion. The first question asked by the interviewer was as follows: What is the definition of an educational inclusion program?

Teacher: Inclusive is the right of persons with disabilities to have education available to all children regardless of their disability, sex, ethnicity, and their religion, which means accepting students with different abilities, race, religion, mental and social situation, and giving the same opportunities for all students available in Jordan without any distinction between them.

Question Two discussion: The second question asked by the interviewer was as follows: What are the procedures related to identifying, assessing, and adopting diagnosis methods for students with intellectual disabilities in educational inclusion programs?

Teacher 5: In fact, there are some indicators that help to refer the student to the diagnosis center, but intellectual disability—mild and medium—that's clear to anyone. But we have an indicators checklist to refer the student needed to the diagnosis center and then the center will diagnose the student again. Some students are referred by the diagnostic center and the center advises to add them in the regular classroom.

Question three discussion. The third set of questions asked by the interviewer was as follows: Can you give more details about the individual educational program that your school offers? What are the support services provided by the program? What educational strategies are used? Does the teacher adapt the curriculum to meet student needs?

Teacher 5: I will be honest with you. It exists and doesn't exist. It exists by personal efforts, but it doesn't exist in the right way. The IEP is done by the special education teacher and they share it with the family. Then they agree on it based on the performance scale, and then they agree on the IEP. Then they divide…if you mean support services that are physical, speech therapy does not exist in the school. But they tell the parents to take the kid to rehabilitation centers in the afternoon or on Saturday to take these services.

Question four discussion. The fourth question asked by the interviewer was as follows: Tell me about the learning environment and give me an example of the appropriate educational materials and equipment.

Teacher 5: The school I work for has physical inclusion, which means we have a special classroom. They meet in the morning, or when they leave school, or in the break, and when using the transportation.

Question five discussion. The fifth question asked by the interviewer was as follows: Describe a professional development program implemented in the school that meets the needs of workers in the educational inclusion programs.

Teacher 5: Every now and then, they do training course for the teachers. Sometimes there are new and updated ways to engage the family role with how to deal with the kids.

Question six discussion. The sixth question asked by the interviewer was as follows: What programs do you use to regularly perform assessments in order to identify strengths and weaknesses and take the necessary corrective actions?

Teacher 5: Trainers come to show strength and weaknesses and I remember that we should move from

<u>**Teacher 6: A special education teacher at private school**</u>

Question one discussion. The first question asked by the interviewer was as follows: What is the definition of an educational inclusion program?

Teacher 6: The inclusion concept in general or the inclusion according to special education is that the student with disabilities is treated along with students without disabilities without distinction, which means without the stigma of inferiority for the student with disabilities. The most important point to me in the subject of inclusion or the subject with disabilities and excellence inferiority is to give them all the support, supplies, and requirements needed to highlight the abilities and capabilities in school side by side with students without disabilities. I've been studying and researching this topic with several countries such as America, Britain, Sweden, and recently Australia, but what happened in Jordan and the Arab world, although it a good step, unfortunately they are not applying. The actual inclusion, but in reality the inclusion is just to be accepted socially.

Question Two discussion: The second question asked by the interviewer was as follows: What are the procedures related to identifying, assessing, and adopting diagnosis methods for students with intellectual disabilities in educational inclusion programs?

Teacher 6: The issue of inclusion in schools in general or in the school I work in is the same thing with varying efforts of the administration to develop a private tutor with the means to integrate students with disabilities with students without disabilities and achieve the principle of the inclusion…from my point, it is the individual efforts and initiatives. Some people see the inclusion as business or fashion. They talk about inclusion philosophy and philosophy of having special needs students that should have no discrimination between them and regular students…as I said, physical inclusion. The administration in my school tries to provide all the assistance and supports to help succeed in inclusion. The inclusion exists, but simple efforts, especially in the intellectual disability…unfortunately it's the most rejected in inclusion. All inclusion is a challenge, but this category is the bigger challenge, even in special education teachers, because they like to work with simple disability that they can achieve results that are in the IEP. But the intellectual disability student is hard to work with. Because they have some behaviors that need a lot of work from the teacher or the administration, and it causes chaos or certain challenges to achieve the results even if it was simple. The intellectual disability is totally refused and rejected. About the assessment and diagnosis: We have private organizations that do the IQ test and they have professional trainers. They do a better job in the assessment than the government report that we get from the early diagnosis disabilities center from the Ministry of Health; they give you the diagnosis report as you need it. For example, if you need money from the government assistance, they give you severe disability, and if you need a car they give

you very severe. The topic of a referral in regard to intellectual disability is diagnosed and determined by the government and the centers of the Ministry of Social Development. The topic of the integration of students with disabilities currently rejected in special classes in schools where it is possible to learn some good behaviors or certain behaviors, or in short to be accepted socially. About the referral, it's an organization's efforts to take care of disability and they worked hard to have inclusion in school, whether public or private. I don't want to compare public schools and private schools and their challenges. Private school needs expensive salaries and good reputations; that's why they reject simple disability, so how about intellectual disability? We as administration and teachers, we accept the inclusion because we had a lot of training, meetings, and visiting, which means accepting inclusion—it took a lot of time, wasn't in one day. We did the needed evaluation to identify the weaknesses and strengths to write the goals and to identify tools, places, and times, but if you ask me, are you happy with the inclusion in general? I wouldn't give it 100%, not even 30%. Because it has a lot of questions marks. Even with the referral and diagnosis procedures, it's not what we learned in school. But having something better than having nothing.

Question three discussion. The third set of questions asked by the interviewer was as follows: Can you give more details about the individual educational program that your school offers? What are the support services provided by the program? What educational strategies are used? Does the teacher adapt the curriculum to meet student needs? Teacher 6: The IEP is available and applied in the form from HCD and we did training about how to write goals in the right way. Families like to put their kids in the school and they worked with the school. Support services have occupational and physical therapy

available. We also have nurses, but within the limits of the school. Support services are little. Special education doesn't work alone. The regular teacher started to accept and understand the special education teacher more. And they worked together as a team. Even if the work is mostly on the special education teacher…but there is collaboration from regular teachers. About the curriculum, we can't work with MOE curriculum because it's very complicated, because the MOE goals, requirements, and outputs try only to get the students to college. Curriculum itself is complicated to teach to intellectual disability. Even we tried to apply a lot of new ideas, like the different ways of teaching that I believe in and that might get us to the inclusion. The way to evaluate the intellectual disability of kids is to evaluate the results and the hard work they did, it will be different than the regular kid who will achieve the best results. There are modifications to the curriculum that everyone participates in, like alphabet, numbers, equations, and math. We look for more hard goals from regular kids, but from intellectual disability kids, we ask for simple and easy goals. About the modification, it needs a lot of work and teamwork. But for your question, it does exist and is applied in the school I work in. We have a multi specialist team, but we don't have experts to work alone. Because you are not going to do all the work alone. The work is related to each other. Families, they sign on the IEP copy and they know the goals. And we have regular meetings with the families every four months. We evaluate the IEP. We add, delete, and modify. We try to apply the simplest thing. And we hope it will improve so the school can use it.

Question four discussion. The fourth question asked by the interviewer was as follows: Tell me about the learning environment and give me an example of the appropriate educational materials and equipment.

Teacher 6: The school environment is to accept the inclusion and accept intellectual disability kids, and it didn't worry about the reputation, and they didn't care if other families with regular kids didn't register their kids. Because we still have bad beliefs about special needs kids, like that disability can be contagious and they can imitate the kids with disability and learn bad habits. The equipment is available and safe. There's basic equipment that we can't teach without it and it's a lot. The school has the equipment and tools, but inside the classrooms it's still not fully equipped, although there is the smart board and games. In my opinion, I hate beads and cubes. We have the equipment that can achieve the basic simple goals.

Question five discussion. The fifth question asked by the interviewer was as follows: Describe a professional development program implemented in the school that meets the needs of workers in the educational inclusion programs.

Teacher 6: I swear to God, as I told you, there is a gap also between the special education and regular teacher. Everyone gives the other the work. And they don't collaborate or understand each other's major. In the school, we do training and development. Because of that we have some collaborating and we started to help other schools and we do trainings every semester. And we have development plan for many years. Started in the basic level to the advance level. That's why the families with regular kids accept the school.

Question six discussion. The sixth question asked by the interviewer was as follows: What programs do you use to regularly perform assessments in order to identify strengths and weaknesses and take the necessary corrective actions?

Teacher 6: We have supervisors do regular visits from the MOE. But the HCD, they have a tool to evaluate schools that have these programs. Internally, we have teacher's

supervision and the plans. And we do case manager and rehabilitation meetings at the beginning and end of the semester. We have also the evaluations from the previous years and we prepare for the next year. It means we have evaluation programs, follow-up systems and quality control, and yearly and daily follow-up to identify the weaknesses and strengths. Even for the teachers, we identify their needs based on the evaluation. Honestly, the evaluation and quality is the reason to continue in the inclusion program. Without it, we would have closed a long time ago.

Teacher 7: A regular education teacher at private school

Question one discussion. The first question asked by the interviewer was as follows: What is the definition of an educational inclusion program?

Teacher 7: Inclusive education is the education that gives the student access to the maximum energies or abilities in learning, and at the same time, functional in the sense that it could benefit them in the future life.

Question Two discussion: The second question asked by the interviewer was as follows: What are the procedures related to identifying, assessing, and adopting diagnosis methods for students with intellectual disabilities in educational inclusion programs?

Teacher7: Our administration adopts the philosophy of inclusion and full inclusion that means we have students with different disabilities. In other words, if the service is available in the school, we accept the student at the school through special and regular education teachers. The school every year trains the teachers before the semester start on how to identify the students with disability and what problems or issues they might have and how to deal with students in the regular classroom. For our existing system, just to draw your attention, I work in a private sector, which means services provided are costing

money. We get the referral from the teacher if the student from the class suffers from learning disability or delay in learning, or we get the referral from the family if the student from outside the school and they heard about the school from a colleague, advertisement, if they pass by the school, or from another school that doesn't provide the services. The first time the student comes to the school, they do a full evaluation from the multispecialty and then the family gets a report explaining if the students are from outside the school. But if the student is from the school, the school has the right to do screening after taking the permission from the family. After the teacher notices that the student doesn't follow the curriculums, socially, or has a problem in the classroom. After the evaluation, the parent approves it and he starts with the special education program. And collaboration between school and family. And we have academic, behavior and functional goals. In the school I teach at, we provide the curriculum that the students need. For example, a student with intellectual disability in the third grade doesn't follow the science. We don't stop teaching him science. But we give him science that starts with basics and then moves to the harder. So the student can use this knowledge in his everyday activity. After the evaluation and starting the IEP, ever few months we do a revaluation so we can modify the plan and we make sure that the plan is on the right track. Or we make changes based on what needs to be done.

Question three discussion. The third set of questions asked by the interviewer was as follows: Can you give more details about the individual educational program that your school offers? What are the support services provided by the program? What educational strategies are used? Does the teacher adapt the curriculum to meet student needs?

Teacher 7: The IEP is prepared in partnership with parents, for the best interest of the student. And that's the philosophy of the entire program we have, the point is not to give the student information as much as I can that he might not use in the future. The IEP is prepared in partnership with parents and convinces them. The philosophy of the program after informing parents of the plan…signing and we let them take a copy of the plan. The plan includes the educational plan instruction and individual plan features, including two IEPs and IIPs. Some of it is in the goals of academic and behavioral possibilities if the student's stage is above the 10th grade…its possible for the targets to be vocational rehabilitation.

Question four discussion. The fourth question asked by the interviewer was as follows: Tell me about the learning environment and give me an example of the appropriate educational materials and equipment.

Teacher 7: To give you an idea of how our integration programs work, we have sources room and same-time inclusion in regular classes, which means the student takes classes in the room individually and same-time with a regular classroom teacher. Teacher assistance provides services in the classroom because most of his day will be in a regular class merged with regular children who receive two types of service sessions individually based on their ability and sessions within regular class. In regular class there are teaching aids like smart boards; as I told you, the school I teach in is a private school which provides modern teaching aids to attract students' attention that have problems or have a disability or have distracted attention. In addition, we have the style of indoctrination or the traditional method; for example, a teacher in the class gives a video or cartoon, visual education, or the use of games. The average grade room is fully equipped and the sources room is for

sure equipped. In addition, the teacher of the regular class is provided with the normal packet and the modified curriculum in order to work with the disability student within the regular class so that student feels that he is busy and feels like a normal kid. And he is doing something.

Question five discussion. The fifth question asked by the interviewer was as follows: Describe a professional development program implemented in the school that meets the needs of workers in the educational inclusion programs.

Teacher 7: Like what I told you, before the administration begins the school year, they give the training for workers in general who work with them. Strategies to deal with student in the classroom…this is for the child in the classroom. I am not talking about resource rooms where parents pay money for the service; they have the right to have a service in exchange for his right to learn. From this right, the administration raised the capacity of teachers about whether training occurred before the beginning of the year or through the semester. In the school, we have speech therapy; because we don't have physical and occupation therapy, we refer the student in need to a specialist outside the school. The speech therapy provides the service to students with disability and students with language disorder. In addition, we have medical services. We have a full-time doctor and nurses if we need a doctor on the floor. In addition, we provide training to the drivers and employees and train them on how to deal with special needs kids, and give them the kids' addresses.

Question six discussion. The sixth question asked by the interviewer was as follows: What programs do you use to regularly perform assessments in order to identify strengths and weaknesses and take the necessary corrective actions?

Teacher 7: Every now and then, we send surveys to the families to ask about what they think and get their opinion about their acceptance of the program and what the things useful to them from the services are. And we always compare the students' levels to bear in mind the program's effect on academic achievement. Is the program effective on the academic achievement and have the grades improved, which helps to increase the strengths and decrease the weaknesses.

Teacher 8: A regular education teacher at private school

Question one discussion. The first question asked by the interviewer was as follows: What is the definition of an educational inclusion program?

Teacher 8: Inclusive is placing students with intellectual disabilities with nondisabled students in a classroom.

Question Two discussion: The second question asked by the interviewer was as follows: What are the procedures related to identifying, assessing, and adopting diagnosis methods for students with intellectual disabilities in educational inclusion programs?

Teacher: The students that we have in our school are already diagnosed and know they have intellectual disability; we only have to provide them with teaching...they know what type of disability the student has. But we don't have procedures for diagnosis. We are teachers only; we don't have therapists and psychologists to do diagnosis.

Question three discussion. The third set of questions asked by the interviewer was as follows: Can you give more details about the individual educational program that your school offers? What are the support services provided by the program? What educational strategies are used? Does the teacher adapt the curriculum to meet student needs?

Teacher 8: We have IEP, but we help them in the assessment. About the plan, the special education teacher does exist in the school. Any student with IEP, we help with applying it.

Question four discussion. The fourth question asked by the interviewer was as follows: Tell me about the learning environment and give me an example of the appropriate educational materials and equipment.

Teacher 8: The classroom is big and we suffer from not having multimedia available

Question five discussion. The fifth question asked by the interviewer was as follows: Describe a professional development program implemented in the school that meets the needs of workers in the educational inclusion programs.

Teacher 8: We have training courses for the teachers. There are a few in the beginning of the year.

Question six discussion. The sixth question asked by the interviewer was as follows: What programs do you use to regularly perform assessments in order to identify strengths and weaknesses and take the necessary corrective actions?

Teacher 8: Yes, they do that through the administration. They do the evaluation of the inclusion, and then they evaluate our strengths and weaknesses to know what the students learned and did not learn, and that's what we do.

REFERENCES

Ainscow, M., & Miles, S. (2008). Making education for all inclusive: Where next? Prospects, 38(1), 15-34.

Al Khatib, J., & Al Khatib, F. (2008). Educating students with mild intellectual disabilities in regular schools in Jordan. *The Journal of the International Association of Special Education,* 9(1), 109-116.

Al Khatib, Jamal (2008) Project on Education of Students with Severe Intellectual Disabilities in Regular Schools: *Ministry of Education* Amman Jordan

Algolaylat, Ahmad. Smadi, Jamil (2015) Developing Quality Standards for Inclusive Education and Inspecting its Degree of Applicability on the Programs Offered in Jordan. *Dirasat: Educational Sciences* 42.3.2015 (in Arabic).

Algolaylat, Ahmad. (2012) .Development Standards for Quality Inclusive Education and Inspection Its Degree of Applicability to the Programs Offered in Jordan. Unpublished doctoral dissertation, University of Jordan. (In Arabic).

Al-Natour, M. (2008). Project on Special Education Programs for Learning Disabilities Students in Jordan. Amman, Jordan: Ministry of Education. (In Arabic)

American Association on Intellectual and Developmental Disabilities. (2012). Intellectual Disability: Definition, classification, and systems of supports. (11th Ed.). Washington, DC. American Association on Intellectual and Developmental Disabilities

Amr, M. (2011). Teacher education for inclusive education in the Arab world: The case of Jordan. *Prospects*, *41*(3), 399-413.

Bateman, D., & Bateman, C. F. (2002). What Does a Principal Need to Know about

Inclusion? ERIC Digest. Retrieved from ERIC database (ED473828)

Brackenreed, D., & Barnett, J. (2006). Teacher stress and inclusion: Perceptions of preservice teachers. Developmental Disabilities Bulletin, 34, 156–176.

Brantlinger, E., Jimenez, R., Klingner, J., Pugach, M., & Richardson, V. (2005). Qualitative studies in special education. *Exceptional children*, *71*(2), 195-207.

Burstein, N., Sears, S., Wilcoxen, A., Cabello, B., & Spagna, M. (2004). Moving toward inclusive practices. *Remedial and Special Education*, *25*(2), 104-116.

Carr, E. G., Taylor, J. C., & Robinson, S. (1991). The effects of severe behavior problems in children on the teaching behavior of adults. *Journal of Applied Behavior Analysis*, *24*(3), 523-535.

Cawley, J., Hayden, S., Cade, E., & Baker-Kroczynski, S. (2002). Including students with disabilities into the general education science classroom. *Exceptional Children*, *68*(4), 423-435.

Chacón-Moscoso, S., Anguera-Argilaga, M. T., Pérez-Gil, J. A., & Holgado-Tello, F. P. (2002). A Mutual Catalytic Model of Formative Evaluation the Interdependent Roles of Evaluators and Local Programme Practitioners. *Evaluation*, *8*(4), 413-432.

Chandler, L. K. (2000). A training and consultation model to reduce resistance and increase educator knowledge and skill in addressing challenging behaviors. *Special Education Perspectives*, *9*(1), 3-13.

Council for Exceptional Children. (2009). *What Every Special Educator Must Know: Ethics, Standards, and Guidelines for Special Education*. Council Exceptional Children.

Cronbach, L. J., & Shapiro, K. (1982). Designing evaluations of educational and social

programs. Jossey-Bass.

David, H. (2004). Social Inclusion of Students with Disabilities in Middle School Physical Education Classes. Missouri State University. Springfield, Missouri. *RMLE Online—Volume 27, No. 1*

Department of Education and Training. (2005) Disability Standards for Education in Australia. Retrieved from

https://docs.education.gov.au/system/files/doc/other/disability_standards_for_education_2005_plus_guidance_notes.pdf

Eraclides, G. (2001). Teachers' needs in supporting students with a disability in the classroom: A research report. Proceedings of the Australian Vocational Education and Training Research Association Conference, Adelaide, Australia, March 28-30.ERIC Document number ED456273.

Ericsson, K. (1999). Establishing CBR for persons with mental retardation. A task for the Sweileh Integration Project in Amman. Retrieved from http://www.skinfaxe.se/ebok/amman01.pdf.

Kyriazopoulou, M., & Weber, H. (Eds.). (2009). *Development of a Set of Indicators: For Inclusive Education in Europe*. European Agency for Development in Special Needs Education.

Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2004). Program evaluation: Alternative approaches and practical guidelines.

Florida Department of Education. (1997). Quality Indicators individualized Education Programs, Division of Public Schools and Community Education. Retrieved from http://www.wswheboces.org/speced/pdf_files/quality_indicators.pdf

Freeman, S. F., & Alkin, M. C. (2000). Academic and social attainments of children with mental retardation in general education and special education settings. *Remedial and Special Education*, *21*(1), 3-26.

Govinda, R. (2009). Towards inclusive schools and enhanced learning: A synthesis of case study findings from different countries. UNESCO.

Grant, M. C. (2009). Inclusion Doesn't Always Mean Included. Retrieved from ERIC database. (ED511442).

Hallahan, D.P., Kauffman. J. M. (2008)**.** Exceptional learners: Introduction to special education (9th Ed.). Boston, Pearso.

Jackson, L., Ryndak, D. L., & Billingsley, F. (2000). Useful practices in inclusive education: A preliminary view of what experts in moderate to severe disabilities are saying. *Research and Practice for Persons with Severe Disabilities*, *25*(3), 129-141.

Kavale, K. (2002). Mainstreaming to Full Inclusion: From Orthogenesis to Pathogenesis of an Idea [Electronic version]. *International Journal of Disability, Development and Education, 49(2)*, 201-214.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry.* Beverly Hills, CA: Sage.

Luetke-Stahlman, B., & Luckner, J. L. (1991). *Effectively educating students with hearing impairments*. Longman Publishing Group.

Mansell, I., Bennett, G., Northway, R., Mead, D., & Moseley, L. (2004). The learning curve: The advantages and disadvantages in the use of focus groups as a method of data collection. Nurse Researcher, 4, 79-88.

Maryland Coalition for Inclusive Education. (2001). Quality indicators for inclusive school

buildings in Maryland. Retrieved from

http://www.mcie.org/usermedia/application/8/quality_indicators_-_building-based_practices_2011.pdf

McCarty, K. (2006). Full Inclusion: The Benefits and Disadvantages of Inclusive

Schooling. An Overview. Retrieved from ERIC database. (ED496074).

McMahon, C. M., & McNamara, K. (2000). Leading a horse to water? Teacher preparation

for problem solving consultation. Paper presented at the annual meeting of the

National Association of School Psychologists, New Orleans, LO.

National Center for Clinical Infant Programs, (1987). A guide to program evaluation for

administrators and practitioner Charting Change in infants' families and Services,

Washington D. C.

National council for accreditation of teacher education. (2008). professional standards

Accreditation of Teacher Preparation Institutions. Retrieved from

file:///C:/Users/abo%20amin/Downloads/NCATE_Standards_2008%20(2).pdf

New Jersey Coalition for Inclusive Education. (2010).Quality Indicators for Effective

Inclusive   Education   Guidebook.   Retrieved   from

http://www.sccoe.org/depts/students/inclusion-collaborative/Documents/sip-phase4/Quality-Indicators-for-Effective-Inclusive.pdf

Palmer, D. S., Fuller, K., Arora, T., & Nelson, M. (2001). Taking sides: Parent views on

inclusion for their children with severe disabilities. *Exceptional children*, *67*(4),

467-484.

Peck, J., sasso, G. M., & Stambaugh, M. (1998). Functional analysis in the classroom:

Gaining reliability without sacrificing validity. Preventing School Failure, 43(1),

pp14-18.

Prater, M. A. (2003).She will succeed! Strategies for success in inclusive classrooms. *Teaching Exceptional Children*, 35(5), 58-64.

Rando, W. C., & Lenze, L. F. (1994). Learning from students: Early term student feedback in higher education. National Center on Postsecondary Teaching, Learning and Assessment

Reichle, J., McEvoy, M., Davis, C., Rogers, E., Feeley, K., Johnston, S., & Wolff, K. (1996). Coordinating preservice and in-service training of early interventionists to serve preschoolers who engage in challenging behavior. *Positive behavioral support: Including people with difficult behavior in the community*, 227-264

Reid, C. M. (2010). The Inclusive Classroom: How Inclusive Is Inclusion?. Retrieved from ERIC database. (ED509705)

Roberts, R., & Mather, N. (1995). The return of students with learning disabilities to regular classrooms: A sellout?. *Learning Disabilities Research & Practice*. 10(1), 46-58.

Robertson, J. H. (2003). *The Influence of the Monitoring Process on Special Education Services in West Virginia* (Doctoral dissertation, West Virginia University).

Rogers, J. (1993, May). The inclusion revolution. *Phi Delta Kappan Research Bulletin*, (11), 1-6.

Saldaña, J. (2009). The coding manual for qualitative researchers. Thousand Oaks, CA: Sage Publications Inc.

Salend, S. J. (2008). Creating inclusive classrooms: Effective and reflective practices. Prentice.

Savich, C. (2008). Inclusion: The Pros and Cons--A Critical Review. Retrieved from ERIC database (ED501775).

Schensul, S. L., Schensul, J. J., & LeCompte, M. D. (1999). Essential ethnographic methods: Observations, interviews, and questionnaires (Vol. 2). Rowman Altamira.

Scriven, M. (2012). Formative, Performative, and Performative Evaluation. *Journal of Multidisciplinary Evaluation*, *8*(18), 58-61.

Singh, D. (2001). Preparing General Education Teachers for Inclusion? Paper presented at the 29th Teacher Education Division of the Council for Exceptional Children and the second annual Technology and Media Division joint conference. San Diego, CA.

Spradley, J.P. (1980*). Participant Observation*. Austin, TX: Holt, Rinehart, & Winston.

Stephenson, J., Linfoot, K., & Martin, A. (1999). Dealing with problem behavior in young children: Teacher use and preferences for resources and support. *Special Education Perspectives*, *8*(1), 3-15.

Stone, P. (1996). Blueprint for Developing Conversational Competencies Washington, D.C the Graham Bell Association for the Deaf

The Alberta Education. (2006) Standards for the Provision of Early Childhood Special Education, Alberta Canada. Retrieved from. https://education.alberta.ca/media/1626521/ecs_specialedstds2006.pdf

The Alberta Education. (2006). Standards for Special Education. Retrieved from https://archive.education.alberta.ca/media/311334/423.pdf

The Higher Council for Affairs of Persons with Disabilities. (2007a). The National Strategy for Persons with Disabilities .Amman Jordan.

The Higher Council for Affairs of Persons with Disabilities. (2007b). The Rights of Persons with Disabilities Act, No. 31 (2007).Amman Jordan.

The Higher Council for Affairs of Persons with Disabilities. (2010). Annual report. Amman Jordan.

The Higher Council for Affairs of Persons with Disabilities. (2011). Annual report. Amman Jordan.

The Higher Council for Affairs of Persons with Disabilities. (2012). Annual report. Amman Jordan.

The Higher Council for Affairs of Persons with Disabilities. (2015). Annual report. Amman Jordan.

The Ministry of Education. (2015) Annual report. Amman Jordan.

The University of the State of New York. (2003). Preschool Special Education: Program Self –Assessment Quality Improvement Guide. Retrieved from

http://www.p12.nysed.gov/specialed/publications/preschool/progself-assess/progself-assess.pdf

Michigan State Board of Education (2013). Early Childhood Standards of Quality. Retrieved from

https://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf

The International Disability and Development Consortium. (2012). Inclusive Quality Education to End Exclusion standards. Retrieved from

(http://www.eenet.org.uk/resources/docs/IDDC_quality_IE_poster.pdf).

UNESCO (2003). Overcoming exclusion through inclusive approaches in education: A challenge and a vision. Paris.

United Nations. (2007).Convention on the Rights of Persons with Disabilities. Retrieved

from   http://www.un.org/disabilities/convention/conventionfull.shtml

Villa, R. A., & Thousand, J. S. (2003). Making inclusive education work. *Educational*

Leadership, *61*(2), 19-24.

Younger, D. (2009). Inclusion: Who Really Benefits? Retrieved from ERIC database

(ED507203).

ABSTRACT

THE EVALUATION OF EDUCATIONAL INCLUSION PROGRAMS FOR STUDENTS WITH INTELLECTUAL DISABILITIES IN JORDAN

by

AHMAD SALEM ALGOLAYLAT

August 2016

Advisors: Dr. Marshall Zumberg

Major: Special Education

Degree: Doctor of Philosophy

This study aimed to evaluate the inclusive education programs for students with intellectual disabilities in Jordan, quantitative and qualitative research methods were utilized in this study to collect data. These methods included the Jordanian inclusive education scale and teacher interviews. The sample of the study consisted of thirty schools and eight teachers from both governmental and private sector, schools and teachers were selected from Amman.

To achieve the aim of the study, the researcher developed an instrument for evaluating the inclusive education programs for students with intellectual disabilities the scale consisted of (178) indicators distributed among nine dimensions policy and strategic planning, administration of the employees, physical environment, assessment, educational programs, cooperation and coordination, professional services and transitional, professional and ethical practices and program evaluation. The instrument showed accepted validity and reliability indicators.

The results of the study demonstrates that the conformity degree of the educational inclusion programs for students with intellectual disabilities in Jordan was Medium (($\overline{x}$ =1.73/3). In the nine dimensions as follows: The policy of the strategic planning ($\overline{x}$ = 1.60/3), The administration of the employees (($\overline{x}$ = 1.86/3), The physical environment (($\overline{x}$ = 1.96/3), assessment (($\overline{x}$ = = .2.18/3), The educational programs (($\overline{x}$ = 1.89/3),The cooperation and coordination (($\overline{x}$ = 1.38/3), The transitional and professional services (($\overline{x}$ =1.06/3), The ethical and professional practices(($\overline{x}$ =1.06/3), The program evaluation (($\overline{x}$ =1.27/3).

To support the results of quantitative methodology. The researcher used qualitative research methodology the results of the quantitative methodology based on the teachers opinions and actions. Six main components were found to necessitate successful inclusion for students with intellectual disability: (1) Teachers' Knowledge and Definition, (2) Assessment Service, (3) Educational Program Services, (4) Accommodations, (5) Training, (6) Self-assessment

Keywords: evaluation, inclusive education, intellectual disability, Jordan

AUTOBIOGRAPHICAL STATEMENT

AHMAD SALEM ALGOLAYLAT

I was born in 1984 in Madaba, a rural area in Jordan. My family consists of 3 brothers and 3 sisters. My father passed away when I was enrolled in the sixth grade. I received all my study in public school, which I remained in until I finished high school with a GPA of 90.6 out of 100. I was always motivated to achieve my father's dream that is to finish my postgraduate studies. My father's physical disability guided my intention for pursuing a degree in Special Education. I had my bachelor degree in 2005. In pursuing my goal and because of my academic superiority, I was accepted in the Master program in the University of Jordan; where I spent two years being educated by professionals in the field. In addition to being a postgraduate student my GPA assists me to be a teacher and research assistant. In 2008 I had my Master's degree and that enabled me to be a special education teacher

In order to experience governmental organizations, I worked in the Ministry of Social Development, starting from an employee in the Department of Disabled People Affairs, to a section head in the Department of Social Association and Entities and the Production Empowerment. In 2010, I started working in the Higher Council for Affaires of Persons with Disabilities as a head of the Education Department. My work responsibilities included coordinating between different ministries and organizations to gain inclusive education for persons with disabilities. Moreover, I am now responsible for enrolling persons with disabilities in NGOs, associations, centers, schools and even universities to receive proper education. Through my study and work,

I made sure to empower myself with different workshops and training courses. One of them was training of trainers (TOT) and a workshop in project management professional (PMP). The most honorable was to be a certified national trainer of the early intervention program (Portage). Through direct communication with disabled persons, their capacities and abilities inspired me to have a new perspective of the world.