

A SURVEY OF SPECIAL EDUCATION MAINSTREAMING
IN THE KINGDOM OF SAUDI ARABIA

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A SURVEY OF SPECIAL EDUCATION MAINSTREAMING
IN THE KINGDOM OF SAUDI ARABIA

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Abstract

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This research examines special education inclusion in the Kingdom of Saudi Arabia. Surveys were conducted with teachers in Jeddah, Saudi Arabia asking them about special education and inclusion and whether the teachers believe it is better to have students with special needs in separate schools or integrated into regular schools.

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CHAPTER I: INTRODUCTION

This research focused on special education integration in the Kingdom of Saudi Arabia and teacher's views of which placement was better for students with special needs: a separate school or integration in the regular schools. A revision of the original Opinions Relative to Mainstreaming Scale was given to eight regular education teachers in Saudi Arabia.

Special needs education has evolved significantly in the world over the past 20 years from separation in residence schools to increasingly more integration into regular schools. The trend is to put children into regular education.

In the Kingdom of Saudi Arabia, children with disabilities attended regular education schools originally, but later switched to separate schools with teachers with medical backgrounds. Saudi Arabia matched the practices in many other countries in Europe and America for separate schools. The first special education institute, namely, Al-Noor Institute for the Blind in Riyadh was started in 1960. This was a totally separate school for students with disabilities. This was followed by the establishment of other institutes for the blind, the deaf and the mentally disability (Al Mousa, 2010). These are also special institutions where children with handicapping conditions were educated separately from students in the regular education program.

The first successful trials of mainstreaming took place in the city of Hufuf, in the Eastern Region of the Kingdom in 1984. The great leap in mainstreaming took place in 1996 when the Saudi Arabian Ministry of Education put forward an educational strategy with ten major themes. The first theme focused on the role of public schools in the education of exceptional children, where they were integrated with their normal peers (Al-Mousa et al, 2008).

In 1994, when the Ministry of Education established laws in Saudi Arabia, Saudis, divided into two sides: people who accept this law and support it and people who are against it. One of the ideas of the debate was about the students accepting each other and how that is going to affect their performance inside classrooms or not. As a social worker, who worked in Saudi Arabia and started to study about this special education in the United States. I observed that the effectiveness of the integration system in the United States is much higher than Saudi Arabia. From my perspective the reason behind this difference is that integration is not applied in all the schools all over Saudi Arabia.

By looking at the two special laws in both countries, the United States and Saudi Arabia, we can understand the main purpose of both laws and the impact on mainstreaming. Considering disabled children as a vulnerable group who need to be treated in equality, make the laws in both countries offer a comprehensive education system for all children as a standard of living. At the same time, the goals of integration are protecting the disabled children's rights, helping disabled students to get the same level of education, and to assert and evaluate the effectiveness of efforts to educate the children who have special needs. These goals show that this law was made for this vulnerable group like disabled children to achieve equality between them and the other students by giving the disabled students the opportunity to interact with non-disabled students in regular classrooms. This law helped to attain equal access to education without discrimination, which is considered one of the principals of human rights. According to Dr. Elisabeth Reichert's book *Social Work and Human Rights: A Foundation for Policy and Practice* (2011) children are vulnerable groups and they have rights to get equal opportunity of education.

If we look at the integration system in both, Saudi Arabia and the United States, we will find that it is a strong and organized system and helps the disabled student to achieve high levels

of educational and social integration with the other regular education students. The special education teachers have specific procedures that they follow to educate others about children with special needs. The teachers have well prepared classrooms, educate regular faculty members about regular education and work with the regular teachers on little details like the schedule for the lunch time. Special education teachers also work with the principals of these school before the beginning of the school year. These processes will achieve the main purpose of implementing the integration system which is to offer a good education system and maintain the disabled children rights. Integration is a good example of applying human rights to vulnerable groups in every society because disabled children have the right to get the same education that is provided to non-disabled students. In order to guarantee the effectiveness of this system, schools should be able to provides a safe environment for disabled children, and that means schools should be prepared before they start using this system. They should prepare for the disabled students, the perfect educational environment so that it will be beneficial for them and help them to achieve success in education and in their social lives.

According to Al-Mousa in his book, *The Experience of the Kingdom of Saudi Arabia in Mainstreaming*, the statistics shows that by 2010 more than 80% or the male students who were disabled and 70% of the female students who were disabled joined public schools. Using the integration system is huge progress for education to provides to vulnerable groups who are disabled children.

Also, the integration system in the United States has achieved high levels of success. For example, the authors in the article "High and Average-Achieving Students' Perceptions of Disabilities and of Students with Disabilities in Inclusive Classroom" (Litvack, Ritchie & Shore, 2011) conducted a study investigating attitudes to disability held by students with disabilities and

average or high achieving students inside the regular classrooms. The result shows that about half of all participants had either an acquaintanceship (26.0%) or friendship (26.0%) with a classmate whom they identified as having special needs.

Looking at integration systems from the point of view of the students who are not disabled, will help us to observe the difficulties that face this system in both Saudi Arabia and the United States, which lead some people in both countries to disagree with the integration system when it is established. According to Al-Mousa in his book “The Experience of the Kingdom of Saudi Arabia in Mainstreaming”, some disabled children’s families in Saudi Arabia have fears of having their children in public schools that apply integration system, and see that integration for the disabled student in regular classroom has lots of disadvantages for them. Also, the schools should be designed in a way that help the disabled to move and participate in activities easily. Moreover, classrooms for students who are disabled should be prepared with specific kinds of equipment that made the education system easier for disabled students which is missing in some schools in Saudi Arabia (Al-Mousa, 2010, P.48).

In Saudi Arabia, two groups are targeted for mainstreaming. The first group is already found in regular schools and is benefiting from their educational programs. This group includes the gifted and talented, the learning disabled, the physically disabled, the behaviorally and emotionally disturbed, low vision students, and those with communication disorders.

The second group consists of those who are traditionally taught in special education institutes or self-contained classes. This group includes the blind, the deaf, the hard of hearing, the mentally retarded, the multi-disabled, and autistic children. There is now a movement to educate these children in a more inclusive environment (Al Mousa, 2010).

In 2006 and the 2007 school year, the number of regular schools that have resource room programs for the learning disabled reached 1245 Kingdom-wide in addition to 27 evening support centers. The number of schools providing resource services for students identified as learning disabled is expected to rise very rapidly with more teachers specializing in the field of learning disabilities from King Saud University and Teachers College in Jeddah (Al Mousa,2015).

Statement of the Problem

In the Kingdom of Saudi Arabia, children with special needs have been integrated into regular education classrooms for three years but not all of the schools. This Educational Project built upon the research of theorists Dupoux, Wolman, and Estrada (2005) and Dev and Kumar (2015) and McFarlane and Woolfson (2013) examines special education inclusion in schools in Saudi Arabia. Research will be conducted using a revised version of the Opinions Relative to Mainstreaming survey. Eighteen questions were asked including demographic information and specific questions will be asked to determine regular education teachers' acceptance of special education students into regular education classes.

Definition of Terms

Mainstreaming operationally means educating children with special needs in regular education schools and providing them with special education services (The Document of Rules and Regulations for Special Education Institutes and Programs, 2002, p. .8.)

Special Institutes or Special Education Institutes means Children with disabilities are educated in a separate isolated school. For example, students who are blind, deaf, or have multiple disabilities were in the special institutes (Al Mousa, 2008, p. 17)

Partial mainstreaming establishment of self-contained classes in regular schools., In this service delivery model, students with special educational needs receive their special education in self-contained classes. This gives them the opportunity to be mainstreamed with their non-disabled peers in some curricula and non-curricula activities as well as the school facilities. (Al Mousa, 2010)

Full Mainstreaming

This type of mainstreaming is accomplished through the establishment of special education support programs in regular schools. These programs include: resource room programs, itinerant teacher programs, and teacher-consultant programs. In these programs, students with special educational needs receive public education alongside their normal peers in regular education classrooms most of the school day. These students are pulled out from regular classes to receive special education services only in the subjects that cannot be taught by regular education teachers. The process of pulling out students with disabilities from regular education classrooms is governed by variables such as the student's need for special education services, nature of disability, severity of disability, the grade in which the student is enrolled, and other variables that the educational situation dictates to both the special education teacher and the regular classrooms teacher (Al Mousa, 2010)

Delimitations and Limitations of the Research

There are two delimitations to the survey:

1. The scope of my study is limited to the population of elementary teachers in a large city in Jeddah, Kingdom of Saudi Arabia because of the research question, and the availability of respondents and to teachers in the United States.
2. The research is limited to one-time period - a three-week time period because of the need to receive IRB approval and complete the project before graduation.

There are two limitations to the research of special education inclusion in the Kingdom of Saudi Arabia.

1. The research was limited to only those regular education teachers who would respond to the survey via email.
2. When surveying the regular education teachers in the Kingdom of Saudi Arabia, no effort was made to distinguish the candidate's education or experiences.

Method of Approach

A survey will be given November fifth through seventh of 2016 to study Saudi Arabian regular education teachers views of mainstreaming. Surveys will be sent via email to eight regular education teachers in Saudi Arabia. These potential respondents were selected based on familiarity of the researcher with the teachers.

The survey consisted of three sections, demographic information, the revised Opinions Relative to Mainstreaming Scale and comments. Appendix A includes the revised Opinions Relative to Mainstreaming survey and data collection results are attached as Appendix B. The data collection includes the raw scores, written comments, and charts and tables showing the raw data.

CHAPTER II: REVIEW OF THE LITERATURE

Research Question

My research focused on the perceptions of regular education teachers in Saudi Arabia about mainstreaming. I believe that the elementary regular education teachers in Saudi Arabia will be accepting of mainstreaming.

Discussion of Prior Research

Dev and Kumar (2015) explored the perceptions of integration of students with special needs into regular education. The study asked the respondents to answer the Opinion Relative Scale about mainstreaming children with special needs in to regular schools in Dubai and Abu Dhabi. Results indicated a significant difference. The study found that teachers had an overall negative perception towards integrating students with learning disabilities into the normal classroom. The survey found that age, gender, educational level of the teachers, and awareness of learning disabilities had a significant influence on their entire perception about the integration process. Female teachers were more accepting than males and teachers who received more resources and support were more willing to accept students with learning disabilities in their classroom. Teachers above the age of 40 were more confident and willing to accept students with disabilities. Teachers with a graduate degree were more favorable than teachers who did not have one so education and experience were both factors that positively impacted acceptance.

Advantages of Mainstreaming: There has been a great deal of research on the need for increasing the mainstreaming of children with special needs in to regular education schools (Al Mousa, 2010). Al Mousa found fifteen advantages of mainstreaming. The regular school is considered the natural environment for students which both disabled and nondisabled can grow together. A second major advantage is that mainstreaming offers children with special

educational needs the opportunity to live a normal life with their family other than being in a separate residential school. It also reduces social stigma and provides more flexibility. For the student who does not have a disability, it provides them an opportunity to develop understanding of students with special needs and to interact socially with others. For the regular education teachers, mainstreaming provides them the opportunity to learn more about special education from the special education teachers and students. For special education teachers, the opportunity is provided for interacting with peers in helping education students with disabilities. Al Mousa also reported that mainstreaming is more cost effective because operating a separate school is very expensive.

Alnadhhi (2014) found that many of the teachers in Saudi Arabia do not have degrees in special education so they would need to be trained to work effectively with the students with disabilities. The special education teachers who do not have a degree in special education are required to get a certificate after their bachelor's degree to be able to teach special education. The certificate is a one-year program. Another smaller group teach without yet having their certificate.

Disadvantages of Mainstreaming: Alnahdi (2014) conducted research and interviewed eight special education teachers in Riyadh, Kingdom of Saudi Arabia. Four of the teachers were in their first year of teaching and the other four had more than ten years of teaching experience. He found that the American intelligence tests are not suitable for Saudi Arabian context and the teachers felt this was a major problem in identifying children with disabilities. The special education teachers also felt there were barriers to collaborative relationships with other teachers and that the regular education teachers did not want students with disabilities in their regular classrooms, even for a short time.

Some regular education teachers were also concerned that they were under-equipped to meet the students with special needs, emotional social or education needs, since they were not trained to handle these students in normal educational setting.

Blackman, Conrad, and Brown (2012) surveyed 485 teachers from Barbados and Trinidad with the Opinion Relative to Integration Scale. Most of the participants were regular education teachers (76%) and most were female (81%). The results of the research indicate that primary school teachers in Barbados were more positive than in Trinidad towards integrating children with special needs in to regular education classrooms. The researcher thought more research is needed on socio-cultural differences in teachers.

Almuaqel (2008) found that currently Saudi Arabian special education programs do not have middle school or high school career or transition programs. He also found that the programs for students with significant difficulties should focus more on life skills.

The purpose of the present study is to determine the attitudes of regular education teachers in the Kingdom of Saudi Arabia towards integrating students with special needs into regular education. A revised version of the Opinions Relative to Mainstreaming Survey will be used to determine perceptions.

Summary

The results of the initial analysis of the review of literature indicated that special education teachers in the Kingdom of Saudi Arabia believe that students with disabilities should be integrated into regular education classrooms. Some of the Saudi Arabian regular education teachers according to the research on the Opinions Relative to Mainstreaming survey also believed that students with special needs should be in regular schools. However, the research showed that there were some Saudi Arabian special education and regular education teachers

who believed that students with disabilities, particularly students with severe disabilities, should be educated in a separate school so that they could receive more services. According to the research studies, some of the Saudi Arabian families wanted their children to be in a special education separate program because their children may be shy and not want to be in a regular classroom.

Hypotheses

I hypothesized that the elementary regular education teachers in the Kingdom of Saudi Arabia will see more positive benefits of inclusion of children with special needs into regular education than having the students instead attend a special separate school.

Null Hypothesis

There will be no difference in perception of integrating elementary children with special needs into regular schools in the Kingdom of Saudi Arabia.

Chapter III: Method

Participants

Research was conducted in Jeddah, Kingdom of Saudi Arabia via email with eight regular education teachers. The largest ethnic group was Middle Eastern with 100% of the respondents from Saudi Arabia. The age of the participants was 25 to 30 years old. The gender of the participants was five females and three males. The education level was three with a post graduate Master's degree and five with a bachelor's degree. The years of experience were one with two years, four had two to five years of experience and four teachers had six to seven years of experience. While this data was gathered the only variable measured was the answers in relation to regular education teacher responses.

Materials

The information that was collected included regular education teachers' perception of the inclusion of children with special needs into regular education in the Kingdom of Saudi Arabia. Data were collected from November 5th through 10th of the 2016 school year.

The directions stated that there were no right or wrong answers and that response for all 10 items should be marked. Respondents were asked to express the extent of their agreement with each statement on a five-point response continuum. A five-point scale was given with 1 strongly agree to 5 strongly disagree. An intermediate category with the anchor "undecided" was provided (Antonak & Larrivee, 1995). The perception scale had 10 items to collect data from the teachers regarding their perception of integrating students with special needs into regular education setting. The survey had five negative items and five positive items. The survey was revised from the Opinion Relative to Integration of Students with Disabilities or ORI (Larrivee, 1995).

Procedures

The survey was prepared and Institutional Review Board approval was requested (Appendix C). On November 30th, IRB approval was granted (Appendix B). After IRB approval was granted, the survey was administered, and data collected from the regular education teachers in Jeddah, Kingdom of Saudi Arabia, via email regarding their perceptions of integrating children with special needs into regular education classrooms. I administered a survey (Appendix A) with 10 questions that was adapted from the Opinions Relative to Mainstreaming Survey (Antonak & Larrivee, 1995). The original survey had 24 questions and surveyed 433 people. The exact same wording of the questions was used for 7 questions and 17 questions were omitted.

Questions were omitted for a number of different reasons. Some of the questions were omitted because they were very close in meaning. Others questions that were omitted included, for example, this question “Increased freedom in the general classroom creates too much confusion for the student with disabilities”. In the Kingdom of Saudi Arabia, neither the regular education or the special education classroom would have too much freedom for students to create confusion so this question would not be appropriate for the country. Teachers in Saudi Arabia would not have understood that question since it would not relate to their teaching situation.

Another omitted question was “the student with disability would not be socially isolated in the general classroom”. Because of the religion and practice of Islam, social isolation would not occur in Saudi Arabia. All students are taught that everyone is the same and there is no difference. In the Kingdom of Saudi Arabia the Islamic religion is taught in the schools whether they are public or private.

Another question that was omitted is “Students with disabilities will not monopolize the general education teacher classroom time”. Students in the Kingdom of Saudi Arabia are taught to share the teacher and their knowledge so they would know how to help other students. It is acceptable for one student to help another student if the teacher is busy with the class. These questions were omitted for the survey in Saudi Arabia because they wouldn’t be easily understood by a different culture and country. The original Opinions Relative to Mainstreaming survey was also very in-depth because mainstreaming had been practiced in the United States for many years and had been implemented in the Kingdom of Saudi Arabia only in 2012, so only four years.

The location of the survey was Jeddah, Saudi Arabia. There are five different public schools in Jeddah. Eight regular education primary (elementary) teachers in Saudi Arabia were asked to respond to the survey. At least one teacher from each of the five public schools was asked to complete the survey so each school would be represented. Teachers were selected because they were known to respond to email inquiries and because they were known to the researcher.

The procedures used for this research was to send an email with a link to the 10-question Survey Monkey questionnaire. The email is going to identify me as a graduate student from the Kingdom of Saudi Arabia who is completing a master’s degree at the University of Wisconsin-Platteville. The survey will be described as fulfilling a requirement for a master’s degree educational project. The survey is a replication of research from Antonak and Larrivee (1995) that was conducted in North Carolina in 1995 when mainstreaming was being implemented more fully in the United States. This replication of research asks regular education teachers in Jeddah, Saudi Arabia. They will be asked to complete the 10 question Survey Monkey and include in

their email some brief demographic information about their gender, years of experience and degree.

The regular education teachers will be informed that their answers will be confidential and anonymously recorded. Once the teachers respond to the survey, the results will be tabulated on Survey Monkey and charts will be generated. The charts will be used in the results section and the data will be used to analyze the regular education teacher's attitudes toward mainstreaming. The survey consisted of a five-point Likert scale with 5 strongly agree, 4 agree, 3 neutral, 2 disagree and 1 strongly disagree.

No recruitment procedures or material inducements for participation were provided to the potential respondents. Potential respondents were asked to participate in an email to them that included the request to complete the survey and an explanation that the research was for completion of an educational project for an MSE at the University of Wisconsin-Platteville.

To protect the participant's identity a data key code was prepared for each participant on the separate data sheet Appendix B). Each participant was assigned a number on the data collection sheet instead of their name. The data key code was stored separate from the data collection sheet with the responses of the teachers to the electronic survey questions (Appendix C) The material was stored in the University of Wisconsin-Platteville locked files in the Education Office of Special programs.

An item analysis of the ten questions will be completed. The results of the seven questions of regular education North Carolina teachers from the 1995 Larrivee OPI survey will be compared to the same survey questions that were administered to Saudi Arabian regular education teachers in 2016. The mean scores will be compared between those seven questions.

CHAPTER IV: RESULTS

A revised version of the Opinions Relative to Mainstreaming Scale was administered to eight regular education teachers in the Kingdom of Saudi Arabia via Survey Monkey (See Appendix A). The revised survey contained 10 questions instead of the more in-depth original survey that had 24 questions. Because the Kingdom of Saudi Arabia has mainstreamed students with special needs since only 2012 and there are cultural, educational and social differences between the United States where the original survey was taken and the Kingdom of Saudi Arabia, a more basic set of questions was needed. Twenty teachers were asked to respond to the survey because they were known to the researcher and were all from the same community in Jeddah, Saudi Arabia. Jeddah, Saudi Arabia is a city of five million people. In the city, is King Abdulaziz University that graduate a large number of teacher educators for Saudi Arabia. On the survey, of the respondents, there were three male and seventeen were female.

Researchers questions:

Question one, two and three were written by the researcher to determine regular education teachers' attitudes about integrating students with special needs in to Saudi Arabian elementary education schools.

When teachers were asked the **general question 1** about integrating students with disabilities into the regular class, the responses were very interesting. As part of item analysis of each question, it is clear that 75% or 15 out of 20 teachers believed student with special needs should be integrated into regular education.

Question two responses about "Do you believe that the integration of students with disabilities has a negative impact on **ordinary students**", the Saudi Arabian regular education teachers had 80% that disagreed or strongly disagreed that the integration of students with

special needs negatively impacts regular education students. However, 20% or 4 teachers were either neutral or agreed that integrating students with special needs into regular education classrooms could have a negative impact on regular education students.

When Saudi Arabia regular education teachers were asked about the impact on integration on the **regular** and special education **students**, the question was Do you think that the teacher can focus on every student if the students with disabilities are integrated? The regular education teachers had 70% that agreed or strongly agreed that the teacher can still focus on every student even if there are students with special needs integrated into the regular education classrooms. Five percent or one person was neutral and 25% of teachers or 5 people were negative about the impact of students with special needs in regular education classrooms.

Replication of research questions of question 4 through 10 on the current survey

On question 4, when asked about the impact of mainstreaming on the **student with special needs**, “students with disabilities can be best served in general classrooms?” the regular education teachers responded by 75% of teachers agreed that students with special needs could best be served in the regular classroom. 25% of teachers disagreed.

On question five, regular education teachers were asked whether regular education teachers had sufficient training to teach students with disabilities. Only 55% of the teachers thought that they had sufficient training to work the most effectively with students with special needs. Fifteen percent of teachers were neutral and about the positive benefits of mainstreaming and 30% thought that regular education teachers did not have sufficient training. Forty-five percent of regular education teachers think that more teacher training was needed so that regular education teachers would be better at working with students with special needs.

Question 6 is having **students with disabilities** integrated into regular classrooms is beneficial for regular students”, and 40% of teachers thought that it would be beneficial for regular education students. Regular education students have the opportunity to see that students with special needs are not weird and are like them. The Quran teaches compassion and that everyone has value. 55% of teachers did not think that integrating students with special needs into regular education classrooms had a positive benefit on the regular education students. Five percent remaining neutral. They may not have had the experience of having a student with special needs in their classroom or they may have mixed feelings.

Question 7 that asked, “students with disabilities should be given **every opportunity** to function in the general classroom where possible”, regular education teachers reported that 75% agree with this statement. Twenty-five percent of teachers were neutral. These teachers may think that they students with special needs may be more comfortable and learn more in a special classroom.

Question 8 When asked another general question about integration and the benefits for regular and special education students, question 8 asked “integration offers **mixed group** interaction that will foster understanding and acceptance of differences among students”, 75% of regular education teachers were affirmative and 5% or one person was neutral, and 20% were negative.

Question 9 about whether mainstreaming was detrimental to **regular education students** in asking, “the extra attention students with disabilities require will be to the detriment of the other students”, 20% of teachers said that students with special needs took too much extra time away from regular education students, 10% or 2 teachers were neutral and 70% disagreed and

did not believe that integrating students with special needs would take extra time away from regular education students.

Question 10 asks regular education teachers, “Isolation in a **special classroom** has beneficial effect on the social and emotional development of the student a disability, 70% of regular education teachers responded by saying that isolation in a separate classroom was beneficial for the student with special needs, one person and 5 % was neutral, and 25% disagreed and believed instead that students with special needs would be best served in the regular education classroom.

Questions 2, 6 and 9 are about the impact of mainstreaming on **regular education students** are question, teachers were inconsistent about what they thought that mainstreaming was NOT detrimental to regular education students. In question 2 80% of teachers agreed, 40% of teachers agreed that it was beneficial for regular students, and in question 9, 70% of teachers said it would not be detrimental.

The question about **special education students** are questions 4, 7, 10. Most teachers thought that students with special needs could be best served in the regular classroom. Question 4, 75% agreed, question 7 also 75% agreed and another 25% were neutral, and question 10 70% thought that students could be best served in a special separate classroom and only 25% thought they should be in a regular education classroom.

The questions about **regular education teachers** would be question 5 only 55% of teachers thought they had sufficient training.

RESULTS FROM SURVEY MONKEY OF EACH QUESTION

Question 1. Do you agree with integrating students with disabilities into a regular education classroom?

Answer Choices	Responses	Percent
strongly agree	25.00%	5
agree	50.00%	10
neutral	0.00%	0
disagree	20.00%	4
strongly disagree	5.00%	1

Question 2. Do you believe that the integration of the student with a disability has a negative impact on ordinary students?

Answer Choices	Responses	Percent
strongly agree	0.00%	0
agree	10.00%	2
neutral	10.00%	2
disagree	50.00%	10
strongly disagree	30.00%	6

Question 3. Do you think that the teacher can focus on every student if the student with disabilities are integrated?

Answer Choices	Responses	Answer Choices
strongly agree	15.00%	3
agree	55.00%	11
neutral	5.00%	1
disagree	20.00%	4
strongly disagree	5.00%	1

Question 4. Students with disabilities can be best served in general education classrooms.

Answer Choices	Responses	Answer Choices
strongly agree	20.00%	4
agree	55.00%	11
neutral	0.00%	0
disagree	20.00%	4
strongly disagree	5.00%	1

Question 5. General education teachers have sufficient training to teach students with disabilities.

Answer Choices	Responses	Answer Choices
strongly agree	15.00%	3
agree	40.00%	8
neutral	15.00%	3
disagree	25.00%	5
strongly disagree	5.00%	1

Question 6. The integration of students with disabilities can be beneficial for students without disabilities.

Answer Choices	Responses	Answer Choices
strongly agree	5.00%	1
agree	35.00%	7
neutral	5.00%	1
disagree	45.00%	9
strongly disagree	10.00%	2

Question 7. Students with disabilities should be given every opportunity to function in the general education classroom where possible.

Answer Choices	Responses	Answer Choices
strongly agree	30.00%	6
agree	45.00%	9
neutral	25.00%	5
disagree	0.00%	0
strongly disagree	0.00%	0

Question 8. The integration offers mixed group interaction that will foster understanding and acceptance of differences among students.

Answer Choices	Responses	Answer Choices
strongly agree	35.00%	7
agree	40.00%	8
neutral	5.00%	1
disagree	15.00%	3
strongly disagree	5.00%	16

Question 9. The extra attention a student with disabilities requires will be to the detriment of the other students.

Answer Choices	Responses	Answer Choices
strongly agree	5.00%	1
agree	15.00%	3
neutral	10.00%	2
disagree	50.00%	10
strongly agree	20.00%	4

Question 10. Isolation in a special classroom has beneficial effect on the social and emotional development of the student with a disability.

Answer Choices	Responses	Answer Choices
strongly agree	15.00%	3
agree	55.00%	11
neutral	5.00%	1
disagree	20.00%	4
strongly disagree	5.00%	1

Results of Survey Monkey Analysis on QuickCalcs

Unpaired *t* test results

P value and statistical significance:

The two-tailed P value equals 0.0162

By conventional criteria, this difference is considered to be statistically significant.

Confidence interval:

The mean of Saudi Arabian regular elementary education teacher minus United States regular elementary education teachers equals -1.2286 with a 95% confidence interval of this difference: From -2.1869 to -0.2703

Intermediate values used in calculations:

$$t = 2.7933$$

$$df = 12$$

with a standard error of difference = 0.440

Group	Saudi Arabian regular elementary education teachers	United States regular elementary education teachers
Mean	3.3500	4.5786
SD	0.6880	0.9385
SEM	0.2600	0.3547
N	7	7

CHAPTER V: DISCUSSION

In my research hypothesis, I predicted that the elementary regular education teachers in the Kingdom of Saudi Arabia will see more positive benefits of inclusion of children with special needs into regular education than having the students instead attend a special separate school. The results did not conclusively prove that regular education teachers believe that children with special needs are best served in the regular education classroom. The results from the survey are very mixed.

Positive responses for mainstreaming: All eight regular education teachers surveyed in public schools in Jeddah, Saudi Arabia, agreed that students with disabilities should be given every opportunity to function in the general education classroom where possible. Question 14 asked “Students with disabilities should be given every opportunity to function in the general classroom where possible?” All eight teachers responded positively so this demonstrates that they believe that students with special needs should have the opportunity to be in the regular education classroom if possible. Most of the teachers, 75%, responded that they thought that special education children should be given the opportunity to attend regular education. Also, most teachers agreed in question 8, that integrating students with special needs into regular education, fostered greater understanding and acceptance of differences among students. The other 25% of surveyed teachers were neutral. Seventy percent of regular education teachers in question 9, believe that extra attention for students with special needs will not negatively impact regular education students.

Negative responses for mainstreaming: When Saudi Arabian elementary education teachers were asked in question six, whether the integration of students with disabilities can be beneficial for students without disabilities, sixty percent of teachers said no. Part of the

explanation was the Saudi Arabian teachers believe that the teachers need more training and the school needs to be modified for the students with disabilities and the students in regular education. Seventy percent of teachers when they answered survey question 10, said that they believe that isolation in a special education classroom has a beneficial effect on the social and emotional development of the student with disability. The Saudi Arabian teachers believed that the elementary students thought that the students with special needs were off or weird because the regular education teachers and students had not yet received the necessary training needed to be able to understand and empathize with the students with disabilities.

Mixed responses for mainstreaming: With question three, when teachers were asked whether they could focus on every student, if the students with disabilities were mainstreamed into their classes, thirty percent of the teachers were neutral or said no that they did not want students mainstreamed. In question four, the teachers believed that students with disabilities would not be served as well in the regular education classrooms. Some of the reasons for their answers could be that the regular education classrooms do not have screens, accessible Smartboard technology, elevators and other handicapped accessible facilities including bathrooms. Almost half of the regular education teachers, 45% felt that they did not have sufficient training in working with special education students to be successful.

Conclusion: From reviewing the written research in the review of literature, I agree with mainstreaming. When I looked at the survey results, I was surprised with the results because I thought more people would be supportive of mainstreaming. When I asked my family members who are teachers, they were very supportive of mainstreaming. My family members had special training in special education so they were much more supportive of mainstreaming than many of the regular education teachers that answered the survey questions.

Regular education teachers wanted students with disabilities to have every opportunity to be successful in the regular education classroom (8 out of 8 surveyed), however when specifically asked about the benefits and possible negative consequences of mainstreaming in the classroom, regular education teachers were concerned about their own training, and about the students with special education not getting adequate emotional and social support. Regular education teachers commented that students with physical disabilities (including blindness, deafness, missing limbs) could easily be mainstreamed in the regular education classroom. However, the regular education teachers believed that students with mental disabilities that prevented them from focusing on the teaching, would be best served in a special classroom where the teacher could expend great effort on helping the student individually.

Recommendations for future research: More regular education teachers in Saudi Arabia should be surveyed to get a larger sample size to see if the answers are consistent throughout regions of Saudi Arabia and different kinds of schools, private or public. In addition, both regular and special education teachers should be surveyed. In addition, a survey should be conducted that includes the feelings and perceptions of the student with disabilities. A survey of the students attending regular education school would also provide an interesting perspective.

Recommendations for the Kingdom of Saudi Arabia for mainstreaming students with special needs into regular classrooms: The teachers that were surveyed consistently reported that they felt that regular education teachers had the ability to have students with special needs in their classroom but needed additional training and experience. Additional training is needed for all regular education teachers according to the survey. The King Abdulaziz University has just opened a new department in teaching special education for all elementary

education teachers. Another survey in five years should be able to ask questions of those regular education teachers who received additional training about teaching children with special needs in regular education classrooms.

CHAPTER VI: REFERENCES

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- Almuagel**, I. A. (2008). The life skills for students with intellectual disabilities and its applications in the middle and high school. *Journal of Studies and Research Center*, University of Cairo, Egypt.
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J. (2014). Emergent literacy practices and support for children with disabilities: A national survey. *Educational and Treatment of Children*, 37(3), 495-530.

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APPENDIX A: Survey questions

1. Do you agree with integrating students with disabilities into a regular education classroom?
2. Do you believe that the integration of the student with a disability has a negative impact on ordinary students?
3. Do you think that the teacher can focus on every student if the student with disabilities are integrated?
4. Students with disabilities can be best served in general education classrooms.
5. General education teachers have sufficient training to teach students with disabilities.
6. The integration of students with disabilities can be beneficial for students without disabilities.
7. Students with disabilities should be given every opportunity to function in the general education classroom where possible.
8. The integration offers mixed group interaction that will foster understanding and acceptance of differences among students.
9. The extra attention a student with disabilities requires will be to the detriment of the other students.
10. Isolation in a special classroom has beneficial effect on the social and emotional development of the student with a disability.

Appendix B. Approval from Institutional Review Board



UNIVERSITY OF WISCONSIN
PLATTEVILLE
INSTITUTIONAL REVIEW BOARD

11/30/2016

Eshraq Alshehri
Sponsor: Dr. Jen Collings
Department of School of Education
University of Wisconsin-Platteville

RE: IRB Protocol #2016-17-18

Project Title: A SURVEY OF SPECIAL EDUCATION MAINSTREAMING
IN THE KINGDOM OF SAUDI ARABIA

Approval Date: 11/30/2016
Expiration Date: 11/29/2017

Your project has been approved by the University of Wisconsin-Platteville IRB via an Expedited Review. This approval is subject to the following conditions, otherwise approval may be suspended:

1. No participants may be involved in the study prior to the IRB approval date listed above or after the expiration date.
2. All unanticipated or serious adverse events must be reported to the IRB.
3. All modifications to procedures, participant selection, and instruments used (surveys, consent forms, etc) must be reported to the IRB chair prior to their use.
4. If the project will continue beyond the expiration date, then the researcher must file for a continuation with the IRB at least 14 days prior to the expiration date. If the IRB approval for this project expires before approval for continuation is given, then a new protocol must be filled out and submitted. Federal guidelines allow for no exceptions to this rule. Any data collected after the expiration date cannot be used in the study.

If you have any questions, please contact the IRB chair at the address below. Include your protocol # on all correspondence.

Sincerely,

A handwritten signature in cursive script that reads "Dr. Barb Barnet".

Dr. Barb Barnet
Institutional Review Board Chair
Professor, Mathematics Department
Gardner 451
University of Wisconsin-Platteville
(608) 342-1942
barnetb@uwplatt.edu

Appendix C. IRB Proposal for Research

University of Wisconsin-Platteville IRB HUMAN PARTICIPANTS RESEARCH REVIEW PROTOCOL: STANDARD FORM

This protocol is to be submitted to and approved in writing by the IRB prior to the initiation of any investigation involving human participants, data, or material. **Approval is valid for one year unless otherwise noted**.

Indicate Requested Review Level: Expedited Full Board

See Section III, pages 9-11, of the IRB Manual for instructions to determine the appropriate review level. Be aware that the IRB may require a level of review different from your request.

Principal Investigator(s)

Name(s): Eshraq Alshehri Rank/Title(s):
Department/Program(s): School of Education Email: alshehrie@uwplatt.edu
Phone: 551-226-1235

Sponsor(s) (if PI is a student)

Name(s): Dr. Jen Collings Rank/Title(s): Assistant Professor
Department/Program: School of Education Email: collinj@uwplatt.edu
Phone: 1248

Project Title: A SURVEY OF SPECIAL EDUCATION MAINSTREAMING IN THE KINGDOM OF SAUDI ARABIA

Start Date for Data Collection: 10/20/2016 End Date for Data Collection: 11/20/2016

Is federal or other extramural funding being sought? Yes No

Name of potential supporting agency: None

Assurance of Departmental/Program Review:

If a departmental/program HSR exists, the signature of the HSR Chair assures the IRB that the protocol has been approved and a copy is on file in the department. If no HSR exists, the signature of the Department Chair assures the IRB that s/he has been informed of the project and a copy is on file in the department.

Signature/Date: Karen Stinson
Digitally signed by Karen Stinson
DN: cn=Karen Stinson, o=School of Education,
email=stinsonk@uwplatt.edu, c=US
Date: 2016.10.04 14:40:16 -0500

Indicate Title: HSR Chair Department Chair

Assurance to IRB: I/we have read the UW-Platteville IRB Manual of Policies and Procedures for Research Involving Human Participants and will comply with the informed consent requirement and conditions. Further, I/we will inform the IRB if significant changes are made in the proposed study.

Signature of PI(s)/Date: Eshraq Alshehri
Digitally signed by Eshraq Alshehri
DN: cn=Eshraq Alshehri, o=, email=alshehrie@uwplatt.edu, c=US
Date: 2016.11.07 15:57:30 -0600

Signature of Sponsor(s)/Date: Jennifer Collins
Digitally signed by Jennifer Collins
DN: cn=Jennifer Collins, o=School of Education,
email=collinsjen@uwplatt.edu, c=US
Date: 2016.11.07 16:08:42 -0600

PART I: DESCRIPTION OF STUDY

Note:

For detailed instructions on completing Parts I and II, refer to pages 20-23 of the IRB Manual.

A. RESEARCH QUESTION:

(Include appropriate citations)

The research examines teachers attitudes towards inclusion of special education children in the Kingdom of Saudi Arabia. This study is a replication of research that was conducted by (Anotnak and Larrivee in1995. I asked fifteen of the same research questions that were asked of the teachers in the United States in 1995, about whether the teachers believe it is better to have students with special needs in separate schools or integrated into regular schools

B. HYPOTHESIS(ES):

I hypothesized that the elementary regular education teachers in the Kingdom of Saudi Arabia will see more positive benefits of inclusion of children with special needs into regular education than having the students instead attend a special separate school.

C. PARTICIPANT SELECTION:

1. Number of participants:

Research was conducted in Jeddah, Kingdom of Saudi Arabia via email with five regular education teachers. The largest ethnic group was Middle Eastern with 100% of the respondents from Saudi Arabia

2. Human participant pool:

a. Relevant features of the participants you will be using:

Five regular elementary education teachers from Jeddah, Kingdom of Saudi Arabia.

b. Relevant affiliations of your participants:

Participants would be certified teachers in their schools and in their respective country.

3. If participants are from a legally restricted group:

a. Explain the necessity of using these particular groups:

The participants are not from a legally restricted group because they are all consenting adults.

b. Describe any special arrangements to protect their safety, rights and well-being:
To protect the participant's identity a data key code was prepared for each participant on the separate data sheet. Each participant was assigned a number on the data collection sheet instead of their name. The data key code was stored separate from the data collection sheet. The material was stored in the University of Wisconsin-Platteville locked files in the Education Office of Special programs.

D. PROCEDURES:

1. Recruitment procedures and material inducements for participation:

No recruitment procedures or material inducements for participation were provided to the potential respondents. Potential respondents were asked to participate in an email to them that included the request to complete the survey and an explanation that the research was for completion of an educational project for an MSE at the University of Wisconsin-Platteville.

2. Location of study (data collection):

Five different elementary education teachers in five different elementary education schools in Jeddah, Kingdom of Saudi Arabia.

3. Personnel and relevant affiliations:

The Saudi Arabian teachers were known to the researcher.

4. Information to be gathered and means for collecting and recording data (include citations, if applicable; attach all materials):

The survey consisted of three sections, demographic information, (how many) Likert-scale questions and comments. The survey had 10 negative items and 15 positive items. The survey was taken from Opinion Relative to Integration of Students with Disabilities or ORI (Larrivee, 1995).

5. Step-by-step description of procedure(s), including any materials not described in D.4:

1. I first received permission from the Institutional Review Board.
2. Once permission was received from the Institutional Review Board, I proceeded to receive permission from the authorities in charge of the school systems.
3. I received permission from SACM () and the building principals for the schools in Saudi Arabia.
4. During the Fall, I prepared, administered, and collected data from the teachers of the five different school districts in Jeddah, Kingdom of Saudi Arabia.
5. Five teachers regular education elementary teachers in Saudi Arabia were asked to respond to the survey. The Saudi Arabian teachers were known to the researcher.
6. A reminder email was sent to anyone not responding.
7. Any incomplete surveys were asked to complete the survey.
8. Raw data was collected and analyzed.

6. Proposed design and statistical analysis:

The survey was designed as a Likert scale. The survey questionnaire is taken from the research of Antonek and Larrivee (1995). The survey was divided into 4 sections: perceived competence (questions 1-5), perceived confidence (questions 6-10) demographic information (questions 11-15) and written comments. Teachers answered questions on a Likert scale with 1 meaning strongly agree and 5 meaning a strongly disagree. A higher score would indicate that the teachers were more in favor of mainstreaming. This is a descriptive research study.

E. REFERENCES:

(for above citations)

Almuaqel, I. A. (2008). The life skills for students with intellectual disabilities and its applications in the middle and high school. *Journal of Studies and Research Center*, University of Cairo, Egypt.

Al Mousa, N. (2010). The Experience of the Kingdom of Saudi Arabia in Mainstreaming Students with Special Educational Needs in Public Schools (A Success Story), Arab Bureau of Education for the Gulf States, Riyadh, Kingdom of Saudi Arabia.

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Reichert, E. (2011). *Social Work and Human Rights: A Foundation for Policy and Practice*. New York, Columbia University Press.

PART II: HUMAN PARTICIPANT PROTECTION

A. POTENTIAL RISKS YOU CAN ANTICIPATE FOR PARTICIPANTS:

1. Describe immediate risks, long-term risks, and rationale for the necessity of such risks, alternatives that were or will be considered, and why alternatives may not be feasible.

There are no immediate or long term risks. Respondents are asked for their opinion on the Opinion Relative to Integration of Students with Disabilities or ORI (Larrivee, 1995). The identity of the candidates is kept confidential and anonymous. Even if the information were somehow released, the information is just an opinion of an educational concept about integration in regular education classrooms.

2. Describe any potential legal, financial, social, or personal effects on participants of unintentional data disclosure.

There are no potential legal or other concerns because respondents answers to survey questions will be recorded anonymously. Once the data analysis is completed, the raw survey data will be deleted from the computer and any paper forms will be shredded.

B. SAFEGUARDING PARTICIPANTS' IDENTITY:

1. Where might you present or publish your findings? Will any formal papers or reports result from your project and with whom will they be shared?

The information learned from the survey research will be part of an Educational Project paper in fulfillment of a requirement for a MSE from the University of Wisconsin-Platteville. In addition, the findings from the research may be published in a peer-reviewed journal in Saudi Arabia and or the United States but none of the raw data will be used and the identify of the individuals who participated in the survey will be kept confidential.

2. What precautions will be taken to safeguard identifiable records of individuals and/or groups?

How will confidentiality of data be protected?

As part of the introduction to the survey, potential respondents will be told that their identity will be protected. To protect the participant's identity a data key code was prepared for each participant on the separate data sheet. Each participant was assigned a number on the data collection sheet instead of their name. The data key code was stored separate from the data collection sheet. The material was stored in the University of Wisconsin-Platteville locked files in the Education Office of Special programs.

C. EXPECTED BENEFITS FOR PARTICIPANTS (IF ANY) AND/OR SOCIETY:

1. Clarify the potential for new knowledge resulting from this study as well as any benefits directly to the participants.

The results of the study will help contribute new knowledge about the integration of children with special needs in to schools in the Kingdom of Saudi Arabia. The research will show that regular education teachers are accepting of children with special needs in their regular education classrooms.

Participants in the survey, as part of agreeing to participate, will receive a copy of the final summary document. Teachers will benefit from knowing what other regular education teachers think about the integration of children with disabilities into regular education classrooms.

2. Summarize the content of your debriefing.

After the Educational Project is accepted by my advisor and the University of Wisconsin-Platteville, the respondents will receive a thank you and a summary of the research.

D. DECEPTION USED IN GATHERING DATA:

Justify the use of any deception in the project. If participants are provided with any untruthful or misleading information, provide a detailed written description of the debriefing.

No deceptions were used in the gathering of data.

E. INFORMED CONSENT:

Submit a copy of all materials used in the recruitment and selection of participants.

Either submit a copy of the (signed or unsigned) consent form or, if you believe informed consent should be waived for your project, write a justification for your recommendation based on the criteria detailed in Section VII, page 15, of the IRB Manual.