Learning strategies effective in promoting cooperation between disabled and non- disabled students in the classroom

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Abstract:

The purpose of this action research study is to determine the strategies that will support this merging of learning between disabled and non-disabled students in the classroom. This study is conducted with teachers of disabled and non-disabled students and the director of special servicesat an elementary school in Derby public schools. The validity of this study most be increased through using the accurate data recording from writing note for each answering of the director of special services during the interview. Inclusion, (CWPT), read-aloud accommodation, Universal Design for Learning (UDL) and Instruction (UDI) are strategies that has been advanced to teach both disabled and non-disabled students who have a variety of skill levels. Also, the strategies are accomplished through some educational strategies designed for a diverse population of student and careful collaboration between educators. Furthermore, this action research has provided with two types of strategies to increase validity of our study through using the accurate data recording and triangulate data sources to increase validity of our research.

Instructors, have asked about how to provide quality education to students with disabilities in regular schools. The questions should be answered by the fact that learning strategies are effective in promoting cooperation between disabled and non-disabled students in the classroom. Then, the study has included of the data collection plan through the interview with the director of special services, teachers' survey and students' observation in multiple classrooms.

Introduction

The students with disabilities in the United State have a different educational life than the students' disabilities in KSA. In the United States,

students with disabilities procure the appropriate dealing from the natural learners and the education ministry. In fact, I met students with a documented hearing impairment, impairment visual, and physical impairment and they study with the natural students and there were no differences between them educationally. The school has provided the necessary possibilities to teach them and assist them to have knowledgelike the natural students. The problem in KSA, that the students with disabilities Isolated educational from other students, that they study in special schools and they have not the opportunity to connect with the students without disabilities. In recently, the education ministryset about moving some of the learners with disabilities who are only hearing impairments from the special schools to a few of the public schools in separate classes. So, the learners from the public schools do not receptive the students with disabilities, and they do not know how to deal with them.

Literature Review

Disabled students in the United States have a better and more different educational life than students in the country where we come from. Students with disabilities in the United Stateshave been empowered in such a way that they have procured suitable dealings from both the state and federal governments. We are likely to find such students with documented hearing, visual, and physical impairments studying and socializing naturally with students without disabilities. In fact, we cannot tell the difference between the two groups of students regarding education. The schools which the students attend have partnered with both the state and federal governments to provide any possibilities they require as well as teaching and assisting them to pass through education system naturally similar to students without disabilities (Turnbull et al., 2013).

Learning Strategies
The ministry of education effects:

According to Blake et al., (2012) the problem in the country where I come from is that there is an educational isolation gap between the students with disabilities and those without disabilities. The two sets of students

study in the same schools, but observations will show you that they have no special way of connecting. In recent times, the ministry of education did an honorable thing meant to help students with disabilities especially those with hearing impairments. The ministry moved the students from their special schools and took them to public schools but in separate classes. However, the learners were not receptive and had no knowledge of how they deal with those students. The ministry of education should be at the forefront by taking necessary action to find out how students with disabilities can be integrated into the same educational setting with students without disabilities. The ministry should come with strategiesof putting both sets of students in the same classrooms (Wehmeyer et al., 1998).

Learning strategy structure:
Instruction

Block, (2007) says that after one has had an extensive look at several studies and research on the placement of students with disabilities, it is conclusive that instruction, as opposed to theeducational setting, is the key to achieving success as measured by outcomes of the students.

Additionally, case-by-case approaches are the most suitable ways of making decisions about student instruction and placement. Intensive and reasonably individualized instruction, close and detailed cooperation between general and special education teachers, frequent and comprehensive monitoring of how the student progresses are critical in education. It is of worth noting that special education is not a place. Special education and teaching students with disabilities are specialized sets of instructions and supplementary aids and services that teachers provide to students with disabilities and who need the specialized instruction. Some of the students, who may be labeled to be receiving special education may not require or want to spendsome of their study time learning quietly in a quiet place with few people or receiving help fromothers (McLeskey et al., 2012).

According to Smith et al., (2010) the above two paragraphs are examples of what we hear about school improvements, reform, and restructuring. However, educators and other educational, general

stakeholders have many questions about if it would be possible to provide quality education to students with disabilities in regular schools. Their questions should be answered by the fact that learning strategies are effective in promoting cooperation between disabled and non-disabled students in the classroom. One such strategy is inclusion. Therefore, what is inclusion? Inclusion refers to providing specially designed educational instruction materials and support for students with disabilities in the context of regular education settings. Therefore, inclusion means that all the students in an area that attend school become or are made full members of the school community as asserted by Smith et al., (2015). Additionally, each of the students has an equal chance of participating in the opportunities and responsibilities of the general education environment. The stakeholders and those involved in the efforts for inclusion have a comprehensive understanding that classrooms are slowly becoming more and more diverse, and the biggest challenge of the teacher is coming up and arranging for the instructions that will have a beneficial impact on all students regardless of whether the different groups of students may benefit differently. However, past and traditional assumptions about educating students with disabilities and general education system separately are giving way to the challenge of working together (Cook & Friend, 2010).

Inclusion

Flexer et al., (2012) asserts that mainstreaming, inclusion, and integration are different strategies. Mainstreaming is bringing students with special needs into the general classroom setting only when they did not need specially designed instruction because they could keep up with the mainstream of students. On the other hand, integration takes an assumption that there is segregation and students hang around their peers without disabilities part-time. In a real sense, students integrated part-time are not truly part of the class, and you will find them getting involved in different and isolated activities from the other students in the class. Inclusion is a philosophy of acceptance and belonging to a community, which is different from integration and mainstreaming. Inclusion helps in structuring general education classes to meet the needs both students with disabilities and

students without disabilities in the class. Inclusion is accomplished through some educational strategies designed for a diverse population of student and careful collaboration between educators so that all students are provided with specially designed instructions, supplementary aids, and services as required for effective learning (Grigal & Hart,2010).

CWPT

According to Friend & Bursuck (2002), Class Wide Peer Tutoring (CWPT) is a kind of effective strategy that has been advanced to teach both disabled and non-disabled students who have a variety of skill levels. In this strategy, both sets of students work in learning a same certain set of subject. CWPT strategy uses a combination of instructional materials and ingredients among which include partner pairing, systematic content coverage, immediate error correction, regular testing, and team competition as well point earning among others. All the students are engaged in a classroom in the learning process with CWPT. The strategy allows the student to practice basic skills methodically and in a fun way regardless of whether they are disabled or not. CWPT strategy is carried out in such a way that it will stimulate positive studentinteraction through pairing and tutoring (Bender, Vail, & Scott, 1995). In the CWPT strategy, both sets of learners are taught by peers who are highly trained to present daily or weekly set of knowledge where they can provide immediate feedback for both appropriate and inappropriate information. Engagement in the daily lessons confers each of the partners to presume the role of the tutor for both disabled and non-disabled students. The strategy uses immediate response feedback, error correction, and a specific technique of tutoring that advantages all student then the strategy is structured in the exact ways, it allows educators to engage all students actively in the classroom. They also monitor processes simultaneously through daily and weekly assessments (Giangreco, 1997).

Read-aloud accommodation

Barnard-Brak, Lechtenberger, & Lan, (2010) say that read-aloud accommodation is another technique that has been proposed as one of the ways that can remove hindrances that handicapped students face the in the

process of examining understanding. There have been numerous exact studies looking at how powerful the read-aloud procedure is, and the results have suggested the methodology as successful. According to a meta-analysis conducted to gauge the impact of the strategy, it showed that both disabled and non- disabled students benefited from the strategy while both are in the same classroom setting. However, the strategy effect size for disabled students was larger than the effect size for non-disabled students. Also, the analysis detected some of the important factors that have an influence on read-aloud accommodations.

One such revelation is that the strategy effect was stronger when the area of study was math. Therefore, the strategy would be of great importance if it were to be incorporated into the classrooms where both disabled and non-disabled students are learning together. Additionally, it would be more effective in teaching certain subject areas such as math as asserted by Hurst & Smerdon (2000).

UDL/UDI

Among other strategies that have shown that they are effective in putting both students with disabilities and students without disabilities in the same classroom is the Universal Design for Learning (UDL) and Universal Design for Instruction (UDI). The universal design strategies are a framework for issuing instructions that aim to include different sets of students specifically students with disabilities and students without disabilities. The strategy helps in creating an inclusive environment for students with disabilities specifically physical and mental impairment

that would have a limiting factor on some life activities. The strategy helps in removing barriers such as (Lee et al., 2010):

- Students with visual impairments not being in a position to receive learning materials in an accessible format
- Hearing impaired students being exposed to lectures that require hearing

- Students in wheelchairs having classrooms in inaccessible locations
- Students with autism and fine gross motor problems being made to take impromptu tests or engage in handwritten activities
- Students with general learning disabilities receiving accommodations that do not enable them to demonstrate their knowledge

The UDI strategy helps in accommodating students in learning environments with other students without disabilities. It makes the existing facilities readily available and accessible to the students with disabilities. The strategy involves making changes to the equipment and devices, adjusting them appropriately for examination purposes, and providing them with qualified readers and interpreters. The idea behind the strategy is access for all students. It also involves various approaches like presenting learning in multiple formats so that students with disabilities can have easy access to the materials according to Mamiseishvili & Koch (2010).

The Purpose of Research Questions

Disabled students in the United States have a better and more different educational life than students in the country where we come from (Saudi Arabia). Students with disabilities in the United States have been empowered in such a way that they have procured suitable dealings from both the state and federal governments. We are likely to find students with documented hearing, visual, and physical impairments studying and socializing naturally with students without disabilities. We are interested in strategies that will support this merging of learning between disabled and non-disabled students.

Research Questions

What learning strategies are effective in promoting cooperation between disabled and non-disabled students in the classroom?

Participations

Teachers of disabled and non-disabled students and the director of special services at anelementary school in Derby Public Schools.

The intervention

As described by Blake et al (2012), the two sets of students study in the same schools, but observations will show you that they have no special way of connecting. In recent times, the ministry of education did an honorable thing meant to help students with disabilities especially those with hearing impairments. The ministry moved the students from their special schools and took them to public schools but in separate classes. With this in mind my partner and I will attend 4 classes of disabled and non-disabled students with spending 30 minutes in each class for one day. At each class, we will write notes about the strategies that teachers uses in effecting

disabled and non-disabled students. At the end of the day, we will hand out a survey for these teachers. In the next day, we will gather the survey from teachers. We will conduct a semi- structured interview with the school's director about the important information about using strategies for both disabled and non-disabled students in classrooms with an opportunity to addother useful information.

Data Collection Plan

We have planned to use three types of data collection to answer the research question by interviewing with Director of Special Services for 30 minutes. Then we planned to attend 4 classes of disabled and non-disabled students with spending 30 minutes in each class for one day.Also, at the end of the observation, we decided to provide teachers to answer our question through the survey. The data would provide us with the specific information to answer the research question. The data are important in our study from illustrating the investigating process of the study. We planned to use observational and inquiry data collection strategies, so from the observational data we usedto attend the students' classroom and make notes throughout the study. From the inquiry data first, will use a semi-structured interview with the school's director to speak about related issues that are important to us. Then we will use survey questions which will be provided with the specific of information we need to answer the research question.

From the interviewing with the director of the school and gathering information about using the strategies from the experiences as a school director, will have a substantial and documented information to add in the study. Also, from the survey with the teachers from using the background and experiences in completing the survey. Then the observation will have the biggest impact from observing how effective strategies for both disabled and non-disabled students work.

Validity of the study

Students with disabilities in the United States have been empowered in such a way that they have procured suitable dealings from both the state and federal governments. We are likely to find students with documented hearing, visual, and physical impairments studying and socializing naturally with students without disabilities. We are interested in strategies that will support this merging of learning between disabled and non-disabled students. So we most plan to increase validity of our study through using the accurate data recording. Therefore, we will write notes at each observation class and review the results to increase validity. In addition, the interview must be accurate in order to establish test validity. Therefore, we are planning to note each answering of the director of special services during the interview. In addition, we are also planning to triangulate data sources to increase validity of our research. So, according to our research type, the action research will be provided with multiple useful sources to support the study with the fact and reliability information through the litter review. The survey has created questions that reflect the purpose and issues we are researching and make sure all questions are related and appropriate to the study.

Conclusion

This action research is to clarify strategies that will support this merging of learning among disabled and non-disabled students in the classroom. In fact, this action research has not provided with data analysis to answer the question, but the research has covered by the knowledgeable and helpful information about the action research study. According to the study

type, the literature review has shown a variety of strategies and studies to support the research. The ministry of education moved the students from their special schools to public schools but in separate classes. However, the learners had no knowledge of how they deal with those students. Instructions,

Inclusion, (CWPT), read-aloud accommodation, Universal Design for Learning (UDL) and Instruction (UDI) are strategies that has been advanced to teach both disabled and non-disabled students who have a variety of skill levels. Also, the strategies are accomplished through some educational strategies designed for a diverse population of student and careful collaboration between educators. Instructors, have asked about how to provide quality education to students with disabilities in regular schools. The questions should be answered by the fact that learning strategies are effective in promoting cooperation between disabled and non-disabled students inthe classroom. Then, the study has included of the data collection plan through the interview with the director of special services, teachers' survey and students' observation in multiple classrooms. Furthermore, this action research has provided with two types of strategies to increase validity of our study through using the accurate data recording and triangulate data sources to increase validity of our research.

For Further Study

To analyze data in this project, several changes would occur. For future study, the data collection study would be improved by increasing the time of data collection that to answer the research question need to be attended more than four classes for both disabled and non-disabledstudents in multiple courses also the survey should covered by at least one teacher of each levelat the school. Furthermore, the literature review has supported the study with knowledge about multiple type of strategies for disabled and non-disabled students, but in the future, more attention would be given by providing the literature review with the deep information about learning strategies between disabled and non-disabled students in the classroom.

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