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**TEACHER'VIEW ABOUT DUAL ENROLMENT OF STUDENT WITH
DISABILITIES IN SPECIAL AND INCLUSIVE PRIVATE SCHOOL**

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April 2023

United Arab Emirates University

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**TEACHERS' VIEWS ON DUAL ENROLMENT OF STUDENTS
WITH DISABILITIES IN SPECIAL AND INCLUSIVE PRIVATE
SCHOOLS**

Mahra Saeed Ismaeil (Haj Ali)

This thesis is submitted in partial fulfilment of the requirements for the degree of
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A picture showing the process of integrating students with disabilities into the general classroom.

(Photo: By Nicole Eredics)

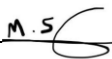
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Declaration of Original Work

I, Mahra Saeed Ismaeil (Haj Ali), the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this thesis entitled “*Teachers’ Views on Dual Enrolment of Students with Disabilities in Special and Inclusive Private Schools*”, hereby, solemnly declare that this is the original research work done by me under the supervision of Dr. Maxwell Pephrah Opoku, in the College of Education at UAEU. This work has not previously formed the basis for the award of any academic degree, diploma or a similar title at this or any other university. Any materials borrowed from other sources (whether published or unpublished) and relied upon or included in my thesis have been properly cited and acknowledged in accordance with appropriate academic conventions. I further declare that there is no potential conflict of interest with respect to the research, data collection, authorship, presentation and/or publication of this thesis.

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Abstract

The education of children with disabilities is challenging. Special and inclusive schools cannot offer meaningful access to education to children with disabilities. Currently, schools strive to provide access to education in a dual context: a certain number of days at inclusive schools and others at special schools. However, information on how teachers are contending with such practices is limited. This study explored teachers' views on the education of students with disabilities in the dual enrolment education system in the United Arab Emirates (UAE). The *social education model* was conceptualised to understand teachers' perceptions, collaborative efforts, resources and challenges to dual enrolment practices. The study sample comprised 10 teachers: five special education teachers and five general education teachers. They were recruited from Al Ain, the third largest city in the UAE. An interview guide was developed based on the research question and the study framework to collect data from the study participants. The data were subjected to thematic analysis following these guidelines: reading, coding, categorising, themalizing and reporting. The findings of this study indicated that teachers had positive views on dual enrolment and appreciated the current practice of providing accessible education to children with disabilities in two settings. Despite the participants' positive responses to dual enrolment, results showed poor implementation of the dual enrolment system for students with disabilities. This finding is due to a lack of collaboration, communication and a shared plan to support the development of children with disabilities across schools. The study concludes with a recommendation for a national framework to guide the implementation of a dual enrolment system in the UAE.

Keywords: Inclusive education, special education, children with disabilities, teachers, parents, United Arab Emirates

Title and Abstract (in Arabic)

رأي المعلمين حول التسجيل المزدوج للطلاب ذوي الإعاقة في المدارس الخاصة و المدارس الشاملة الخاصة

الملخص

تعليم الأطفال ذوي الإعاقة يمثل تحدياً. لا يمكن للمدارس الخاصة والشاملة أن توفر وصولاً مفيداً إلى التعليم للأطفال ذوي الإعاقة. حالياً ، تسعى المدارس جاهدة لتوفير الوصول إلى التعليم في سياق مزدوج: عدد معين من الأيام في المدارس الشاملة وغيرها في المدارس الخاصة. ومع ذلك ، فإن المعلومات حول كيفية تعامل المعلمين مع مثل هذه الممارسات محدودة. استكشفت هذه الدراسة آراء المعلمين حول تعليم الطلاب ذوي الإعاقة في نظام التعليم بالتسجيل المزدوج في الإمارات العربية المتحدة (الإمارات العربية المتحدة). تم وضع تصور لنموذج التعليم الاجتماعي لفهم تصورات المعلمين والجهود التعاونية والموارد والتحديات التي تواجه ممارسات التسجيل المزدوج. تكونت عينة الدراسة من 10 معلمين: خمسة معلمين للتربية الخاصة وخمسة معلمين للتربية العامة. تم اختيارهم من مدينة العين ، ثالث أكبر مدينة في الإمارات العربية المتحدة. تم تطوير دليل المقابلة بناءً على سؤال البحث وإطار الدراسة لجمع البيانات من المشاركين في الدراسة.

خضعت البيانات للتحليل الموضوعي باتباع هذه الإرشادات: القراءة ، والترميز ، والتصنيف ، والحرارة ، وإعداد التقارير. أشارت نتائج هذه الدراسة إلى أن المعلمين لديهم وجهات نظر إيجابية حول الالتحاق المزدوج وأعربوا عن تقديرهم للممارسة الحالية المتمثلة في توفير التعليم الذي يمكن الوصول إليه للأطفال ذوي الإعاقة في بيئتين. على الرغم من ردود المشاركين الإيجابية على التسجيل المزدوج ، أظهرت النتائج ضعف تنفيذ نظام التسجيل المزدوج للطلاب ذوي الإعاقة. ترجع هذه النتيجة إلى نقص التعاون والتواصل والخطة المشتركة لدعم تنمية الأطفال ذوي الإعاقة عبر المدارس. وتختتم الدراسة بتوصية بإطار وطني لتوجيه تنفيذ نظام القيد المزدوج في دولة الإمارات العربية المتحدة.

مفاهيم البحث الرئيسية: التعليم الجامع ، التربية الخاصة ، الأطفال ذوي الإعاقة ، المعلمون ، أولياء الأمور ، الإمارات العربية المتحدة

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Dedication

To my beloved mother, father and family

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Chapter 1: Overview

1.1 Introduction

The purpose of this study was to explore the views of teachers on teaching children with disabilities across schools. In this study, dual enrolment was conceptualised as the current practice where children with disabilities spend a certain number of days in special school and others in inclusive schools. Although this practice is gaining popularity, it has yet to feature in scholarly discussions on quality education for children with disabilities. This chapter presents the background of the study, statement of the problem, objectives, research questions, conceptual framework, and significance of the study and structure of the thesis.

1.2 Background to the Study

Recently, the term ‘special education’ has become increasingly popular among people working in the field of education, particularly teachers working in schools (Francisco et al., 2020). The education of children who are socially, cognitively or physically different from the average to the point where they require adaptations to traditional school methods is known as special education, also referred to as special needs education (Reindal, 2010). Special education serves those with hearing, visual, speech or learning challenges; those with emotional, behavioural or cognitive disabilities; gifted students with outstanding academic skills; and youngsters with orthopaedic or nervous impairments (Pullem & Hallahan, 2015). The science of special education focuses on helping children with disabilities who require assistance in various areas. Thus, regardless of the challenges they encounter, every child has the right to the same opportunities as others.

Special needs education is crucial to the holistic growth of children as it includes related services, aids and supplemental programmes. It is specifically created to address the needs of children with disabilities as they attend and participate in class activities in school (Kauffman & Lloyd, 2019). Children with special needs should be dealt with according to their unique abilities and strengths. Thus, they can acquire knowledge for development despite their disabilities (Musa, 2021). In special education, every student with a disability can learn based on their needs, uniqueness

and abilities. A special education organisation or community would not be willing to assist these disabled pupils in learning and meeting their needs without these students.

In the UAE, students with disabilities receive special education in special and inclusive education in public and private schools. For instance, public schools provide education for people with disabilities with the best solutions and practices. This effort is represented in methods to adapt and equip public schools and integrate students with disabilities into the educational system. One of the most significant moves by the government for children with disabilities was the establishment of the previously known Department of Special Education for people with disabilities.

Although children with disabilities receive education in inclusive classrooms (Farooq, 2012), formidable barriers restrict their outright participation (Hornby, 2014). The barriers occur across public and private schools. In public schools, special education teachers cannot support all pupils (Alquraini, 2011). Due to the nature of their employment, special education teachers frequently have a high workload, resulting in burnout and a sense of overload (Farooq, 2012). Relationships between parents and teachers are also challenging. Particularly, special education teachers may face difficulty to establish trusting bonds with their students (Hornby, 2014). Additionally, the lack of parental involvement causes certain parents of special needs children to be unconcerned with their children's welfare and fail to give them the care they need. Overprotective parents may have unreasonable expectations of their children and their teachers, whereas neutral parents may not be involved in their children's education or communicate with their teachers (Farooq, 2012). Special education teachers frequently do not receive the same degree of assistance from the school administration as other teachers because of this lack of resources. Thus, putting into practice successful special education programmes may be challenging (Alquraini, 2011).

Teachers at special education facilities face many challenges, especially their non-educational obligations. Despite their training to help them prepare to teach, many teachers find that their workload forces them to spend time outside of the classroom. They are frequently required to attend meetings, prepare for exams and

handle significant paperwork (Hadidi & Al Khateeb, 2015). Moreover, students with various disabilities may be assigned to special education teachers' classrooms. Because every student has a different scenario, the teacher must modify his or her courses by offering individualised tutorials to suit each student. In addition, students with impairments may have disciplinary issues in the classroom. Children with impairments may experience different behavioural issues, such as attention deficit disorder and difficulty comprehending lessons. Therefore, special education teachers must understand how to handle these issues and how to implement suitable solutions (Hadidi & Al Khateeb, 2015).

Educating students with disabilities in the classroom has many obstacles, including the issue of integration. Despite the UAE's support for inclusive education, integrating them into normal classroom environments remains difficult. The new educational system, namely dual education between private and public schools, must be evaluated. Additionally, teachers should work with each other because they deal with students who need constant follow-up. Therefore, the UAE government has been striving to provide all the requirements for the success of providing inclusive education to students with disabilities. The UAE is implementing laws that protect students with disabilities and ensure their education in successful educational environments. This move has led to a constant debate among the teaching staff, particularly regarding the resources that will be provided to students and whether teachers can engage or not. This study aims to determine the extent of cooperation between special and general education teachers in the new system. This system is between private and comprehensive schools that provide teaching and learning services to students with disabilities. Accordingly, the main objective of this study is to determine the effectiveness of the dual enrolment system in schools in the UAE.

1.3 Statement of the Problem

Collaboration involves various perspectives, ideas, abilities and experiences. When people collaborate, procedures and objectives are aligned properly, which helps groups achieve great levels of success (Barfield, 2016). Collaboration is a critical element in a student's academic performance, and teachers are aware of its value in

the classroom (Syriopoulou-Delli et al., 2016). For instance, collaborations between special education and general classroom teachers become crucial as both must offer quality education to students with disabilities (Devecchi & Rouse, 2010). However, in practice, many special education teachers face difficulty in collaborating with other educators when teaching students with disabilities (Barfield, 2016). This study explained the effectiveness of collaborations between special education teachers when students with disabilities are enrolled in two schools.

The importance of qualified teachers in the teaching of students with disabilities cannot be overemphasised. Such teachers are a crucial element in the development and progress of students' academic performance (Cooc, 2019). When teachers have appropriate training and educational qualifications, they can provide quality education to children with disabilities. However, from a practical perspective, many special education teachers as well as general education teachers do not have qualifications in academic learning (Agaliotis & Kalyva, 2011). Those who are qualified or have received training in special education also struggle to offer an appropriate education to children with disabilities. However, in the UAE, private and mainstream schools are currently striving to understand the value and benefits of a degree in educating students with disabilities.

Parental communication is critical to effective teaching and learning. When parents communicate and follow up with the school and the teachers, the learning process becomes effective (Devecchi & Rouse, 2010; Wanat, 2010). Numerous studies have demonstrated the urgency of parent–teacher communication to the success of the educational process. For example, the educational and social science areas have a widespread agreement that parents and educators should collaborate, share and communicate with each other because both are essential for the socialisation and education of children (Bronfenbrenner, 2001; Epstein, 2011).

The appropriate environment to support the education of children with disabilities has been an ongoing debate. Being one of the most complex environments, the educational environment is the focus of the learners' attention (Garcia -Carrión et al., 2018). The learning environment is a critical component of a student's academic

performance. For example, the environment becomes contentious when it is restrictive or inefficient for students with disabilities. For instance, in an inclusive learning environment, many students with disabilities cannot participate in the educational process (Pradipta et al., 2018). Similarly, special schools offer these students supportive surroundings through resources and specialists. Thus, understanding how the two environments work together to provide education to children with disabilities in the UAE would be beneficial.

1.4 Research Objectives

This study aims to determine the view of general and special education teachers on teaching students with disabilities in the dual enrolment education system in the UAE. The sub-objectives of the study are as follows:

- 1) Explore the effectiveness of the collaboration between two educational organisations in implementing the dual enrolment education system for students with disabilities.
- 2) Examine the preparation of teachers towards working in dual enrolment classrooms in UAE.
- 3) Understand the availability of resources in the dual education system for educators and learners with disabilities.
- 4) Understand the challenges teachers face in working in the dual enrolment system in the UAE.

1.5 Research Questions

- 1) How do teachers collaborate to teach students with disabilities in a dual enrolment education system?
- 2) How prepared are teachers to work in the dual education system in the UAE?
- 3) How accessible are resources to teachers to support the teaching of students with disabilities in the dual education system?
- 4) What are the challenges that teachers face in implementing the dual enrolment system in the UAE?

1.6 Conceptual Framework

The study was guided by the social education model, which was coined from the social model of education. The model is derived from the social model of disability, which was developed as a response to the medical model of disability (Margolin & Margolin, 2002; Oliver, 2013; Shakespeare & Watson, 1997). Under the medical model, persons with disabilities were perceived as needy and unable to make decisions for themselves (Burchardt, 2004; Hughes & Paterson, 1997; Oliver, 2013). Consequently, experts working with persons with disabilities mostly made decisions for them without their consent or contribution to the processes (Oliver, 2013; Shakespeare & Watson, 1997). This situation affected service provision as they were offered services without their consent or input. As expected, in most societies, persons with disabilities have been denied access to quality education (Akoto et al., 2022; Alzyoudi et al., 2021; Opoku, 2022b), health services (Mprah et al., 2022; Opoku et al., 2022), employment (Dogbe et al., 2022; Odame et al., 2021) and other productive activities (Jiya et al., 2022; Opoku et al., 2021) and face discrimination (Dogbe et al., 2022) see Figure 1.

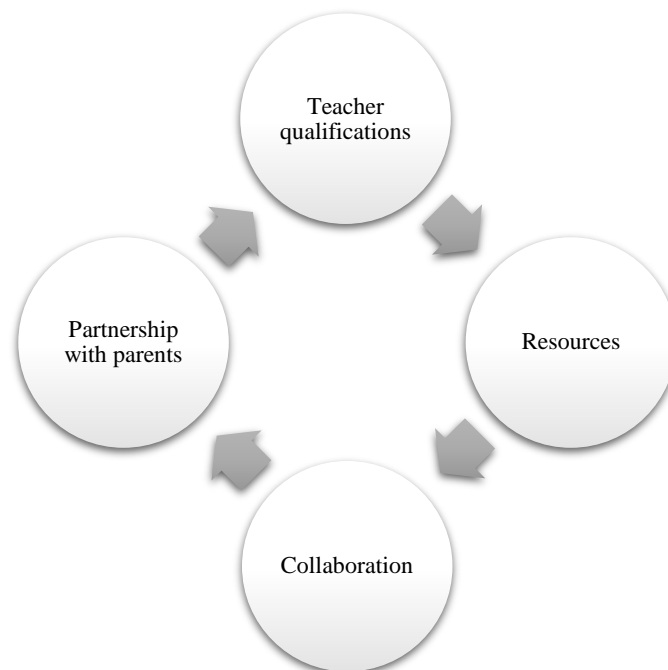


Figure 1: Proposed Social Education Model.

The social model challenged such assumptions as inappropriate and disrespectful to people in the disability community (Oliver, 2013). In effect, persons with disabilities ought to be perceived as right-holders who need supportive systems to participate in productive activities in the community (Burchardt, 2004; Hughes & Paterson, 1997; Oliver, 2013). According to Oliver (2013), the environment ‘disables’ individuals with disabilities; thus, removing those barriers could optimise their social participation. This goal can be achieved mainly through policy reformation and programmes aimed at the inclusion of persons with disabilities. The social model is the main driver of disability legislation in most societies. Particularly, the United Nations Convention on the Rights of Persons with Disabilities was developed to guarantee persons with disabilities in society equitable access to services.

Despite this effort, persons with disabilities continue to be denied accessible education in almost every society (Akoto et al., 2022; Opoku, 2022a). Attempts to teach children with disabilities in special and inclusive schools have yet to yield fruitful results. This condition created the impression that the social model is likely to be impractical. Thus, systems and policymakers need to explain how the social model should be applied in service provision. In this study, schools are experimenting with a new system, namely the dual enrolment system. Accordingly, the proposed social education model aims to provide useful guidelines on how to implement the dual enrolment system. At the core of such a school system is the development of policies to guide practices. The policies would propose the responsibilities of each stakeholder in the process. The model would also offer guidelines for the required training for teachers to enable them to teach children with disabilities across schools. Furthermore, the policy would also provide useful directions in terms of the resources, collaborative systems and partnerships required for implementing the dual enrolment system in a novel context, such as the UAE.

1.7 Significance of the Study

International discourse currently considers issues of disability as a fundamental right. Deliberations have focused on the participation of persons with disabilities in areas that would improve their livelihoods. Education has emerged as an important

avenue to equip persons with disabilities with the skills needed for advancement in society. Consequently, discussions have revolved around the most suitable setting to educate children with disabilities. The segregated school system has been critiqued as outmoded and insignificant for providing people with disabilities with the skills needed for development. The practice of inclusive education also has problems as teachers and stakeholders involved in the teaching of students with disabilities struggle with its implementation (Kuhl et al., 2015; Pearce & Forlin, 2005). This situation raises serious questions on the considerations and practices needed to make education accessible to students with disabilities and maximise their potential.

Regular and special schools entering into an alliance to educate students with disabilities have become an emerging trend. For example, students with disabilities spend a certain number of days in special schools and others in regular schools. Thus, they follow two curricula and receive instruments and support from different allied professionals. Partly, studies examining inclusive practices in regular schools reported difficulties in collaboration between teachers and support staff (Bourke, 2009; Butt, 2016a, 2016b; Kuhl et al., 2015; Pearce & Forlin, 2005). How this new system (that is, teaching students with disabilities in regular and special school settings simultaneously) works and the extent of collaboration between stakeholders must be ascertained. A gap in the literature exists, and this study examines the effectiveness of this new system and determines its feasibility in making education accessible to students with disabilities. This study explores this new alliance between special and inclusive schools in the UAE and finds evidence that would support such practices. Furthermore, this study provides insight into an emerging trend across the UAE and offers recommendations for future policies. The findings will also be published in an international peer-reviewed journal, which will be read by policymakers, teacher educators and principals.

1.8 Structure of the Thesis

The paper has five chapters. The first chapter is mainly an introduction in which the purpose, research questions, significance of the study and its limitations are highlighted. The second chapter focuses on the literature review, presented globally

and then narrowed down to the Gulf Cooperation Council countries and then to the UAE (Ajman City). The topics of the literature review are divided into three parts: the definition of school leadership, its types and the common types in schools. Next, the purpose and application of inclusive education in the Gulf Cooperation Council countries and the UAE will be discussed. Leadership roles in inclusive education and the challenges they face in implementing inclusive education are also covered. The third chapter deals with the method involving two phases: the research design and data collection. Each stage explains how the research design, participants, tools, data collection and methods of analysis. The fourth chapter presents the findings of this study. Finally, the fifth chapter presents the conclusion of the study and recommendations for future discussions.

Chapter 2: Literature Review

2.1 Introduction

This chapter reviews the literature on educational practices in the UAE and other contexts. It includes a discussion on special education facilitators, barriers and current dual enrolment practices.

2.2 Understanding Special Education

Education is the right of all human beings (Francisco et al., 2020). Special education emphasises the need to pay attention to people with special needs and adapt curriculum and teaching methods to suit their learning needs (Hadidi & Al Khateeb, 2015). Intensive educational support is provided to special and general education teachers to help them implement education strategies for gifted students or students with different disabilities (Gaad, 2019).

The current decade has witnessed tremendous development in the field of disability (Weber & City, 2012). Hadidi and Al Khateeb (2015) stated that different countries have been actively developing programmes in the field of disability. Special education is defined as a set of educational activities and programmes that specialise in providing special care and attention to a specific category of people with special needs (Gaad, 2019). These programmes aim to stimulate the mental and physical capabilities of these individuals to the maximum extent possible and help them achieve self-realisation and adapt to their environment to the fullest (Francisco et al., 2020).

According to the Official Portal of the UAE Government, Education for People of Determination in 2021, the UAE has always sought to establish the values of tolerance and peace and appreciates and respects the cultural diversity of its people. The UAE has been keen to support and encourage people with disabilities in various fields. The Ministry of Education of the UAE has created a section for the special education department whose objective is to develop educational programmes for children with disabilities (Bradshaw et al., 2004). All schools that attract students with special needs provide additional educational support to those with learning and behavioural difficulties (Gaad, 2004).

2.3 Education of Children with Disabilities in the UAE

Education is the main tool for the development and renaissance of nations, and the true renaissance of any country is represented in educational development. Therefore, countries develop their education, and many institutions strive to develop education and search for new teaching methods (Dukmak et al., 2019). According to Thabet et al. (2020), the goal is to use modern and developed methods for teaching and practising. In the past, students with special needs were taught mainly in classes or separate schools. However, over the years, this situation changed after legislation was passed requiring that these students be educated with their peers in the same class (Dukmak et al., 2019). The UAE has made tangible efforts to integrate students with disabilities into the mainstream educational system and provide them with full opportunities (Gallagher, 2019).

The UAE embraces special and inclusive education systems. For instance, children with disabilities receive education in inclusive and special schools where they can actively participate in lessons and extracurricular activities to feel accepted while achieving the fundamental goal of education (Hernandez, 2013). The concept of inclusive education has recently gained increasing acceptance among the general population in society. The inclusive education framework policy dates back to 1994 (Da Fonte & Barton, 2017). Moreover, special school systems remain relevant, with many children still receiving education in such a setting (Slater & Ravid, 2010). Before it can benefit children, special education needs support and structures, for example creating a suitable learning environment with equitable access to resources (Nilholm, 2021). At its core, inclusive education ensures that education services are provided to all students, including those with disabilities. This goal is achieved in shared learning environments, where all students have equal access to high-quality teaching to succeed in their educational paths as well as high-quality support and interventions (Gaad, 2019). Inclusive education service providers in the public and private sectors are responsible for building a culture of cooperation based on mutual respect and equal rights for all within a shared learning environment (Nilholm, 2021). This approach intends to help students acquire the necessary opportunities to be successful learners, establish positive social relationships with their peers and be

highly effective members of the learning community (Gaad, 2019). Building and consolidating an inclusive, high-quality education system in the UAE depends on the cooperation of all stakeholders in the various sectors of education and their joint commitment to the values of inclusive education and its internationally approved standards (Dukmak et al., 2019).

Before the development of the inclusive education policy framework in the UAE, the country ratified the United Nations Convention on the Rights of Persons with Disabilities. The Convention supports the implementation of the inclusion of all learners together in the education sector. Other laws have also been enacted, such as Law No. 2 in the Emirate of Dubai and the Federal Laws of 2006 and 2009. These laws affirm the emirate's full commitment to promoting the implementation of inclusive education. The UAE has made concrete efforts to integrate students of determination into the educational system. This endeavour has been embodied in strategies to adapt and resource government schools (Zancajo et al., 2022). Currently, schools have set policies to ensure that special education teachers can also facilitate inclusive practices.

The Ministry of Education has also launched several skills training programmes that include instructions for dealing with people with visual and hearing disabilities (Azizah, 2022). The Ministry has also established support centres to monitor and evaluate the progress of children of determination before and after school integration. These centres provide various services, including individual diagnoses for students with disabilities and learning difficulties, recommendations and assistance to parents in dealing with their child's condition, as well as directing them to sources that provide them with appropriate support for their child. In practice, legal frameworks and support structures are established to enhance the implementation of inclusive education.

2.4 Facilitators of Effective Special Education

Regardless of disabilities or learning differences, all children must receive the necessary help to succeed academically, socially and emotionally. This endeavour requires effective special education. Educators and schools can utilise numerous essential facilitators of effective special education to provide children with the best education. They include teacher training, resources, instructional practices and collaboration as discussed below.

2.5 Teacher Training, Inclusive and Special Education

An important component of inclusive education is the teachers' readiness to teach students from all groups (Harris & Sass, 2011). Teacher training, or teacher education, is a critical component of creating effective and inclusive special education programmes. Inclusive education emphasises the importance of creating learning environments that support the needs of all students regardless of ability (Woodcock et al., 2022). Teacher training refers to the process of preparing and developing teachers to become effective educators (Siddiqui et al., 2021). Coursework, workshops, training, mentoring and practical teaching experience are examples of such activities. Teacher education aims to provide teachers with the knowledge, skills and competencies they need to provide high-quality education and support to their students (Floress et al., 2017).

Inclusion cannot be achieved unless teachers become effective agents of change, armed with the values, knowledge and attitudes that allow each student to achieve the success they aspire (Harris & Sass, 2011). Numerous studies have indicated that developmental and teacher training programmes that support trainers are among the most important measures for accomplishing teachers' missions. Teachers currently work in a rapidly changing environment, and education has changed across the board (Harris & Sass, 2011).

Teacher training has many benefits in special education (Quigney, 2010) as it improves teachers' knowledge and skills when they receive ongoing training (Markelz et al., 2016). In inclusive and special education, teacher training provides teachers with the knowledge and skills they need to effectively meet the diverse educational

needs of their students (Brigham et al., 2011). Coursework on topics such as understanding disabilities, adapting curriculum and education and working with families may be included in this training (Harris & Sass, 2011). Teachers are better equipped to create a positive learning environment that meets the needs of all students if they develop these competencies (Quigney, 2010).

Student achievement is expected to increase when teachers support the students (Markelz et al., 2017). Similarly, inclusive and special education programmes supported by well-trained teachers improve student achievement (Kellems et al., 2019). Skilled and knowledgeable teachers can support students with diverse educational needs and can provide them with individualised guidance and support that help them succeed (Quigney, 2010). As a result, students can achieve improved academic outcomes, increased engagement in learning and higher graduation rates (Knight & Crick, 2022).

Creating a positive school culture that values diversity and inclusion is important (Quigney, 2010) as it promotes inclusive and special education programmes that prioritise teacher training. Teachers who are equipped to support students with diverse learning needs can create a welcoming and inclusive classroom environment for all students. Thus, students feel a great sense of belonging, increase their attendance and improve their behaviour (Markelz et al., 2016).

Artacho et al. (2020) reported that candidate teachers should have access to abundant information and core competencies for inclusive education, including awareness of the needs and capabilities of children with special needs and pedagogical competencies, such as instructional facilities and differentiated activities (Knight & Crick, 2022). Many studies have reported associated challenges in teacher training (Quigney, 2010). One difficulty that teachers face in the field of training is reaching the place of training (Quigney, 2010). Certain teachers may face difficulty in obtaining training due to geography or a lack of sufficient financial resources to attend the necessary training (Kirkpatrick et al., 2019; Markelz et al., 2017; Quigney, 2010). Moreover, in other instances, the teacher lacks preparation considering that trainers need to provide proper training to ensure that the teachers are well prepared with the

knowledge and skills to teach students effectively (Kellems et al., 2019). In the UAE context, whether teachers involved in dual education teaching the same group of children with disabilities are receiving training to support their students in classrooms is unclear.

2.6 Collaboration in Special Education

Cooperation is one of the most important steps for the success of the educational process for students. Collaboration is a beneficial approach that helps public teachers, special teachers, teaching professionals, administrators and other stakeholders to work together to meet the needs of children (Barfield, 2016). In the context of special education, the term ‘collaboration’ refers to a group teaching style (Syriopoulou-Delli et al., 2016). For example, teamwork can be used in a group and can encourage collaboration among peers to enhance their performance (Devecchi & Rouse, 2010).

The purpose of partnerships is to guarantee that students with disabilities have access to the resources and assistance they need to succeed in school and life (Slater & Ravid, 2010). Along with the regular and special education teachers, a collaborative team may also include speech, physical and/or occupational therapists. Several studies have demonstrated numerous ways through which special education teachers can work with one another. To start, working well with teachers, therapists and other support personnel is crucial to give pupils the finest education (Da Fonte & Barton-Arwood, 2017). Cooperation has several benefits in special education (Hernandez, 2013). First, it ensures that each student with a disability has an equal opportunity to succeed in school and life (Da Fonte & Barton-Arwood, 2017). Second, it allows different specialists to share their knowledge and experience on how to work with students with disabilities (Devecchi & Rouse, 2010). Lastly, it enables team members to brainstorm and create innovative responses to problems (Fuchs & Fuchs, 2019). In the UAE, effective collaboration is needed for dual enrolment to work.

Several crucial factors must be considered when working with a team. The special education teacher must be open to novel perspectives and suggestions from the rest of the team (Hargreaves, 2019). Different team members have diverse

backgrounds and experiences and thus can learn from one another. Additionally, their willingness to compromise when necessary is essential. Although they may all disagree on what is best for students, they need to work together for their benefit (Fuchs & Fuchs, 2019). Most importantly, they must be straightforward and honest with everyone on the team (Billingsley & Bettini, 2019). In the current study, teachers working in different schools with the same children must agree on how they will collaborate.

Despite its importance, collaboration has not been easily applied in special education. Many studies have reported challenges to collaboration between teachers (Billingsley & Bettini, 2019; Devecchi & Rouse, 2010; Paulsrud & Nilholm, 2020). First, one of the most significant obstacles is a lack of communication and coordination between teachers and other professionals involved in a student's education (Syriopoulou-Delli et al., 2016). The diversity of backgrounds and experiences that teachers bring to their work with students with disabilities is one of the main issues in the difficulty of collaboration (Paulsrud & Nilholm, 2020). Teacher training, experiences and teaching styles may differ, causing tension and misunderstanding. Other effects include inconsistent approaches and missed opportunities to meet the needs of the student (Billingsley & Bettini, 2019).

Second, teachers have limited time and resources, making it difficult to collaborate and coordinate effectively (Hargreaves, 2019). They may face difficulty in finding time to meet with students and discuss their needs or may have competing priorities that make it difficult to prioritise special education (Syriopoulou-Delli et al., 2016). Meeting these challenges necessitates a dedication to open communication and collaboration as well as a willingness to recognise and value the diversity of experience and expertise that each teacher brings (Fonte & Barton-Arwood, 2017). Teachers can provide the best possible support and learning experience for students with disabilities if they collaborate (Syriopoulou-Delli et al., 2016). However, such discussions are yet to be extended to dual enrolment systems currently being experimented with in schools in the UAE.

2.7 Teaching Approaches in Classrooms

A teaching approach that works for one teacher may not be useful for another. Classroom teaching approaches are the strategies and methods used by teachers to facilitate learning and improve students' understanding of a subject (Lin et al., 2022). Each teaching strategy uses various tools and techniques to achieve the desired learning objectives (Gettinger & Kohler, 2013). According to Selvaraj and Aziz (2019), many teachers strive to adopt appropriate techniques that could enable them to improve students' learning in the classroom. For instance, when preparing to educate students in a large group, teachers may use small groups (Lin et al., 2022). Additionally, the approach of learning through cooperation is recognised as one of the most successful learning strategies currently (Slavin, 2012). As part of a cooperative learning lesson, students perform tasks in small groups. In a dual teaching environment, teachers are expected to identify or adopt the right instructional practices that may be appropriate for the students.

Using different teaching methods in the classroom can provide numerous benefits to students (Muhonen et al., 2022). For example, direct instruction can lay a solid foundation of knowledge and skills, whereas inquiry-based learning can improve critical thinking and problem-solving skills (Santos, 2020). Collaborative learning can help students improve their collaboration and social skills, whereas project-based learning can help them develop real-world skills and knowledge (Thomas, 2013). Moreover, a flipped classroom can provide several opportunities for students to discuss and apply their knowledge, whereas differentiated instruction can help ensure that all students are adequately confronted and supported. Personalised learning can help students improve their engagement in the learning process and provide a tailored learning experience (Slavin, 2012). Teachers can create a dynamic and engaging learning environment that promotes the development of various skills and knowledge of their students by combining these approaches (Thomas, 2013). Finally, effective teaching methods can help students enhance their confidence and capabilities as learners and advance their preparation to succeed in academic and professional endeavours (Santos, 2020). However, the pedagogical teaching methods implemented by teachers across schools have not been included in scholarly discussions thus far.

Many studies show that teachers are struggling to adopt the appropriate teaching methods in classrooms (Hamdan et al., 2016). For example, time limitation has consistently emerged as a contributory factor (Hewson & Ogunniyi, 2011). Fame et al. (2014) reported that the readiness of students is also important and certain students may struggle with specific teaching approaches. Examples include inquiry-based learning and project-based learning, which require high levels of self-direction and problem-solving skills (Hamdan et al., 2016). Thus, understanding the types of instructional practices being implemented by teachers working with students with disabilities across schools is useful.

2.8 Barriers to the Education of Students with Disabilities

Schools face many difficulties in supporting the education of children with disabilities. For example, the implementation of inclusive education is fraught with enormous challenges (Lamichhane, 2015). Despite efforts and impressive advancements in the area of educating children with disabilities, significant impediments frequently stand in the way of disabled students' access to and success in school (Wilhelmsen & Sørensen, 2017). These obstacles include factors such as insufficient facilities, negative attitudes, physical obstacles, financial obstacles, the lack of specialised training, stigma and limited opportunities for children with disabilities to participate in classrooms (Lamichhane, 2015). Among these challenges affecting the education and development of students with disabilities, the lack of educational resources for them is the biggest problem. Other challenges to the education of children with disabilities include insufficient funding for special education programmes, inadequate teacher and staff training, restricted access to assistive technology and devices and limited access to specialised instructional resources and equipment (Devecchi & Rouse, 2010). Nevertheless, numerous options are available to address these issues. For instance, special education programme funding should be increased to provide schools with the needed tools to educate disabled pupils effectively. Additionally, providing professional development opportunities to teachers and staff can guarantee that they are qualified to cater to the particular requirements of children with disabilities (Evans et al., 2017a; Zemba &

Chipindi, 2020). Negative attitudes towards disabled students can also seriously affect their academic achievement and emotional health (Pappas & Taylor, 2018).

In addition to the obstacles that students with disabilities may experience, negative attitudes from peers, staff or teachers can make them feel unassisted and dissatisfied. Teachers and other professionals who work with pupils with impairments must adopt a supportive and inclusive approach (Sniatecki et al., 2015). This approach entails identifying and evaluating their skills and talents as well as offering them the assistance and modifications they require to succeed in the classroom (Ginevra et al., 2022). Educating each other on the various types of disabilities, how they affect learning and how to provide appropriate accommodations are a few possible strategies to lessen and stop this occurrence (Evans et al., 2017a). Inclusion and participation are among the most crucial ways of assisting children. These methods promote the involvement and inclusion of students with disabilities in classroom activities and social events. Teachers and other stakeholders can improve the inclusive and supportive learning environment for children with disabilities by having a positive attitude (Sniatecki et al., 2015).

In addition, teacher training provided to educators is insufficient. Certain educators may not have had the necessary training to help children with impairments successfully. As a result, these students may have poor educational outcomes and unfavourable experiences (Harris & Sass, 2011). Nevertheless, numerous actions can be taken to solve this issue. First, coursework and fieldwork opportunities that focus on interacting with students with disabilities may be added to teacher preparation programmes. Training on particular disorders, such as dyslexia and autism, and the general techniques for establishing inclusive and accessible classrooms can be part of this action (Markelz et al., 2017). Educators may also be given opportunities for continuous professional development to keep them up to date on the most recent studies, plans and methods for working with students with disabilities. These opportunities may include seminars, conventions and online classes (Floress et al., 2017). Teachers may also have access to support systems from their schools or school districts, such as special education specialists, coaches or mentors with knowledge of

working with students with disabilities. Opportunities for peer observation and input during collaborative planning sessions are also beneficial (Subban et al., 2022). Therefore, helping students with disabilities takes a team effort that includes parents, administrators and other professionals in addition to teachers. Additional inclusive and encouraging learning environments for everyone can be developed if involved stakeholders collaborate and focus on these students' needs.

Ineffective policies do not help students with impairments. Other people consider a one-size-fits-all strategy to be effective for all students, including those with disabilities. However, this policy assumes that all students with disability have the same needs and should be treated equally. On the contrary, students with impairments have unique needs and demand one-on-one assistance (Evans et al., 2017a). The absence of facilities results in the ineffective accommodation of students with special needs. The students' performance can significantly increase by providing accommodations, such as note-taking assistance, extended exam time and assistive technology (Markelz et al., 2017).

However, students with disabilities often have insufficient finances and other resources necessary to fulfil their educational needs. This insufficiency can have a detrimental impact on their academic and psychological development. Nevertheless, certain actions can help solve this issue. For instance, a school's office of disability services can be contacted to learn what services and accommodations are offered (Harris & Sass, 2011). These services could include note-taking assistance, extended exam time and assistive technology. Parents may also search and apply for particular scholarships for their children with impairments. Several groups and foundations offer financial assistance to help defray school expenses. Additional funding for disability services at the secondary or tertiary level could be advocated for. Meeting with administrators, attending school board meetings and contacting elected leaders can also disseminate knowledge of the problem (Evans et al., 2017b; Markelz et al., 2017).

2.9 Dual Enrolment of Students with Disabilities

The benefits of education for students in special education have not been publicly appreciated. Thus, schools endeavour to keep pace with the demands of a

changing society, particularly in developing an educational environment for all children (Jahanmahan & Bunar, 2018). Recently, the dual enrolment approach has gained popularity. Dual enrolment occurs when a child with special needs enrolls in both private and public-school systems to receive special education services (Nicholas, 2017). This system enables students with disabilities to receive two sources of education in two different locations as well as knowledge from the two sources (Blanton & Pugach, 2011). Dual enrolment enables students with disabilities to attend special education for certain days in a week while attending regular school for the rest of the week (Nicholas, 2017). Furthermore, participation in dual enrolment programmes can assist students with disabilities in developing critical skills, such as time management and study skills that will be useful in their future academic and professional endeavours (Hooker et al., 2021).

Dual registration of students with disabilities has led to many discussions and opinions (Schoenkin, 2021). According to Blanton and Pugach (2011), the new dual education system, which mixes private and public schools, must be evaluated. Understanding how teachers collaborate is critical because they are involved in interactions with students in their classrooms who need to be observed. Research has recently shown that the interest of special education students in dual enrolment has begun to grow significantly (Walker, 2016). However, many studies have shown that it faces challenges (Hooker et al., 2021), for example ensuring that students with disabilities have access to the necessary accommodations and support (Suter & Brinkman, 2018). Furthermore, researchers cannot ascertain whether the systems in the two schools move at the same rate (Walker, 2016). Furthermore, dual enrolment programmes may not be available in all areas or may provide limited options for students with disabilities (Suter & Brinkman, 2018). This condition is particularly true in rural or low-income communities, where access to college-level courses may be limited.

2.10 Summary

This chapter provides literature reviews on practices in the UAE and other contexts, including a discussion of special education facilitators, barriers and current dual enrolment practices. The reviews revealed lapses in practice. Particularly, information on the education of children with disabilities in a dual environment is limited. This study fills this scholarly gap by recruiting teachers to share their perspectives on teaching students with disabilities in two different schools.

Chapter 3: Methodology

3.1 Introduction

The goal of this study is to determine the level of teachers' views on the education of students with disabilities in the dual enrolment education system in the UAE. This chapter summarises how the study was conducted and explains the study design, type of research, sample size, data collection instrument, procedures and data analysis.

3.2 Research Design

This study employs an exploratory design because the research topic has received little insight (Creswell & Creswell, 2017). Exploratory designs are used to address research questions that have been thoroughly examined. Exploratory research often has a qualitative primary focus (Hunter et al., 2019). The exploratory design is selected due to its importance in providing baseline information on the dual enrolment of students with disabilities in regular and special schools in the UAE. Achieving this aim mainly depends on teachers' opinions and experiences. The design used a qualitative research method (Rosenstein, 2019), which helps develop a deep understanding of a specific organisation or event rather than a surface description of a large sample of a population.

The phases of performing the study involved establishing the problem and ways of addressing it (Hunter et al., 2019). No prior studies have been conducted on the problem, and it has not received scholarly attention. Thus, research questions were formulated to help explore this phenomenon (Rosenstein, 2019).

3.3 Research Method

The present study was guided by qualitative methodological research. Qualitative research entails reading, interpreting and evaluating interviews, observations and material to find meaningful patterns that describe a specific occurrence (Hamilton & Ravenscroft, 2018). The researcher starts with a conceptual foundation that informs the design, namely a system of concepts, assumptions, expectations, beliefs, and theories' (Maxwell, 2012). According to Creswell and

Creswell (2018), research methodology is important for this study because it explores not only population characteristics but also a given problem. Regarding the exploration of dual enrolment within the UAE, a qualitative design is the best approach to collecting information on the current practice in special and inclusive schools in the UAE.

Data were collected using semi-structured interviews (Ames et al., 2019). This technique allows the interviewer to explore new lines of inquiry in the respondent's responses while allowing the interviewer to use a list of predetermined questions or topics (Creswell & Creswell, 2018). Participants in a qualitative study shed light on experiences, evaluated perceptions of them and highlighted contrasts between settings (Hamilton & Ravenscroft, 2018). In this study, regular and special education teachers working with identified children with disabilities were interviewed. They shared their perspectives on the education of children with disabilities across two different schools.

3.4 Study Area

The study was conducted in Al-Ain, UAE. Al Ain City was selected because numerous private and special schools use dual enrolment for students with disabilities. Additionally, the city was selected based on convenience as the researcher works, lives and is familiar with the city. Therefore, limiting the current study area to Al Ain is ideal. Al Ain is located in the Emirate of Abu Dhabi, the capital of UAE, and shares a border with the Sultanate of Oman. In the UAE, Al Ain is known as the 'City of Gardens', where earlier customs, such as camel racing, are still practised today. According to the UAE Ministry of Statistics (2020), Abu Dhabi City had a population of 2.91 million in mid-2016. In contrast, the population of Abu Dhabi, Al Ain and Al Dhafra reached 1.81 million (62.1%), 0.77 million (26.4%), and 0.33 million (11.5%), respectively. The number of students with disabilities in Abu Dhabi City reached 2925, whereas Al Ain and Al Dhafra had 2415 and 380 students, respectively. Thus, 7698 students and 449 schools in the Emirate of Abu Dhabi were recruited.

3.5 Study Participants and Sampling

Schools and (special and general education teachers) were selected through purposive sampling. Purposive sampling is a non-probability selection technique for selecting particular groups to participate in a study based on attributes pertinent to the research question or topic (Andrade, 2021). In other words, it is the deliberate selection of participants who are the best candidates for a given study (Hennink et al., 2022). Thus, appropriate participants who would make a useful contribution to the study are selected. When the goal of qualitative research is to comprehend a specific event or experience, purposive sampling is often utilised (Creswell & Creswell, 2018). With purposeful sampling, researchers can recruit individuals who can offer special and insightful perspectives on the research issue (Andrade, 2021). Therefore, teachers in public and private special education working with the same group of children were recruited for this study.

Subsequently, a formal letter was sent from the College of Education at the United Arab Emirates University (UAEU) to request permission to interview the teachers. The purpose of the current study was presented and explained in a letter to the school principal. The principal nominated the teachers who were interviewed.

The ages of the students will not be disclosed. After all the points were presented and all the requirements agreed upon, I interviewed the teachers and informed them that their names would not be disclosed and that everything would be strictly confidential. The teachers answered the interview questions twice, and some of them agreed to provide all their information. In the other section, the teachers answered the questions formally and provided information. Thus, data were collected and provided by the children's teachers.

3.6 Instrument

The purpose of this study was to present relevant data on the dual enrolment of children with special needs in private and comprehensive schools in the UAE. A qualitative approach provided a platform for the participants to express their ideas and opinions, making it the perfect way to design these experiments (Hennink et al., 2022).

Because this study employed a qualitative approach, a semi-structured interview guide was developed based on a literature review (Kross & Giust, 2019) and the theoretical lens guiding the study (Roberts et al., 2020). The semi-structured interview guide included open-ended questions, and the participants were encouraged to share their opinions. In addition, the interviewers had the freedom to ask follow-up questions (Nisthal et al., 2019). The instrument was broadly divided into four parts: questions about teachers' perceptions of dual enrolment, qualification and training, collaboration across schools, resources for teaching and cooperation between teachers and parents (see Appendix B).

3.7 Procedure

Before starting the research, study protocols were presented to the Ethics and Human Research Committee of the UAEU. After obtaining approval for the study, special and integrated schools were contacted and invited to participate. In addition, the researcher used various informal networks to contact other special schools and potential participants for data collection. Schools and centres that agreed to participate in this study contacted parents on the researcher's behalf and asked them if they wanted to participate, with a caveat that the students' names and other information would not be mentioned. Furthermore, teachers who aimed to participate in this study requested that their information, such as, names not be shared. Names of the children, the school and other identifiable information were also kept confidential.

The data were obtained in either English or Arabic based on the participant's preference. The majority of the collected data were in the Arabic language which the researcher translated. The data were collected in February 2023 at a time that was convenient for the participants. The purpose of the study was explained, and participants were informed that they could withdraw from it at any time without penalty. The interviews were conducted in person and via various communication platforms, such as WhatsApp and Zoom. The participants were assured that their identities and any identifiable information would not be used in the study's report.

3.8 Data Analysis

Eight of 10 interviews were recorded verbatim with permission from the participants, and the remaining two were written notes added to the transcribed data. The data were subjected to thematic analysis. The written notes and texts were read, summarised and divided into categories. The thematic data analysis involved several steps (Maguire & Delahunt, 2017). As part of a qualitative study, reading and rereading the texts comprised the initial stage. The second step involved systematically organising the data. Many pieces of information can be condensed into little bits of significance by encoding; the selected method depends on the researcher's viewpoint and study objectives. The third step was the coding stage. Finally, the fourth step is the initial topic definition stage where the researcher reviewed, altered and developed the basic topics throughout.

3.9 Ethical Considerations

Before sending any questionnaire or conducting any interview, approval was requested from the university administration. Here, the instrument was scrutinised to ensure its appropriateness for data collection. The protocols were also submitted for approval to the Social Science Ethics Review Committee at the UAEU.

Bhandari (2021) mentioned in his blog that all research participants should be treated with respect at all times and must be protected from any intended or unintended harm. Accordingly, the researcher ensured that the participants' privacy was respected. Each interview includes a concise description of the purpose of the interview and research (Kross et al., 2019). The participants also agree that all their data will be treated as confidential as well as their responses. The data of the co-teacher will be anonymous in this study. Moreover, the researcher ensured that all participants understood the significance of their role in this study and the goal and benefit of this study in educating their disabled students. All the participants have the right to raise any question about the study or their privacy and that needs clarification.

3.10 Validity

The adequacy of the methods and processes for data collection is referred to as qualitative research validity. Furthermore, the study questions are appropriate for the

desired outcomes. If the design is valid for the technique, then the sampling and data analysis are appropriate; the results and conclusions are valid for the sample and context; and the approach used is acceptable to address the research topic (Cho & Trent, 2006). Based on the nature of the study, the interview guide was inspected and reviewed according to the nature of the study to verify that the information and content were accurate. By adhering to the research questions and conceptual framework, the study participants were asked appropriate questions. A panel of specialists also reviewed the interview guide before its implementation.

3.11 Reliability

In qualitative research, the consistency, accuracy and dependability of the results attained by the participants are indicators of reliability (Maeda et al., 2022). A dependable study generates consistent results that can be verified by further researchers using the same procedures or equipment. This approach corroborates study findings and increases the reliability of the findings. Based on the nature of the study, many steps were taken to ensure its reliability. First, the researcher followed a systematic data gathering process, which included interview guides and recruiting the right participants for the study.

Second, the researcher analysed the data carefully and recorded the research process and decisions in detail to ensure transparency and repeatability. These records included observations, audio recordings and coding diagrams. Overall, these approaches ensure that the study's findings are reliable and constant across different researchers and environments. The study showed a high degree of reliability in terms of consistency, stability and reproducibility by using standardised techniques and systematic analysis.

3.12 Summary

This chapter provides literature reviews on the practices in the UAE and other contexts. The literature review includes a discussion of special education facilitators, barriers and current dual enrolment practices. The literature showed lapses in practices; however, information on the education of children with disabilities in a dual environment is limited. This study filled this scholarly gap by recruiting teachers to share their perspectives on teaching students with disabilities in two different schools.

Chapter 4: Findings

4.1 Introduction

The chapter presents the findings derived from the data collected from special and general education teachers. This study aimed to determine teachers' perceptions of educating students with disabilities in the dual enrolment education system in the UAE. The data were gathered from teachers in regular and special schools. Thus, the presentation of results includes a description of the demographic characteristics of the participants and excerpts from their interviews.

4.2 Study Participants

The participants were recruited from Al Ain, a city in the Emirate of Abu Dhabi. Ten teachers were engaged in one-on-one interviews. They were equally divided between special education teachers (5) and general education teachers (5). Equal numbers of males and females were recruited for this study. The special education teachers included two males and three females, whereas as general education teachers included three males and two females. (See Table 1 for details.)

Table 1: Disaggregation of Study Participants

Code	Gender	School type	Age	Qualification	Years of experience
A	Male	Special schools	35 years	Bachelor's degree	4
B	Male	Special schools	36 years	Bachelor's degree	12
C	Female	Special schools	30 years	Bachelor's degree	6
D	Female	Special schools	26 years	Bachelor's degree	2
E	Female	Special schools	24 years	Master's degree	2
F	Male	Regular school	44 years	Bachelor's degree	13
G	Male	Regular school	37 years	Bachelor's degree	6
H	Female	Regular school	37 years	Master's degree	8
K	Male	Regular school	30 years	Bachelor's degree	6
L	Female	Regular school	32 years	Bachelor's degree	10

4.3 Perceptions of Dual Enrolment

The participants shared positive views on dual enrolment. They appreciated the current practice of providing accessible education to children with disabilities in two settings. One of the participants said, 'They are socially included in classes, consistently effectively in learning' (participant F). Another participant indicated, 'I can say that they are socially included in classes but are not consistently learning effectively' (participant G). One of the participants said, 'This system is the best for children because the centre specializes in cases and the school assists the children in socializing' (participant H).

‘I see that the current practices of educating special education students are perfect, and the state provides the sector with new technologies and material and moral support and also attracts all minds that support the sector (participant A).

‘It depends on the situation of each student whether they need to go to the centre after school or not’, said one of the participants. ‘However, she walks in positively and succeeds, but she requires a great deal of cooperation’ (participant B).

According to the study participants, the current method of teaching students with disabilities in schools has advantages and disadvantages. For instance, according to two participants, inclusive education practices seek to provide students with disabilities with access to a general education curriculum while also promoting social and academic inclusion. Students may benefit from support from both enrolment systems. One participant said, ‘Some students with disabilities may require specialised support and accommodations or modifications that are not always available in regular classrooms, necessitating the use of separate resource rooms or special education schools’ (participant K).

Conversely, other participants also shared their opinions on the disadvantages of the dual enrolment system. They expressed that the children should be educated only at the centres and not included in the schools. This view was shared mainly by the regular teachers. For instance, one participant said, ‘I believe that including students with disabilities in regular schools is not extremely beneficial and is not feasible (in the school)’ (participant L). Another participant mentioned, ‘The situation is better in centres because the majority of employees are special education specialists. However, teachers in schools have misconceptions about special education and inclusive classrooms (certain teachers)’ (participant C). Two participants expressed as follows:

For mild and moderate cases, I see that their situation is improving, developing and growing. However, in severe cases, I see that this affects them negatively as they cannot exert effort and energy in two schools. I will recommend the special centres for them (Participant E).

The situation is better in centres because the majority of the employees are specialists in the field of special education. However, in schools, teachers have misconceptions about special education and inclusive classrooms which affect the children. Certain teachers do not want to teach them (Participant C).

Nevertheless, two teachers indicated that they are open to teaching the students if they have learning capabilities. The teachers have insufficient knowledge about the best place to educate children with disabilities. Participant B said, 'It is up to each parent to determine whether or not their children need to go to a centre (special school) after school'. Participant D said, 'I believe it is dependent on the student's situation'.

4.4 Teacher Qualification and Training

All participants shared their views on teacher qualification and training. Many participants shared positive views on teacher qualification and training. For instance, one of the participants said, 'Special education teachers need to obtain a degree in special education before teaching' (participant A). Another special education teacher said, 'They are highly qualified to support children with disabilities' (participant B). Similarly, the general education teachers expressed that they have the requisite qualification to teach children with disabilities. According to participant D, 'The teachers are qualified to teach children with disabilities'. Another participant expanded, 'Teachers of students with disabilities should possess strong communication, organisational and interpersonal skills as well as a commitment to creating an inclusive and supportive learning environment for all students. In general, it is effective' (participant K).

The teachers shared their opinions on their experiences in teaching students with disabilities. For instance, one of the participants said, 'My experience is positive during the 4 years, and I exert all my energy to give the students everything I have' (participant A). Another special education teacher said, 'I have 12 years of experience in teaching students with disabilities of all ages. The job requires great patience and knowledge on the use of many educational methods according to the situation of each student' (participant B). Another participant expanded, 'adapting a teaching style to

meet the needs of children with disabilities, passionate about helping each student reach their full potential and experience in creating inclusive and supportive learning environments for children with disabilities . . .’ (participant K). One of the teachers pointed out, ‘I am currently working with four students with disability. Some of them have physical disabilities, and others have psychological disabilities’ (participant F). Two participants expressed as follows:

Working with special needs students enables one to impact the lives of children who have disabilities, learning disorders and developmental delays by giving them tools and resources to learn according to their learning style. While teaching, I feel good and happy when my students also feel good and happy (Participant E).

My experience is positive. I can say that they are socially included, and I work hard to do my best in supporting and educating them because they are part of this community and this class. Additionally, I have students with autism. They are smart, and I have a lot of fun working with them and teaching them (Participant G).

All the participants expressed the need for additional training to support effectively the teaching of children with disabilities in a dual environment. One of the participants said, ‘to include them in their lesson planning and preparation’ (participant G). According to participant L, ‘They are given professional development workshops to develop their abilities to deal with such cases’. One of the participants said, ‘They differentiate activities according to each case’ (participant H). Other participants indicated:

Teachers may engage in ongoing professional development opportunities to stay current on best practices and new resources and strategies for working with children with disabilities. They can prepare the classroom environment and materials to meet the needs of students with disabilities, for example by creating a sensory-friendly classroom, modifying materials and providing assistive technology (Participant K).

Teachers need a specific set of skills to deal with students who suffer from mental and psychological problems. Otherwise, weekly workshops without

exaggeration should be provided because teachers always need to develop their skills. Moreover, the education sector is developing and diversifying every day. Thus, we need additional support from agencies (Participant F).

However, participants have mixed reactions to the form of training they need to facilitate the teaching of children with disabilities. For instance, participant A said, ‘They need to develop learning skills as well as modify behaviour at the same pace’. Additionally, participant B said, ‘Yes, they need courses in behaviour modification and class management’. Moreover, participant D suggested, ‘The training should be similar to university courses with a practical component which could be directly applied in the classroom’. One of the participants also said, ‘We need training on how to deal with each type of learning disability or disability in general. We also need considerable time in this field’ (participant L). Participant K also said, ‘We need courses and workshops in understanding disability, inclusive education practices, evidence-based teaching strategies, collaboration and communication, cultural competence and trauma-informed practices.

4.5 Collaboration

All participants shared their views on the need for collaboration in teaching children with disabilities. The majority of participants stated that they have good working relationships with other teachers and parents of children with disabilities. One of the participants said, ‘Strategies applied in school with students should be applied at home to generate evident results. Without the parents, the outcome will not be positive’ (participant D). Two participants detailed as follows:

Parent–teacher collaboration is an important part of a student’s education. When the student’s family can communicate with their child’s teacher, the two parties can work together to build a relationship and create an optimal learning environment at home and school (Participant E).

Collaboration between me and other teachers has a great effect on ensuring that students with disabilities receive the support they need to succeed in the classroom.

We can share resources and strategies for supporting students with disabilities, leading to effective and individualised support (Participant K).

All participants shared their views on areas they collaborate in teaching children with disabilities. The teachers have positive opinions and are highly aware of collaborative practices. As one of the participants mentioned, ‘We used to cooperate with teachers to solve problems for students and parents’ (participant A). Another participant indicated, ‘Cooperation with teachers involves explaining the student’s situation and needs and applying appropriate teaching methods according to the student’s condition, in addition to reviewing and evaluating each case periodically’ (participant B). Another participant mentioned, ‘Collaborating with other teachers plays an important role in improving my teaching methods. It can help me to think differently about several ways of teaching to identify the best way to teach my students’ (participant C). Another participant indicated:

The cooperation between me and other teachers in the centre is partial, at 50%. We stopped our cooperation because the students often do not go to the centre. Furthermore, when I communicated with the centre more than once, he did not respond to me. When I told the parents more than once, we interacted, but not to a large extent. However, when needed, insisted on communicating with the teachers on the other side (Participant G).

Other areas of non-collaboration between the participants include the implementation and development of IEPs. The participants did not discuss the setting of goals and their implementation. It came out that the children with disabilities had different IEP plans in different schools. For instance, one of the participants, who is a special education teacher, mentioned, ‘The educational plan used in the centre is only for the centre. I do not share it with the school because no one asked for it’ (participant A). Another general education teacher also expressed, ‘I do not follow any plan by the other party, but rather I set goals in the plan that is used in the school’s special education department’ (participant G).

4.6 Resources for Teaching

General and special education teachers agree that the teaching resources used are similar between regular and special schools. Participants listed certain resources they use to support the teaching of children with disabilities. For instance, participant B said, 'Visual and technological resources include worksheets, iPads and laptops'. One of the participants said, 'We have access to electronic resources' (participant A). Another mentioned, 'Visual resources (interactive videos), written resources (books and worksheets), games and online platforms (such as IXL) are among them' (participant G). Another participant added, 'online games, videos and e-books' (participant H).

Participant L indicated 'notebooks, books and tablets'. Participant K mentioned 'textbooks/technology (computers, tablets, educational software), manipulatives (blocks, puzzles, games) and classroom supplies (posters, charts, flashcards)'. Participant E indicated, 'I use fidgets, wiggle seats, therapy balls, therapy bands, highlighter strips/reader trackers, shaving cream, sand, rice, timers, visuals, manipulatives, posted rules/expectations, reward system, high-interest low-level reading books and technology'. Participant C, a special education teacher recognises the difference between teaching resources, 'I teach lessons primarily from textbooks, and I do not seek assistance from any other sources or resources'.

Overall, the participants expressed their satisfaction with the resources available to support the teaching of children with disabilities. Participant C said, 'I think many resources can support children with disability as they learn'. Another participant indicated:

In certain cases, schools may struggle to provide the necessary resources to support the education of children with disabilities. In other cases, schools may have sufficient resources and support but may still face challenges in meeting the diverse needs of all their students with disabilities (Participant K).

The participants were asked if they were aware of the resources used in other schools to support children with disabilities. They shared that the children use

different resources in different schools. Although they were aware of what is happening in other schools, they adopt different practices in their respective schools. For instance, one of the participants said, 'I know it, but most of the time, I do not use it in the centre' (participant A). Another participant said, 'You know that certain some schools designate specific learning rooms equipped with the necessary learning tools to support students with learning disabilities' (participant G). Another participant mentioned, 'Some schools have the CAT4 exam' (participant F).

4.7 Working with Parents

All participants shared their views on working with parents. Most of them agreed that working with parents positively supports the scientific process and leads to the success of students with disabilities. As one of the participants said, 'Parents play a major role in the development of their children, and their cooperation helps inform them of the progress of their child' (participant F). Participant G expressed a similar view, 'The communication with parents sometimes informs planning to support those students'. Participant H opined that 'parents are the key to success to the learning progress of students with special needs. They know what their children like best and how they learn'. As participant B said, 'Communication is important because strategies applied in school with students should be applied at home to obtain an evident result at the end. Without the parents, students will have a weak result'. Two participants indicated:

It is important because students spend most of their time at home with their parents. Thus, they develop their behaviour and attitude mostly from the home environment. Therefore, a special education teacher should communicate with the parents to help the students improve their learning capabilities and behaviour (Participant C).

Parental cooperation is an essential component in the education of a disabled student. When the student's family communicates with the child's teacher, both parties can work together to develop a relationship and create an optimal learning environment at home and school (Participant E).

However, other participants indicated that working with parents has been challenging. As participant D said, ‘Communication with parents is not that encouraging’. Participant A also indicated that ‘cooperation has a significant and positive effect, though a gap may exist and parents do not cooperate.

4.8 Challenges Faced by Teachers

Despite the good work and efforts that both parties do in regular and special schools, participants recounted certain challenges. For instance, participant A mentioned cooperation with the other party and stated, ‘At the same time, I do not have any kind of blame because I know the extent of the difficulties that teachers face in schools’. Participant B opined that ‘parents and family are difficult to communication with’. In addition, participant F indicated that ‘the challenges are a continuous exchange of data and resources between the two schools’. Moreover, participant K described ‘differences in resources, challenges in establishing relationships, limited opportunities for collaboration and variations in policies and procedures’. Participant C said, ‘communicating with the other school to help the student improve or focus on a specific lesson has been difficult’.

Other participants shared their frustration at working with parents. One participant bemoaned that ‘getting the parents involved in the learning process is tough’ (participant C). Similarly, participant D mentioned that ‘communication with parents and family is difficult’.

Communication with parents is one of the most difficult challenges because they do not want to accept that their child has a disability. After that, I learned that communication with the family and a successful meeting with them have great rewards (Participant H).

Not allocating sufficient time to students with disabilities is one of the most important challenges and thus has negative effects. In contrast, communication with parents is one of the difficult challenges that affect me personally as a teacher because the guardian or parents always do not have time to communicate (Participant L).

Certain participants in special schools stated that they are not able to support the children effectively as they arrive when they are already tired:

‘One of the most important challenges that I face when teaching children with disabilities who study in two different schools is that when they come to my class, they are exhausted and cannot interact with me in class and respond to my directions (Participant E).

Despite the challenges and difficulties faced by teachers, they rely on their agency and find solutions to the problems they are facing. One of the participants said, ‘Patience with myself and myself! But I set up a plan to solve the problem because patience alone will not do anything’ (Participant A).

Furthermore, participant B said, ‘I communicate with the people concerned. For example, if communicating with parents becomes difficult, I communicate with them more than once. However, I still seek help from the social support team at the school’. Participant D added, ‘Be patient and look for solutions to make things easier because any teacher in the field of teaching or school administration will face challenges. We must always be fully prepared’. Participant G also said, ‘I search for suitable strategies and ask for help from the inclusion department at school’. Others also said they listen to others and find a common solution to problems:

By collaborating with colleagues, participating in professional development, attending workshops and conferences to learn about new strategies and technologies to support students with disabilities, seeking support from professionals, building relationships with students and families and using technology and resources (Participant K).

By listening to others and their experiences so that I can benefit from them. Then, I apply solutions through the opinions of others when I ask someone and see whether they are commensurate with my problem or not. But most of the time, I do not ask anyone, but I always listen to the experiences of the other party (Participant C).

Chapter 5: Discussion, Study Limitations, Implications for Practice and Conclusion

5.1 Introduction

This study focuses on the dual enrolment of students with disabilities in private and public schools in the UAE. It aimed to determine teachers' perceptions of the education of students with disabilities in dual systems in the UAE. This chapter begins by discussing the study findings and comparing them to those of earlier studies. The second section of the chapter presents the study's limitations and offers directions for future research. The chapter concludes by offering recommendations for advanced practices.

5.2 Summary of the Findings

One of the most significant findings of this study was the unanimous agreement among participants on the importance of dual enrolment. They stated that the system could work to the students' advantage. The results also showed that the participants are qualified and capable of instructing students with impairments. Nonetheless, they expressed a need for further training workshops and courses to enable them to teach more effectively. Moreover, collaborations between schools are ineffective. The result showed that teachers use resources offered by the school when discussing resources for instruction. However, they do not share the same instructional resources, and teachers working in two different locations had no interaction. The participants added that the cooperation between teachers and parents was poor, resulting in ineffective communication.

5.3 Discussion

Despite the challenges faced by teachers in offering stimulating learning experiences to children with disabilities, they remained committed and adopted innovative approaches to solving problems in teaching children with disabilities. With appropriate supportive structures, teachers can offer quality education to children with disabilities. Teacher educators need to establish plans to enhance the work of those who teach students with disabilities. One example is to develop laws that set out the resources and standards needed by teachers to teach students. Moreover, training

courses can be provided to teachers to develop their competence in dual enrolment settings.

The results of this study indicate that teachers had positive views on dual enrolment. Their opinions were positive, and they appreciated the current practice of providing accessible education to children with disabilities in two environments. They recognised many positive aspects of integrating them into two settings. They can learn about different learning environments, resources and teaching methods. This finding is expected because previous studies have reported that teachers are open to teaching children with disabilities (Hofmann, 2012; Allen & Dadgar, 2012). However, all students must be afforded appropriate learning opportunities in dual settings. Any institutional barriers should be addressed, such as streamlining resources and providing them to all students with disabilities to afford them equitable access to education.

This study found that teachers had poor collaboration. Although intra-school collaboration existed, the study participants had no inter-school collaboration. This finding is partly consistent with previous studies that reported poor collaboration between teachers working with children with disabilities in the UAE (Alghazo & Alkhazaleh, 2021; Tabari, 2014;) and other contexts (Devecchi & Rouse, 2010; Kaffemanienè et al., 2021). In the current study context, the children were studying across schools; thus, communicating or sharing ideas about the best teaching practices would have been beneficial. However, different schools are adopting varying practices or plans to support children with disabilities. Children with disabilities are likely to follow a different set of practices in the dual context, which may not benefit them. Special education is perceived as a team approach (Billingsley & Bettini, 2019); thus, regular schools and special education facilities need to forge a common plan on how they can support the teaching of children in different contexts. They may begin with the development of national policies to guide the dual enrolment practices being experimented with across the country.

Although the teachers were qualified, they have not been provided with the training needed to facilitate practices in schools. This finding is consistent with

previous studies indicating that poor training of teachers of students with disabilities in the UAE (David & Abukari, 2019; Dukmak et al., 2019; Gaad, 2019) and other settings (Aminovna & Makhkamovna, 2022; Cooc, 2019). Although the teachers have teaching qualifications, they lack training courses, though they are required up-to-date professional development in pedagogy, behaviour management and support in the classroom. The findings could be attributed to a lack of consultation with teachers regarding the training they require to support dual enrolment practices in the UAE. As expected all the participants agreed that they need to participate in courses and workshops that would equip them with the skills and knowledge required to support inclusive practices. Thus, policymakers and schools could consider providing appropriate training courses and workshops for teachers in regular and special schools to enhance the effective teaching of children with disabilities. Consultation or engagement between teacher educators can be conducted regarding the training they would need to teach effectively children in classrooms.

The data showed variations in the use of resources by the study participants in two different schools. Although resources were available in schools, the participants indicated that they used different resources in different schools to teach students with disabilities. This finding is partially consistent with previous research showing that teachers do not have access to requisite resources to teach children with disabilities (Anati & Ain, 2012; David & Abukari, 2019) in another setting (Dukmak, 2013; Smith et al., 2021). However, within the framework of the present investigation, the participants should network or share ideas about the best resources and support teaching practices as children were studying across schools. Different schools adopted resources made available to them in their schools without considering the situation in other schools. Special education for students with disabilities often requires appropriate resources (Meda et al., 2023). Although children are likely to benefit from the support of diverse teachers, not streamlining or discussing supportive resources may adversely impact their development. Confusion is possible as children with disabilities and their parents may not identify the appropriate interventions to implement at home. As a result, schools must design a joint plan for resources to support the teaching of children with disabilities. This goal could only be achieved

when the dual enrolment system is embraced and guidelines are developed for its effective implementation in schools.

Furthermore, the participants used different IEPs to teach children with disabilities. Previous studies have reported poor implementation of academic educational plans in schools in the UAE (Gaad, 2019; Siyam & Abdallah, 2022) and other settings (Goldman et al., 2020). However, private and comprehensive schools have no agreement as no single joint plan was created between the two places that served the student from all sides. One potential barrier is the inconsistency in school practices that may affect the development of students with disabilities. When students have varying plans, maintaining consistency across special and inclusive schools can be difficult. This condition can be overwhelming for the students and teachers, leading to ineffective education for children with disabilities. In addition, although one common plan is being developed, developing and implementing individual instructional plans can waste students' time. Thus, policymakers in the UAE to discuss possible ways through which schools can implement joint resources to adopt the dual enrolment system in the country.

Despite the importance of collaboration between teachers and parents (Al-Turki, 2019), the participants indicated that working with parents was challenging as such efforts are accompanied by challenges. This finding is partially consistent with previous studies that found a poor working relationship between parents and teachers working with children with disabilities in the UAE (Alghazo and Alkhazaleh, 2021; Almarzooqi et al., 2016) and elsewhere (Willemse et al., 2018). Parents and teachers can work together to set common goals for students with disabilities and can contribute differently to the teaching of children with disabilities. Particularly, parents are familiar with their children's personalities, hobbies and learning styles, whereas teachers can access educational resources, lesson plans and teaching techniques (Stroetinga et al., 2019). Thus, by working together, they can combine these resources to deliver a comprehensive and successful learning experience. Therefore, schools and departments in educational institutions need to raise awareness of the importance of

cooperation between parents and teachers in educating children with disabilities in dual settings.

The result showed a lack of or difficulty in communication between the study participants. Despite the good work and efforts made by the participants, they face difficulty in communicating with each other. This study is partly consistent with previous studies that have highlighted the difficulties teachers face when teaching children with disabilities in the UAE (Gaad & Almotairi, 2013; Alghazo & Alkhazaleh, 2021) and other recent settings (Paju et al., 2022). The current study showed that although teachers do their best to teach students with disabilities, a gap still exists that requires urgent assistance from stakeholders. This gap could be attributed to the underdevelopment of communication channels between different schools supporting children with disabilities. The lack of communication indicates that the schools may not be aware of the progress made in other schools. Therefore, schools must develop strategies and programmes to help teachers enhance communication between schools and teachers teaching students with disabilities.

5.4 Study Limitations and Directions for Future Research

The findings of the study cannot be generalised due to numerous limitations. First, the study drew on a small sample due to the challenge of recruiting many participants as many schools declined to participate in this study. Accordingly, the result cannot be applied to other schools that did not participate in this study.

Second, the study was conducted only in the city of Al Ain, and the findings cannot be generalised to the entire UAE. Although Al Ain is the third largest city in the UAE, it was selected for this study based on convenience.

Third, the study participants were recruited from private schools only. Public schools under the management of the Ministry of Education were not included in this study because of a lack of approval. The findings of this study could be interpreted for private schools only, offering dual educational options for children with disabilities.

Fourth, four of five teachers who were interviewed were recommended by their schools, indicating a possibility of bias. The teachers who participated in this study

were proposed by school administrators when regular and special schools were contacted to participate in this study. The nominated participants could offer favourable responses to the interview questions. Nevertheless, they were sensitised that their participation was crucial to the success of the study.

Fifth, the participants shared only their perspectives, which were not subjected to verification. No observations were made by the researcher; only the criteria given by the teachers and the knowledge of the teachers were met.

Lastly, collaboration with parents was found to be challenging. However, it is beyond the scope of this study to include parental views on dual enrolment. Interviews were conducted only with teachers working in the field of teaching students with disabilities. Participation was not extended to parents whose children were considered for this study.

Based on these limitations, future studies could focus on the following areas:

- Large-scale studies could be considered in other contexts to develop a broader understanding of practices across the UAE, including recruiting teachers from different parts of the country to compare practices and experiences.
- Future studies could also be conducted in public schools to compare practices with the findings of the current study.
- First-hand information about the actual practices in dual contexts in the UAE and similar contexts should be obtained.
- Future studies could be conducted with parents of students with disabilities to develop an understanding of their opinions about dual enrolment practices in the UAE and other similar contexts.

5.5 Conclusion

This study aimed to determine the perceptions of general and special teachers on teaching students with disabilities in the dual enrolment education system in the UAE. The results indicated that teachers viewed dual enrolment positively and appreciated the current practice of providing accessible education to children with disabilities in two environments. They recognise many advantages of integrating them into two settings. Despite the positive responses of the participants to the dual enrolment, results showed a poor functioning of the system for students with disabilities.

Dual enrolment could be an alternative way to offer education to children with disabilities. However, the current study showed lapses in practice. If policies are not developed to guide the dual education of students with disabilities, they may not have access to quality education. Future opportunities will also be few, and these children may face difficulties to transition to higher education without adequate assistance and resources. The existing school practices could have a detrimental effect on students' academic, social and emotional well-being, as well as limit their opportunities in the future. To ensure that all students with disabilities can reach their full potential, a national framework is necessary to guide dual enrolment practices in the UAE.

5.6 Recommendations

The dual enrolment system being experimented with is beneficial. However, effective structures are needed before children can enjoy their right to education. Considering the challenges to current practices, policymakers, teacher educators and schools could consider the following recommendations:

- A national framework that streamlines the dual enrolment process in the UAE is needed. This framework will highlight the responsibilities and contributions of each stakeholder to successful practices.
- Teachers could be given effective and appropriate professional development on how dual enrolment could be implemented in the UAE. This training could equip them with up-to-date skills needed to offer quality education to children with disabilities.

- Teachers could also have regular access to new and diverse resources to teach students with disabilities in the UAE. To offer these resources, improved communication channels between schools must be created to determine their needs and how they can utilise the resources.
- Schools could consider developing joint learning plans, which could be implemented by teachers and parents. Effective collaboration could be done at the centre of this discussion and the role of each team member discussed. Teachers may share their challenges to identify effective ways to overcome the challenges.

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Appendices

Appendix A: Letters of Consent



LETTER OF INTRODUCTION

Ms Mahra Saeed (Haj Ali) (Student ID: 201640015), a student in MA Special education at Special Education Department, United Arab Emirates University, is preparing for data collection for her master's thesis on the topic: *“Dual enrolment of students with disabilities in Special and inclusive schools in the UAE - A stakeholder perspective.”*

I am writing to your institution to give Ms Mahra permission to collect data from teachers in your institution. Please note that the name of the student or the case will not be mentioned. Any courtesy extended to her would be much appreciated. If you have any queries, please contact Ms Mahra Saeed (Haj Ali) directly through this email address: 201640015@uaeu.ac.ae.

Warm wishes always,


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Appendix B: Interview Questionnaire

Semi-structured Interview Guide for Teachers

1. Can you please introduce yourself (e.g. education, school, age, years of experience, married, etc.)?
2. Please tell me about your experience in teaching children with disabilities.
3. How do you see the current practice of students with disabilities learning in two schools/centres?
4. How prepared are schools/centres to teach children with disabilities at schools?

Collaboration

5. How effective is the collaboration between you and other teachers teaching children with disabilities?
6. Please provide an example of how you collaborate with other teachers?
7. How do you work with other teachers who are teaching children with disabilities in other schools?
8. How do you communicate with other teachers working with children with disabilities in other schools?
9. How important is the cooperation between you and the parents, and does it have feasible results?

Preparation

10. What are the skills needed by teachers to teach children with disabilities?
11. Let's talk about teacher qualification. How qualified are teachers to support the teaching of children with disabilities?
12. How do teachers prepare to teach children with disabilities?
13. In your experience, are teachers/special education teachers adopting the right teaching approaches in classrooms?
14. Based on your experience, how prepared are teachers in two different schools to provide teaching services to children with disabilities?
15. Can you suggest any training teachers may need before students with disabilities could learn effectively in two different schools?

Resources

16. Let's discuss about teaching resources in the classroom. What type of teaching resources do you use in your school?
17. How do you access resources to teach students with disabilities?

18. How satisfied are you in terms of the resources available to you to teach children with disabilities?
19. Do you think enough resources are available to support the education of children with disabilities in two different schools?
20. How do you communicate with other schools concerning the resources they use to teach children with disabilities?
21. Are you aware of the resources being used by other schools to teach children with disabilities?

Challenges

22. How satisfied are you with teaching children with disabilities?
23. What are the challenges you encounter in teaching children with disabilities studying in two different schools?
24. How do you communicate your challenges with the teachers teaching students with disabilities in other schools?
25. What are the challenges encountered by other teachers teaching students with disabilities?
26. How do you manage the challenges you encounter?

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The aim of this study was to determine the view of general and special education teachers about teaching students with disabilities in the dual enrolment education system in the UAE.

Mahra Saeed Ismaeil (Haj Ali) received her Master of Education from the Department of Special Education, College of Education at UAE University, UAE. She received her Bachelor of Special Education from the College of Education, United Arab Emirates University, UAE.

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