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**Learners with Down syndrome in the Algerian Primary Schools**  
**Case Study: Benaicha Mohamed School, AinTadles. Mostaganem**

**Dissertation Submitted in Partial Fulfillment for the Degree of Master in Didactics and Applied Linguistics**

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## **Dedication**

To my father, BouakelChaabane who was the alarm clock that wakes me up to go to school, otherwise I would be asleep now.

To my angry mother Houria.

To my older sister Tamimi who warned me that she wouldn't borrow me her clothes if I didn't write her name.

To my brother Islam, and my sisters Dounia and Yasmine.

To my dear besty and husband Aouad Mohammed

To all my friends, especially Fella, although we are like Tom and Jerry.

Thank you all for your support...

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## **Abstract**

There is an increasing need to research inclusion of children with Down Syndrome attending ordinary public schools in Algeria. This research aims to study the effectiveness of inclusive education with Down syndrome in Algerian primary schools, the case of Benaicha Mohamed School in Ain Tadless, Mostaganem. In addition, to investigating teachers' responsiveness to this inclusion. This research is mainly descriptive using the qualitative and quantitative approach to gather data from different sources through: Classroom observations and Teachers' interviews. Classroom observation was done in four sessions in order to follow up the academic level of the DS learners of the first phase in the primary school and their adaptation with the educational program they share with learners without disabilities, while the aim of the teachers interviews was to know the teachers' point of view about this integration and what difficulties they face in teaching pupils with Down syndrome. Furthermore, the main objective of this research was to know if people with Down syndrome need to be in public schools or they have to be in special schools with special program. Based on data gathered and analyzed from the teachers' interviews and classroom observation I found that children with Down syndrome learn more slowly than other children, they need more help. Teachers assure that those children have to be tested before being joined to primary schools; they confirmed that not all children with Down syndrome can be in public school especially those who have speech difficulties.

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## **List of Abbreviations**

DS: Down Syndrome

ICT: Information and Communication Technology

NEPS : National Educational Psychological Service

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# **General Introduction**

# General Introduction

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## Introduction

Recent decades have seen increasing emphasis placed on rights and inclusion in relation to disability. The United Nations Convention on the Rights of the Child (UNCRC) (1989), for example, states that every child has the right to education, irrespective of disability and without discrimination of any kind. The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (2006) emphasizes the rights of persons with disabilities to access lifelong learning without discrimination and on an equal basis with others, through reasonable accommodation of their disabilities (Minou 2011), and not to be excluded from the mainstream of education due to their disability. Educating children with Down syndrome in regular schools implies an opportunity for close interaction with peers without disabilities, which is thought to have a positive impact on the quality of life of these pupils in the long term (Guralnick 2000; Scheepstra, Pijl, and Nakken 1996). Many parents of children with disabilities expect that inclusive education will lead to friendships and increased social competence for their children, but some also fear that their children will become socially isolated in mainstream schools (Guralnick, Connor, and Hammond 1995; Sale and Carey 1995).

Many Arab countries have started the integration project, such as Saudi Arabia, Egypt, the UAE, Bahrain, Oman and Jordan. And the most important in this study is Algeria. According to statistics of the National Bureau of Statistics for 1998, there are 1590466 Situations of people with special needs in Algeria including Down syndrome. This category requires great care from different parties in both, the family and school environment, in order to avoid the swelling of the disability and the child's psychological, social and educational maladjustment. The affected by this syndrome is not only the child, but even the parents consider this disability taboo, they refrain from declaring the existence of a trisomy son, and in many cases the parents give up for this disability, and therefore prefer to keep the son at home instead of looking for ways to take care of him. Unfortunately, the negative social view of this group of people with special needs, and therefore, they are marginalized in their most basic rights, starting with schooling and material subsidies ;However like all other children with special needs, the child with down syndrome is in need of psychosocial practice and training to learn certain abilities that help him to meet his daily needs and to live in society as a person who can rely on himself for positive daily habits to provide adaptation In the middle of the family and school . For this purpose, Algeria has opened a limited number of institutions for people with special needs. If we know that the purpose of special education is to help the child

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acquire some basic concepts and training to meet some of his needs , can a child with Down syndrome study with the ordinary child in the same school ?

### **The objective of the study**

The aim of this study is to share both theoretical and practical ideas about the inclusive education of children with Down syndrome in mainstream schools. This study endeavor to explore peer interaction in the context of school activities in Algerian mainstream classes that included pupils with Down syndrome together with in order to identify enabling conditions .The research study will be designed as a qualitative and quantitative case study which involves descriptive methodology collected data sources through classroom observations, teacher interviews to see if we can provide the same program to two groups of children according to the Algerian teacher's experience.

### **Problem of the study**

Parents are worried about the future of their children and are afraid of their position in society. They are aware that the specific programs in the private institutions are no longer sufficient because they are limited. This is why this study comes to show if children with Down syndrome can integrate with the ordinary ones in public schools. Therefore, they cannot be isolated.

### **Research Questions**

The study attempted to answer the following questions:

- Can a child with Down syndrome be in public schools?
- Can he follow the same educational program as the ordinary child?
- In what ways do teachers teaching children with Down syndrome conceptualize their students as learners?
- What can society do to help a person with DS to make life better for him?

### **Research Hypotheses**

- It is possible that the child with Down syndrome can benefit from the inclusive education in public schools, or maybe it is unhelpful owing to his own special needs.
- The Algerian educational system may be followed by both (the ordinary child and the child with special needs).
- Teachers are probably aware that the integration of children with Down syndrome is the best solution for them.

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- Society can provide a lot of things to these children to fit their special needs rather than keeping them dying in their isolation.

### **Significance of the Study and Motivation**

The current study investigates primary school teachers' perceptions about the education of children with Down syndrome and including them in mainstream schools .This study is considerable theoretically and practically. Concerning the theoretical importance, firstly it attempts to recognize the community of Down syndrome and to learn how to educate its children whether you are a teacher or parent and maybe a caregiver. Regarding the practical significance or in other words, the pedagogical significance, the findings of this study may be advantageous to people and educational institutions involved in inclusive education of people with Down syndrome.

## **Chapter One:**

The Inclusive Education of Children with Down syndrome  
in Mainstream Primary Schools

## 1.1 Introduction

In many countries, all children are expected to go to school, and like every other children, the child with the Down syndrome develops a variety of skills. Furthermore, recent decades have seen children's rights and the rights of persons with disabilities come to the fore, Nevertheless children with down syndrome need special attention from their teachers ,parents ,society..... simply without any kind of segregation especially in education ;However This study aims to investigate the integration of children with down syndrome in mainstream Algerian primary schools Accordingly , this chapter is divided into three parts. The first part is concerned with the inclusive education; the second part shows background information of Down syndrome. The third part discusses the learning difficulties that a child with Down syndrome suffers from and how can the teacher educator face it.

## 1.2 Part One: Inclusive Education

### 1.2.1 Definitions of Education

The word “educate” comes from the Latin ‘educate’, meaning “to lead out”, “to bring out”. To educate means to bring out of the child, the student, that spirit of learning and wonder, the desire to know, that thirsts for knowledge.

- Cambridge Advanced Learner’s Dictionary defines the word educated as:

having **learned** a lot at **school** or **university** and having a good **level** of **knowledge**.

- Merriam-Webster Online Dictionary defines education as:

**a:** the action or process of **educating** or of being **educated** *also* : a stage of such a process

**b:** the knowledge and development resulting from the process of being educated a person of little education.

**2:** the field of study that deals mainly with methods of teaching and learning in school.

Webster defines education as the process of teaching to develop the knowledge, skill, or character of the student.

- Education is the process of bringing desirable change into the behavior of human beings.

- It can also be defined as the process of imparting or acquiring knowledge and habits through instruction or study.

- Sociologist Rodney Stark declares that, “Education is the cheapest, most rapid, and most reliable path to economic advancement under present conditions.”

### **1.2.2 Inclusive education:**

Inclusion: For the purpose of this study, inclusion refers to the meeting of children's special educational needs within the mainstream, where children are socialized and educated along side their peers (Nurse 2001).

The term 'inclusion' must be considered carefully, as a recurring theme in the literature surrounds a sense of confusion about the actual definition or meaning of inclusion and inclusive practice (Lodge and Lynch 2004; NCSE 2010; Ainscow 2013; Gordon 2013). Ainscow (2013, p.3) describes the field of inclusion as an elusive concept, 'riddled with uncertainties, disputes and contradictions'. Although its principles of tolerance, diversity and equity go uncontested, the challenge lies in how to achieve inclusive education (NCSE, 2010). Ainscow (2013) suggests that the confusion internationally arises, in part, from the fact that inclusive education is defined in a variety of ways. This point is echoed by Florian (1998, cited in NCSE, 2010), who says that while many definitions have been put forward, no single definition has been accepted universally.

In Ireland, The National Childcare Strategy (2006, p.46) defines inclusion as "a process involving a program, curriculum, or educational environment where a child is welcomed and included on equal terms, can feel they belong and can progress to his/her potential in all areas of development". Inclusion is not about, for example, awarding all children who run a race a medal in order to "protect self-esteem, and foster the dogma of fairness" (Asma 2012). Nor should it be judged on whether a school simply admits a child with a disability and allows participation, without adjusting curriculum and how the teachers work, argues Philips (2001). Nurse (2001) determines the meaning of inclusion to imply the meeting of children's needs within the mainstream system, so that children are part of their family's natural community and are socialized and educated alongside their peers. Nurse distinguishes the concept of inclusion from that of 'integration', which implies that children receive a 'parallel education', meaning within the mainstream physically, but not always given access to all the activities available to other children in the class. According to the NCSE (2010), the term integration, used during the 1980s, referred to the placement of children with special educational needs into mainstream education, but this definition, based solely on placement, says nothing about the quality of education received (Farrell and Ainscow 2002, cited in NCSE 2010). The term 'inclusion' however, moves the focus from the child to the school – it conveys the school's duty to welcome pupils with special educational needs and the pupil's right to full participation in school life and all aspects of education (NCSE 2010). Cumming and Wong (2010, p.4) understand inclusion to mean "the rights of children with disabilities to access,

participate and be equally included, alongside their peers in shared education and care settings, as well as having access to broader community membership”.

Including children with special educational needs in mainstream rather than special educational settings is increasingly considered to be “both in their best interest and their right”, according to Cumming and Wong (2010). Gordon (2013) however, questions the rights of non-disabled children in the classroom. Gordon proposes that some opponents to inclusive education could claim that the right of non-impaired students to the best available education maybe infringed by permanent interference caused by students with particular impairments for example, and a general acquisition of knowledge that is slower. This, Gordon says, “amounts to a ‘collision of rights’...the right to inclusive education of people with impairments and the right to the best education of non-impaired students” (Gordon, 2013, p.66). Ruijs and Peetsma (2009) also acknowledge this point and add that another conflict of rights may involve a parent who expresses their child’s right to mainstream education whereas the child may in fact be better off in a special school. Farrell (2000, cited in Ruijs and Petsma 2009) argues that the right to choose is important, and if special schools were to be abolished, the removal of them as an option would deny parents having choices for their child’s education. For some children, there is still a need for special provision as children may benefit from occupational therapy, speech and language therapy and/or nursing care that is not available in other schools (Sunday Business Post, 2012

### **1.3 Part two: Down Syndrome:**

Having Down syndrome is like being born normal .I am just like you and you are just like me .we are all born in different ways ,that is the way I can describe it .I have a normal life “Chris burke”.

#### **1.3.1 Definitions of Down Syndrome:**

A word of syndrome refers to a combination of signs and characteristics that appear together at the same time (Al-Malik, 2001).

Down syndrome is a chromosomal disorder that results in the presence of an additional third chromosome twenty-one or 'Trisomy 21' (Selikowitz, 1997). Named The Experiences of Teachers Teaching Children with Down syndrome in the Early Years of Schooling .After John Langdon Down, the first physician to identify the syndrome in 1866, Down syndrome is the most frequent genetic cause of intellectual disability (Sherman, et al., 2007). Down syndrome has varying associated medical implications and occurs in approximately one out of

every eight hundred live births (Roizen, 2007) in all races and economic groups. There are three types of Down syndrome (Talay-Ongan, 2004). These types include Trisomy 21, Translocation, and Mosaic Down syndrome. In the case of Trisomy 21 there are three of chromosome 21 in every cell, translocation includes part of chromosome 21 being attached to another chromosome in every cell, and Mosaics includes some cells which have three of chromosome 21 and others which have two (Sherman et al., 2007). Characteristics which formed the basis of the diagnosis of Down syndrome included the palmer crease on the hand, low muscle tone, epicanthic folds on the eyes, a large gap between the big and the next toes, a small mouth in comparison to the tongue, and gold spots in the iris of the eyes (Faragher & Clarke, 2014).

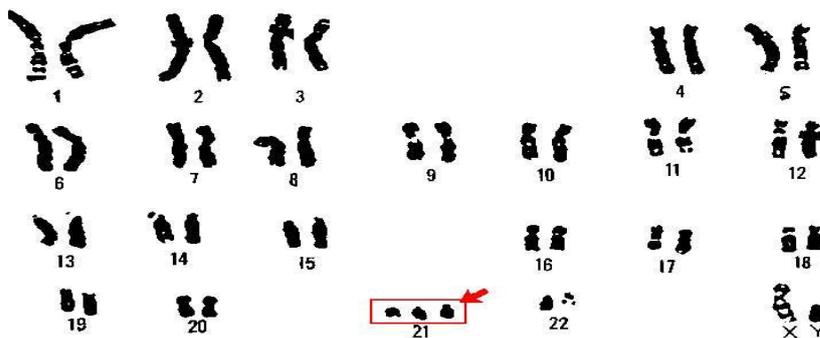


Figure 1 .Genes in Down syndrome

### 1.3.2 Causes of Down syndrome

All cells in the organism of the body contain genes that are grouped along chromosomes in the cell nucleus. There are normally 46 chromosomes in each cell — 23 inherited from the mother and 23 from the father. When some or all of a person's cells have an extra full or partial copy of chromosome 21, Down syndrome occurs.

### 1.3.3 Physical Features of Down Syndrome

Individuals with Down syndrome commonly have distinct physical features, unique health issues, and variability in cognitive development.

- Eyes that slant up ward, have oblique fissures, have epicanthic skin folds on the inner corner, and have white spots on the iris
- Low muscle tone
- Small stature and a short neck

- A flat nasal bridge
- Single, deep creases across the center of the palms
- A protruding tongue
- A large space between large and second toe
- A single flexion furrow of the fifth finger

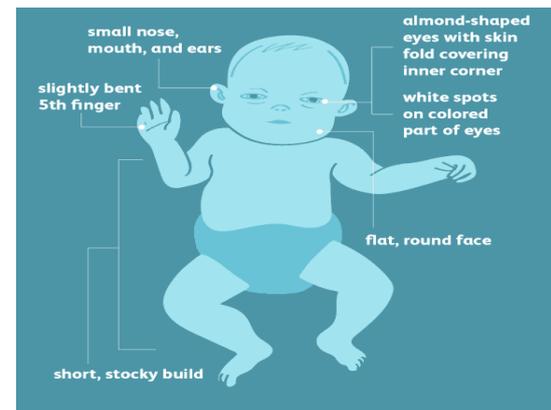


Figure 1.1. Down syndromes' physical features

### 1.4 Part Three: The Schooling of Children with Down syndrome:

#### Difficulties /Supporting

As the current study is focused on the education of learners with Down syndrome in the early years of schooling, it is contended that teachers must have an understanding of the identified health conditions associated with Down syndrome for effective inclusion of these students in their classrooms. Extensive knowledge is not required; however, an understanding of associated health conditions, balanced with an understanding of the individual nature of all learners with Down syndrome is necessary for teachers to effectively teach young children with Down syndrome. For this reason the following review focuses on research relating to health conditions and educational implications of Down syndrome.

#### 1.4.1 Difficulties

A common issue in children with Down syndrome is that of ear infections (Roizen & Patterson, 2003), with common manifestations including chronic ear disease and hearing loss (Park, Wilson, Stevens, Harward, & Hohler, 2011). Issues with hearing may be pervasive with estimates of hearing loss ranging from 38% to 78% of individuals with Down syndrome. Conductive hearing loss from the presence of middle ear fluid and ear infections can result in the fluctuation of hearing loss levels (Park et al., 2011). High reported rates of hearing loss and impairment have implications for the education of children with Down syndrome. If a teacher is unaware of hearing issues the child may appear disengaged, exhibit behavioral challenges, and be unable to progress in related communication tasks. In a study of children with Down syndrome at eight years of age, hearing loss and conductive hearing loss was reported as common and highlighted the importance of audio logical vigilance in follow up

testing of hearing (Austeng, Akre, Falkenberg, Overland, Abdelnoor, & Kvaerner, 2013). In order to optimize educational outcomes for children with Down syndrome educators need to be aware of the high rates of hearing impairments and subsequent educational implications. Even though children who have Down syndrome often learn better from seeing than from listening, over 70% will have some level of visual impairment. One of the leading researchers on vision in Down syndrome is Margaret Woodhouse, based in Cardiff. She says: “It is important for teachers to acknowledge that, even if children wear glasses (including bifocals) successfully, or if they focus accurately without glasses, their visual acuity will still be below normal. Thus reading materials, for example, do not look the same to a child with Down syndrome as they do to his/her classroom peers. The material does not appear to have the same level of detail. Enlarging the print may help the child to access print more easily, but does not restore a “normal” appearance to the material” (Woodhouse, 2005); Woodhouse further recommends that all children with Down syndrome, whether they wear glasses or not, receive input from teachers for the visually impaired, to ensure that classroom materials are adequate.

Furthermore, a child with Down syndrome has difficulties in processing language, understanding the message, thinking of words, and to organize a phrase or sentence in order to respond. It can be difficult for them to learn new vocabulary just by exposure, like the other children in the class. All of this is called speech and language disorders. Another issue occurs in the level of the memory; working memory is a temporary storage system under intentional control that underpins our capacity for complex thought. (Henry, 2012). We need to be able to hold information in working memory in order to manipulate the information in any way thus for children with Down syndrome processing and storing verbal information and learning from listening is difficult. Impairment in working memory means that children with Down syndrome learn and remember skills and information in a different way to other children, and this needs to be taken into account in the classroom. Visuo-spatial working memory is usually relatively good, and so visuo-spatial information is likely to be conceptually easier, but children with Down syndrome also need a supportive environment to overcome major difficulties with visual acuity, as discussed below.

### **1.4.2 Supporting**

Research has shown that students with Down syndrome gain academic, social and behavioral advantages from being educated with their typically developing peers in mainstream schools. (Buckley et al, 2006). However Children with Down’s syndrome have a specific

learning profile with characteristic strengths and weaknesses. Not just generally delayed in their development and therefore merely in need of a diluted curriculum they being aware of the factors that facilitate and inhibit learning allows teachers to plan and implement meaningful and relevant activities and programs of work. The characteristic learning profile and learning styles of the child with Down's syndrome, together with individual needs and variations within that profile, must therefore be considered. The following factors are typical of many children with Down's syndrome. Some have physical implications; others have cognitive ones. Many have both. Ergo teachers need to be aware of the factors that facilitate learning such as the use of sign, gesture and visual support. In addition learning from practical curriculum material and hands-on activities and one of the most important element represented in modeling behavior and attitudes on peers and adults in order to imitate and take their cue from them .

Children with Down syndrome have the right to be given appropriate supports to enable them to access the curriculum and learn effectively. Mainstream schooling has better outcomes for children who have Down syndrome. The following steps show the accommodations that the child with Down syndrome needs, to benefit from inclusive education. According to the NEPS studies , these issues need to be solved by :

### **To Solve the Hearing Issues**

- Make sure that the child is sitting near the front of the classroom.
- Ensure the child is wearing their hearing aids if needed.
- Give the child the benefit of the doubt if they appear not to be listening.
- Cue the child by name when giving an instruction or asking a question.
- Provide visual materials to support the spoken word, including visual time tables and pictures of the topic at hand.
- Use a buddy system, so that the child with Down syndrome is not left behind just because they missed an instruction.
- Pre-teach new material in a quiet setting, such as individual resource time.
- Alert the parent if there seems to be a change.
- Reduced hearing is more evident in a noisy classroom than at home
- Take advice from visiting teachers for the hearing impaired, and use a radio aid or sound field system if recommended.

### **To Solve the Vision Issues**

- Use large print with good contrast (18-20pt font size, black on white).

- Use good, clear, colorful pictures. Bold, saturated colors are better than pastels.
- Remember this applies when the child is writing as well as reading.
- The child who is writing with pencil may not be able to see what they have written and the pale blue lines in copy books are probably virtually invisible.
- A black marker pen on thick black lines is needed.
- Be alert to changes in font size.
- For example, moving to more complex reading books often means smaller print. It's easy to think the child has reached a plateau, when actually they are struggling to see the words.
- Consult a teacher for the visually impaired.

### **To Solve the Speech and Language Issues**

- Accept that language is a significant difficulty, and adjust your own language to compensate. Use short, simple sentences.
- Allow processing time: count to 10 before you say anything else!
- Use positive sentences. It is much easier to understand “we walk in the corridor” than “don't run in the corridor”. In the first sentence the key word is WALK. In the second sentence, the key word is RUN.
- Think about word order. “We will go to the yard after you have finished your snack” will probably be understood as “yard, then snack” by a child who has difficulty processing language, leading to frustration all round.
- Don't give multiple instructions in one sentence. The child with Down syndrome is likely to pick up on either the first or the last, and be oblivious to the others. ( You may think you don't do this but—Ok everyone, time to finish your work, put your books in your bag, get in the line, we are going to the hallways actually 4 instructions) Supporting Children with Down Syndrome in Primary School.
- Use visual supports, visual time tables, lists, pictures, etc. to support understanding. (And make sure to include the written word along with any pictures, as repeated exposure to the written word will help develop sight word recognition).
- Pre-teach vocabulary, ideally in resource time, ahead of classroom topics. Using resource time for preparation, rather than catch-up is one of the most important ways of supporting a child with Down syndrome to succeed.
- Over time, developing good literacy skills is one of the best ways we know to overcome some of these difficulties. Language and literacy tend to develop in tandem. Being able

to see the words increases awareness of sounds and of word order. Having things written down means you can process language at your own pace.

➤ For children with Down syndrome, gold standard literacy instruction is essential. This is for two reasons. The first is that the majority of children with Down syndrome have clearer speech when reading, and the second is that written language is a rich, flexible way of communicating. It requires minimum equipment and it is widely understood. Literacy skills were almost unheard of in children with Down syndrome 40 years ago, whereas now the vast majority acquire at least functional literacy, probably due to higher expectations and better teaching, so you play a vital role in helping the child with Down syndrome to succeed.

### **To Solve the Working Memory Issues**

- Present materials visually.
- If the class is doing oral language work, give the child a list with a small number of key points that are mentioned repeatedly to listen out for (in words or pictures)
  - Use physical prompts or lists. If the child is going to fetch the paints, he is more likely to remember if he is carrying a paintbrush. Children with good literacy skills could bring a note with the word “paints” on it.
  - Practice working memory improves with practice. Play games where the children listen to 3 words and identify the odd one out.
  - Help children to develop their own strategies. This is likely to be a long term problem, so learning to write (and use) a reminder or a list will be essential.

### **1.5 Conclusion**

As a result there is no universally accepted definition of inclusion. Characteristics of a more inclusive approach in teaching and learning are built on several principles. These include the need for education systems to accommodate diversity in the school population, the need to provide a child-centered pedagogy; and the recognition that every student has unique characteristics, interests, abilities, and learning needs (UNESCO, 1994). Inclusive education is difficult to quantify; perhaps this difficulty in identifying what inclusive education is, contributes to a lack of cohesion for teachers about how to implement inclusive practices. As well, children with Down syndrome are involved in that inclusion, they can and do learn, and are capable of developing skills throughout their lives.



## **Chapter Two:**

Learners with Down Syndrome in Algerian Primary Schools.

### **2.1 Introduction**

This chapter is devoted to the presentation and analysis of results obtained from the data gathering tools (an observation and an interview) employed in this research. Subsequently, the present chapter represents the fieldwork of the study. Throughout it, we try to verify or falsify our hypotheses which postulate that if Students with Down syndrome need to be in public schools or in special ones, thereby it is appropriate to focus attention on how children with Down syndrome are being included in general education settings. Moreover, to collect data for our research, we adopted a qualitative approach. And we administrated classroom observations for first year primary schools, as well as, an interview that was done with primary school teachers.

### **2.2 Research Methodology**

#### **2.2.1 Research Method**

This research is mainly descriptive using the qualitative and quantitative approach to gather data the descriptive method enables us to both learn about learners with Down syndrome in primary schools and to analyze the teachers' views about this integration and in what way it can be effective.

#### **2.2.2 Data Gathering Tools**

In order to set our study and to confirm our hypotheses, two data gathering tools were relied on; an interview delivered to the teachers of primary schools' pupils with Down syndrome and classroom observation conducted for these pupils. The objective of choosing the two tools depends on the overall aims of the research which are investigating of learners with Down syndrome in primary schools in Algeria.

#### **2.2.3 Sample of the Study**

Participants in this study consist of first year primary school pupils at Ben-Aicha Mohamed primary-school, located in Ain Tadless in the south of Mostaganem. A total of 06 students who have Down syndrome from a population of 10 students with other special needs completed the study.

A second sample, which concerns teachers this time, has been selected to enrich the study and to confirm or falsify whether they agree with the integration of people with Down syndrome in mainstream schools. Therefore, ten (10) teachers have been interviewed at Ben-Aicha Mohamed and other School.

### 2.2.4 Procedures of the Study

The study was guided by following these general steps: obtaining order to conduct the study from the department of English which allowed me to take permission from ( The Direction of Education, Mostaganem ),that sent me to (the association of the mental handicap of Mostaganem) - This unethical title needs to be changed to( the association of children with special needs )- And from there, I gained my initial information from a psychologist , After she had welcomed me in a good way ,I asked her about the primary schools that include learners with Down syndrome , She said that their association is the responsible of sending children with disabilities to primary schools after testing their capacities , She claimed that not all of them are able to be in public schools because they are following the same educational program of ordinary learners .However children with Down syndrome follow this program in 2 years for example : children without disabilities learn 28 Arabic letter in one year while, children with Down syndrome learn 14 in the first year and the other 14 in the second year. Because as it has been mentioned in chapter 1, children with Down syndrome face a lot of learning difficulties. After that, she directed me to 6 schools in different regions (Ain-Tadless / Sidi-Lakhdar / Mazaghran / Achaacha/ Sidi-Ali / salamandre) I have chosen Ain-Tadless because of its location.

## 2.3 Teachers' Interview

### 2.3.1 Aim of the Interview

The main qualitative method used in this study to collect the data is an interview with female teachers in order to gain an understanding of their views on inclusive education, Also, to know teachers' awareness about the situation they are dealing with. In addition I have chosen interview to obtained recent information on the pupils in the inclusion class. As noted by Guba and Lincoln (1992), the interview is a respected and widely implemented instrument for gathering and exchanging data. According to Hinchey (2008), interviewing is perhaps the most widely used method of collecting qualitative data in educational studies, and in numerous studies it is the only source of primary data. Therefore, it is considered a crucial tool for data collection in a qualitative approach (Coll and Chapman, 2000).Furthermore, an interviewee is not limited to specific choices of answers, as in questionnaires, where the participants are restricted by a limited choice of answers, thus, it helps me gather additional information that might support me in my research.

### 2.3.2 Description of the Interview

Interviews is an interaction process during which the interviewer assesses the answers with regard to their importance to the proposed research (Cohen et al., 2011). According to Bryman 2016 , Three main types of interview are discussed in the literature :structured, semi-structured, and unstructured .For the purposes of my research, I decided to use semi-structured interview that is one in which the researcher asks some questions that were decided on in advance, yet also gives participants the opportunity and time to investigate other domains they regard as related (Hinchey, 2008). Hence the semi-structured interview was used in this study, as it gives interviewers the flexibility to explore interviewees ‘opinions in greater depth, leading to richer information being obtained from the interviewees as they feel free and able to lead the discussion (Briggs and Coleman, 2007; Plowright, 2011).

### 2.3.3 Administration of the Interview

The interviews have been designed for Ben-Aicha Mohamed primary- School teachers of pupils with special needs the academic year 2018-2019. The interviews took period of 5 days they were conducted from February 13–January 17, 2019 in each participant’s classroom .five English teachers were interviewed individually . After I had briefly introduced myself and the purpose of the study, I started the interview questions. Each interview lasted between 15 and 25 minutes. The interviews contain 13(see **appendix 1**) questions designed according to specific objectives, All teachers were asked the same questions, However the flexibility of the semi-structured interviews format allows questions to be altered if necessary in order to gain desired information, collaboration and better understanding.

## 2.4 The Analysis of the Finding of the Interview

To come up with reasonable answers to the research questions, data analysis shows that:

**Question One:** Why did you choose to work with children with special needs?

In this question, (2) the interviewees admitted that they have choose this work because they didn’t find another job, however, another (2) of them confirmed that they have choose this work because they love those children and they need a special care. In addition, (1) of the participants’ claimed that they have choose this work because it is related to their studies.

**Question Two:** How many years of experience you have, and what is your diplomat and how many years of training you had?

(2)of the participants confirmed that they have 30 years of experience, a diplomat in Psychology and had 3 years of training in Algiers. Moreover, (2) of them have 7 years of

experience, Are Orthophonist and had 3 years of training in Algiers. However, (1) of the interviewees claimed that she had more than 6 years of experience, are specialized educators and had 2 years of training in Mazagran.

**Question Three:** Do you think children with Down syndrome should be in public schools?

In this study, all the participants confirmed that children with Down syndrome should be in public schools except for one participant who disagreed.

**Question Four:** Do you agree with the educational program of the ministry?

Concerning this question, the majority of the interviewees (3) claimed that they agree with the educational program of the ministry, (1) teacher said that they sometimes agree with it, while another teacher disagreed.

**Question Five:** Does the government provide you with all the necessary needs?

(2) Teachers confirmed that the government provides them with all the necessary needs while all the others disconfirmed.

**Question Six:** Do parents volunteer in your programs?

Regarding this question, (2) teachers admitted that the parents volunteer in their programs while (2) others admitted that they don't. However, (1) teacher said that they sometimes volunteer in their programs but not always, they said that parents who look after their children education help us a lot

**Question Seven:** Can any teacher teach this category or should be specialized?

In this question, all the interviewees claimed that to teach this category you must be specialized.

**Question Eight:** What do you find most difficult in your data day routine in working with people with Down syndrome?

The majority of the participants (3) said that the most difficult things in transmitting ideas, while (1) of them said that the difficulty is in explaining lessons and the last teacher find difficulties in making them understanding lessons.

**Question Nine:** Is there a negative impact on their learning in the presence of other people with other special needs?

In this question, all the teachers confirmed that there is a negative impact on their learning while (1) teacher believes that they collaborate together and there is no negative impact on their learning. One of the teachers said: « I still remember when the autistic child in the class took of his shoe and stared eating its strap; a pupil with Down syndrome did the same »

**Question Ten:** Can Down syndrome' people teach all the subjects (math, physics...)?

(3) Teachers believe that they can't learn all the subjects while (2) others think that they can.

**Question Eleven:** Can they learn more than one language?

Concerning this question, (4) teachers believe that they can learn other languages such as French, however, (1) teacher said that they can learn only Arabic.

**Question Twelve:** Do you think that they can reach the college?

All the teachers admitted that they can't reach college except for one teacher.

**Question Thirteen:** What do you think society can do to help a person with Down syndrome to make life better for him?

In this question, all the teachers said that society must treat these people like normal ones; one of them said that they have to offer them jobs like normal persons.

## 2.5 Discussion of Results

Based on data gathered and analyzed from the teachers' interview I found that:

- To teach children with Down syndrome you have to be trained.
- Children with Down syndrome can learn other languages like French.
- To help these children, we must treat them like normal people and offer them jobs in future.
- Children with Down Syndrome can't learn all the subjects (maths / physics / biology )
- They may not reach college.
- The most difficult thing that teachers face with these children is in transmitting ideas and explaining lessons.
- Children with Down syndrome need to be isolated from children with other disabilities.
- Parents play an important role in the learning of their DS children.

## 2.6 Classroom Observation

### 2.6.1 Aim of the Classroom Observation

I have chosen classroom observation in order to learn about the learners (e.g their interest, motivation, interaction and learning styles ..) and how they respond to their teachers' question and to see how the teacher interacts with the student .As Gaies (1991) has pointed out "what we see, when we observe teachers and learners in actions is not the mechanical application of methods and techniques, but rather a reflection of how teachers have interpreted these things

“(p.14). Therefore classroom observations are considered as an effective approach in closely examining what is occurring in real classroom practice (Dörnyei, 2008).

### 2.6.2 Classroom Observation Procedures

Participant observation is a data collection approach involving the observer in the daily lives of those being researched, whether covertly or openly, over a relatively long-term period (Becker and Geer, 1957). It is a method that encompasses listening, asking, watching, collecting and recording data (LeCompte and Preissle, 1993). Frankfort Nachmias and Nachmias’s (2008) caution that research participants maybe affected and influenced by recording methods and, as a result, the participation of the researcher in group activities may be affected. Thus, I preferred in my study not to reveal the written notes during the observation in order to be as unobtrusive and discreet as possible when taking notes, thereby putting the group at relative ease by not reminding them that they were being observed and, as such, they behaved in a natural way without being self-conscious. I took notes in private places. Since the aim of my study is to identify conditions influencing schools participation of children with Down syndrome in mainstream primary schools, I have attended several sessions with these children to assess their performance within the class in terms of their development in understanding, responsiveness, interaction and participation. Accordingly to the poverty of my ability in translating the lesson to them because of their special needs, I have chosen to let the teacher doing it. Furthermore lessons were from their annual program (see appendix 2). As I mentioned before the class was full of different cases of pupils with special needs not just Down syndrome but I was focusing only on this category all the time.

## 2.7 The Analysis of the Finding of the Classroom Observation

### Population

Population	Age	Number of Pupils in Each Category		
10	6 to 15	Down Syndrome 01 girl / 05 boys	Autism 01 boy	Mental Retardation 03 boys

Table 2.1 :Number of Pupils in Each Category

Number of sessions	Date	Time	Activities
session 01	13 /02/2019	08:00 to 09:30	Discover the letter (ج)

session 02	03/03/2019	08:00 to 09:30	Listen and understand
session 03	03/03/2019	09:45 to 10:15	Calculation
session 04	08/04/2019	10:15 to 11:00	Listen and memorise

Table 2.2 Number of sessions

### Session 1

I have entered the class with the teachers at the same time and sat with them in the same place, minutes later Miss “Hayat” ,who is specialized in psychology, stood and began to welcome the pupils in a nice way and they seemed happy. After that she turned to the blackboard and painted a star then she asked them about the name , only two pupils rised their hands, one of them has Down Syndrome and the other one has mental retardation ,since I was there to observe the learners with Down Syndrome she let him answer , he said star<sup>1</sup>she thanked him ,then she wrote it and she put the letter”ج” in red because the lesson was about discovering the letter”ج” (seeappendix2) ,after wards two of them were repeating the letter loudly after she asked them to do so, and the other four were totally silent because they have speech difficulties. After a very short break, each teacher went to her own pupil to teach them how to write and pronounce the letter one by one using the text book. At the end of the session Miss “Halima” reviewed the lesson to ascertain the extent of their understanding, the same pupils started repeating the letter and the others did not.

### Session 2

This time , after I have entered the class and the teacher welcomed the pupils as the first time miss Halima who is a psychologist too started distributing the books to the students and opening them on the lesson page(seeapendix3),later she began reading this sentence (<sup>2</sup> from the text book several time repeatedly in order to listen and interact with the operative text ,then she reinterpreted it using the dialect because they still in the first phase .This work is done by teachers with the ordinary children ,However with Down Syndrome’s children requires more efforts .After that each teacher started explaining individually . This time there was more response than the first time.

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<sup>1</sup>) نجمة (translated by me)

<sup>2</sup> ( translated by me ) سأغرس هذه الفسائل الصغيرة.أنت ستسقي شجيرة الليمون

### **Session 03**

After the break from the first session, I have joined them again to attend the math lesson, first the teacher gave each student this book from the shelves, the lesson was about the calculation the teachers explained the lesson twice then individually, later the teachers asked to check their understanding .Moreover, they helped them to work on some tasks from the book (**see appendix4**) but the result was negative ,only one pupil who does not have Down Syndrome resolve the exercise correctly.

### **Session 04**

After the holidays I have attended with them for the last time , Since I observed them in mathematics and Arabic sessions , I have taken notes this time while they were listening and memorizing a song .the teacher wrote the first part of the chant (**see appendix5**) then she started reading it and singing it several times and asking them one by one to repeat it so that he can memorize it and pronounce it properly .The girl and two boys were doing it in a good way but the other three did not , in terms of the difficulties they face in speaking.

## **2.8 Discussion of Results**

Based on the data gathered and analyzed from the classroom observation, I found that:

- Not all children with Down syndrome can be in public school, especially those who have speech difficulties
- Children with Down syndrome learn more slowly and need more help than other children.
- It is very difficult for them to learn counting and calculation.
- Teachers need to do more efforts and have patience to transmit messages to the learners with Down syndrome
- This category of children cannot memorize easily.

## **2.9 Conclusion:**

In this chapter, we presented the methodology followed in this study; In addition, we described the instrument used to collect data from Down syndromes' students through

classroom observation and teachers' interview. Two main points were discussed: the interaction of children with Down syndrome in the classroom and the views of teachers of pupils with Down syndrome about the inclusive education. Nevertheless, there is a pressing need for changes to be implemented in inclusive schools and focused on those students with Down's syndrome, in an effort to satisfy their needs. In particular, there is a need to highlight the importance of greater knowledge, facilities, skills, resources and improved buildings, in empowering school principals. Moreover, all students are recognized as having the right to receive education in a setting appropriate to their social and academic needs (Miles and Singal, 2010). Therefore, a series of recommendations have been suggested to contribute to fulfilling the requirements for inclusive practices for those with Down's syndrome.

## Chapter Three:

### Pedagogical Implications and Suggestions

### 3.1 Introduction

As it has been demonstrated in chapter 2, the results of the current study reveal that dealing with learners with Down syndrome is not easy. The primary aim of my study was to understand the current state of inclusive education offered in Algeria. In this final chapter I will present a series of recommendations based on the study findings to help teachers to accept this inclusion of education in a good way. Since education is viewed differently as a political and ethical issue from one cultural context to the next (Gallagher, 2014), Authorities have to provide an educational system that is suitable for those with special educational needs in keeping with various international agreements, including that agreed in 1994 in Salamanca (United Nations Educational, Scientific and Cultural Organization, UNESCO, 1994). The Findings may also have implication and provide knowledge to parents of children with Down syndrome. In addition, the general findings from the interviews, observations showed that children with Down syndrome experienced a lack of progress in comparison with their general peers in relation to their overall involvement with students in a mainstream setting and also with inclusion in the social setting of a school. This observation could be a starting point for change.

### 3.2 Recommendations and Implications

Inclusive education is an endless journey towards achieving an equal society and social justice. As Uditsky (1993: p.93) stated, Inclusive education may take generations before it is properly understood or practiced. Inclusion necessitates a dynamic effort, with the continuous assessment and re-examination of current practices and policies. However, despite the fact that the United Nations Educational, Scientific and Cultural Organization, UNESCO Convention Against Discrimination in Education (1994) does not permit any limitation to or exclusion from educational opportunity on the basis of perceived or socially ascribed differences, my study's findings show that, even today, children with Down syndrome experience segregation within and from education in "inclusive schools" in Algeria. This situation is attributable to the lack of a solid implementation process, as well as the lack of resources available for principals and schools. Despite the fact they are respected as individuals from an Islamic perspective, children with Down's syndrome have not been

## Chapter 3 Pedagogical Implications and Suggestions

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afforded opportunities to participate across all areas of school life, but are excluded from academic activities and positioned in separate classroom settings. Accordingly, there is a pressing need for changes to be implemented in inclusive schools and focused on those students with Down syndrome, in an effort to satisfy their needs. In particular, there is a need to highlight the importance of greater knowledge, facilities, skills, resources and improved buildings, in empowering school principals. Moreover, all students are recognized as having the right to receive education in a setting appropriate to their social and academic needs (Miles and Signal, 2010). Therefore, a series of recommendations have been suggested to contribute to fulfilling the requirements for inclusive practices for those with Down's syndrome. The European Agency for Development in Special Needs Education is an independent and self-governing organization, supported by Agency member countries and the European Institutions (Commission and Parliament) wrote a report( **seeappendix6**), which focuses on various principles that apply to all sectors and phases of lifelong learning and to formal and non-formal education. As a result, inclusion is concerned with the quality of education of all learners. These principles include:

- **Responding to Learners' Voices**

The report claimed that learners' voices and those of family and advocates should be listened to, particularly when decisions are made that affect their lives. Therefore, learners must be provided with relevant information in appropriate formats to enable them to take a full part in all discussions and decisions regarding their education and plans for the future. Learners should have a voice in decisions that affect them:

- In assessment: choosing different ways of showing what they know, understand and can do, being involved in discussions about assessment information and how it can support future learning.
- In the learning process: having different ways of accessing information, making it meaningful and expressing themselves
- In planning their learning, taking personal factors into account.
- In the provision of support to overcome barriers to learning that does not stigmatize them or separate them from their peers.
- In curriculum: having a say in relevant, meaningful, personalized outcomes.
- In evaluating the learning outcomes to ensure educational achievement and well-being.

- **Active Participation of Learners**

All learners are entitled to be active participants in the life of the school and community. They should feel part of their class and school, being valued for the individual contribution that they make to the life of the community. Moreover they should be consulted about any additional support needed to help them participate in the full range of activities and experiences offered, Thus Learners should:

- Have a sense of belonging and feel secure in the school environment.
- Have opportunities for collaboration and co-operative learning, with flexible peer groups to develop social and communication skills.
- Have their achievements recognized and celebrated.
- Take a full part in extracurricular and out-of-school activities.
- Take responsibility for their own learning and an active role in the learning process, maintaining high expectations and increasing independence in learning.
- Recognize their responsibilities to others in the school and community.

- **Positive Teacher Attitudes**

All teachers should have positive attitudes towards all learners and the will to work collaboratively with colleagues. They should see diversity as strength and a stimulus for their own further learning. In their initial and continuing education, teachers need experiences that will develop positive attitudes and values and encourage them to research, reflect and find innovative solutions to new challenges presented by learner difference. In particular, teachers should welcome support from colleagues with different areas of expertise and work co-operatively moving from an individual to a collective approach to their work. Thence teachers should:

- Take responsibility for all learners and show understanding of the fundamental needs that they all have in common e.g. to feel safe, to belong, to enjoy their time in school and achieve meaningful outcomes.
- Value and show commitment to meeting a broad range of outcomes (including emotional health and well-being, social skills) and maintain high expectations for all learners.

## Chapter 3 Pedagogical Implications and Suggestions

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- Recognize when learners need support and arrange this sensitively togetherwith the learner, without using potentially limiting labels.

- Have knowledge of a range of resources (including ICT) and the skills to enable them to be used effectively in the classroom.

- Have a positive attitude to innovation and be prepared to continue their own personal and professional development.

- Collaborate with and support colleagues to reflect on practice and build ‘team’ knowledge and skills in order to help learners (for example in the development of individual support, classrooms strategies or transition plans) .

- Communicate effectively with learners, parents and colleagues from all agencies and support collaborative practice to benefit learners.

- **Effective Teacher Skills**

All teachers should develop the skills to meet the diverse needs of all learners. In their initial and continuing education, teachers should be equipped with the skills, knowledge and understanding that will give them the confidence to deal effectively with a range of learner needs. They should develop a range of approaches to assessment and pedagogy to enable them to use these in flexible ways to reduce barriers to learning and enable participation and achievement. They should develop a clear rationale for the approach esused, recognizing and reflecting on factors that can impact on learning and the barriers that can occur. Teachers should:

- Assess learners using a range of approaches which allow them to show what they know, understand and are able to do in a variety of ways.

- Use feedback to identify and overcome barriers to learning (physical, attitudinal, organizational) and plan with learners to ensure that future learning is accessible, coherent and connected to their lives.

- Provide a range of learning opportunities with choice for all learners, in line with a view of intelligence as multi-dimensional.

- Use a range of approaches to teaching, using flexible groups and taking account of learners’ preferences.

- Plan a relevant curriculum that provides coherent opportunities for the development of core, cross curricular competences and meaningful engagement for all learners.

- Work with colleagues to develop individual plans to ensure the consistent deployment of any necessary support, aids and adaptations to meet learners’ needs.

- **Visionary School Leadership**

School leaders should value diversity among staff as well as learners, encourage collegiality and support innovation.

Effective inclusive practice requires visionary leadership at all levels that demonstrates inclusive values and develops the positive ethos and environment for learning that form the basis of quality education. Throughout the whole school, inclusive values should be evident in all policies and development plans and demonstrated through the mutually supportive working relationships and practice of all school leaders, staff and learners. School leaders should:

- Establish a positive ethos and a learning culture by making their vision and inclusive values and beliefs explicit in all aspects of school life.
- Ensure that inclusion and learner well-being are central to all policies and evident in all practice.
- Organize school in ways that avoid labeling or categorizing learners, e.g. flexible, mixed groupings for different activities.
  - Actively work to promote responses to difference that includes learners by extending what is available in their usual learning environment.
  - Encourage and empower staff to develop their capacity and competence to meet a diversity of needs through different approaches and contribute their expertise to the whole school learning community.
  - Support staff to reflect on their practice and become autonomous life-long learners.
  - Manage resources effectively and ensure that they reflect and respect the diversity of learners within the school.
  - Use sources of funding creatively to ensure physical access to buildings and appropriate support (including aids/ICT) for all learners.
  - Develop effective monitoring, self-review and learner-centered evaluation that takes account of the achievement of all learners and of wider, as well as academic outcomes.

## Chapter 3 Pedagogical Implications and Suggestions

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- Use the outcomes of monitoring and evaluation to inform planning and strategic improvement to develop the school's capacity to support the best possible progress for all learners.

- Provide effective pastoral support for all staff and work to mediate external pressures by developing a clear rationale for approaches taken by the school.

- Manage specialist staff and internal and external networks to take joint responsibility and to work in partnership to facilitate access to the curriculum and extracurricular activities for all learners.

- Communicate effectively with the local community, interdisciplinary support services and specialist settings to ensure a holistic and co-ordinated approach to learners and their families that recognize the importance of meeting broader needs to enhance learning.

- **Coherent Interdisciplinary Services**

Every school should have access to the support of interdisciplinary community services. Children and young people will not be successful in their learning if their basic health, social and emotional needs are not met. This may require support for families and communities and will need services such as health and social services to collaborate and ensure a holistic approach. Interdisciplinary services should:

- Demonstrate good working relationships and effective communication across and between different sectors/services and schools in the community. They should enable information to be shared and appropriate and timely support provided to address additional needs (such as therapies for medical needs, mental health support etc.).

- Work closely with parents and learners to strengthen links between the family, school and the interdisciplinary team.

- Work with schools to involve all stakeholders, including local special schools/settings in their support networks and seek innovative ways to share expertise.

### 3.3 Suggestions

#### 3.3.1 What Can Society Do to Make Life Better to People with Down syndrome

##### \* Understanding Down syndrome

People need to understand that Down syndrome is not an illness, it is a 'genetic' condition, it is not usually heritable. Those who have it are just people with special needs

## Chapter 3 Pedagogical Implications and Suggestions

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live under hard condition such as : health ,mental health ,strengths and weaknesses in learning development ,However , people with Down syndrome achieving optimal educational, employment and social attainments ,they just need the support of the society .Nowadays , we see down syndrome in different aspects of life , today they are journalists , modals , special Olympians ..... .If people understand what Down syndromeis they will see people with that extra chromosomal as a normal people.



Figure 3.1 Lela London: special Olympian with Down syndrome



figure 3.2 Kate Grant ; a model with Down syndrome



Figure 3.3 Mihai Arsenie ,Bogdan Cristia and Raluca Avram with Down syndrome

### Down syndrome

Despite the fact that we live in the world of science. People keep calling persons with that genetic condition the handicapped or the mongolian , it is Down syndrome not the syndrome of down or downs' syndrome because John Langdon Down does not have down syndrome.

*“Individuals with Down syndrome let us know that they are able to learn, that they can have fun, be responsible, dependable, and can work hard. Persons with Down syndrome have feelings like other human beings and they have ups and downs. They will be happy when things go well, and they will be sad when they are offended or looked upon as second-class citizens. Persons with Down syndrome demonstrate that they do not have to be segregated, institutionalized, and shunned away, but can be active participants in community life. Displaying a diversity of human abilities and functions, persons with Down syndrome make us aware of the fact that looking upon them with respect and dignity is of utmost importance”*  
(Pueschel, 1999, p. 4).

#### **\*Resources**

People living with Down syndrome and their families require greater levels of medical and social support than many in the general population, their relatively small numbers mean that their 'resource allocation' is minor compared to resources associated with many other conditions. Accordingly to their number in all over the world, they need to be provided with all the needs and the sufficient time, for example the Proper use of resource teaching hours to pre-teach vocabulary allows children to access mainstream classes in a confident, meaningful way. Use of resource time to pre-teach ten words for a topic eg: Autumn, will achieve a number of objectives.

#### **3.3.2 How can parents treat their children with Down syndrome?**

Parents of people with disabilities have unique experiences and needs. We believe it is important to understand these unique experiences and needs as parents and as people. It is necessary to recognize that although parents may learn of their child's diagnosis at different points in time, prenatally or postnatally, they may experience similar levels of individual and relationship functioning. Policy for parents of children with disabilities, should provide support and promote their health and well-being

## **Chapter 3 Pedagogical Implications and Suggestions**

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If you have a child with Down syndrome ; treat him or her as you would treat a child without disabilities,love him and play with him , Encourage your child to be independent and always have high expectations for him also offer your help when needed for example if your child makes a mistake, do not say, “that’s wrong.” Instead, ask him or her to try again .More than this ,work with the professionals who are working with your child. And Participate in the planning of your child’s education, share your knowledge of who your child is, and promote addressing your child’s specific needs and not the label of DS

In addition, in order to help your child develop social skills but also to have fun, look for social opportunities in your community so that your child does not feel isolated from the family or from the society.

### **4 Conclusion**

Though Down syndrome can't be prevented, it can be detected before a child is born. The health problems that may go along with DS can be treated, and many resources are available to help kids and their families who are living with the condition, Moreover the role of the teacher and parents has great significance in their integration with the society.

# General Conclusion

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## General Conclusion

Inclusion as a process of addressing the diversity of the needs of all students has been gaining significant currency worldwide, reflected in any increasing number of international meetings. children with Down's syndrome are concern with this inclusion , they, described as having learning difficulties, and specifically those of primary school age .

This research was a sum of three chapters. The first chapter was divided into three parts, Thefirst part is concerned with understanding the meaning of inclusive education in general in particular, the second part discussed the definition of Down syndrome and the causes of having it, also the physical features of child with Down syndrome .the last part investigate the learning difficulties that the learner with down syndrome face in the classroom and how can the teachers or the educator support this overcoming. The second chapter represented the field work of the study .Throughout it, we described the instrument used to collect data from EFL students through classroom observations and teachers' interview to analyze their perspective towards inclusive education. The results that we have come with those Childrenwith Down syndrome learn more slowly and need more help than other children. In addition not all of them can be in public school;I have chosen classroom observations which are considered as an effective tool in closely examining what is occurring in real classroom practice (Dörnyei, 2008). I have attended several sessions with them, I could not teach them by my own because there were a varaion of disabilities and that require a good training, As a result, fourdifferent lessons from their texts' books were presented by their teachers. Moreover the purpose of classroom observations is to examine the interaction of the pupils with Down syndrome..In the second part teachers' interviews were conducted , The interviews had been designed for Ben-Aicha Mohamed primar school of the academic year 2018-2019 .The interviews took period of5 days, they were conducted from February 13–January 17, 2019 in each participant's classroom .Five teachers were interviewed individually .The interviews contain 13 questions designed according to specific aims and purposes. They included some direct questions at the same time; the researcher intentionally asked indirect questions in order to know teachers'prespectivestward the inclusive education and their experience in teaching people with Down syndrome .The results showed that. Teachers are struggling in teaching them because of the speech dificulties and most of them disagreed with this inclusion ,they claimed that children with down syndrome need to be in special centers learning under special program, Ergo, they confirmed that this category of children need to be well tested

## **General Conclusion**

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before being in a public school . The results of this study led us in the third chapter to suggest some practical implications for teachers and authorities include principals to enhance the quality of inclusion education of all learners. More than this, we provided some suggestions for parent of people with Down syndrome and for the society to make life better for these children.

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**Appendix:**

**Appendix 1**



**Teachers' Interview**



**Researcher: *bouakelnoureljihane***

**Years of teaching**

**experience:**.....  
.....

***“Completion and return of the interview implies your consent to use the data for research purposes.”***

***Please, read the following questions and answer them to best describe you and your teaching experience. Feel free to add any relevant information for each question.***

1. why did you choose to work with children with special needs ?/Do you think children with DS should be in public schools
2. How many years of experience you have, and what is your diploma and how many years of training you had?
3. Do you think children with Down Syndrome should be in public schools?
4. Do you agree with the educational program of the ministry?
5. Does the government provide you with all the necessary needs?
6. Do parents volunteer in your programs?
7. Can any teacher teach this category or should be a specialist?
8. What do you find most difficult in your daily routine in working with people with DS?
9. Is there a negative impact on their learning in the presence of other people with other special needs?
10. Can DS people learn all the subjects (maths /physics / biology /?)
11. Can they learn more than one language?
12. Do you think that they can reach the college?

## Bibliography

13. /what do you think society can do to help a person with DS to make life better for him?

### Appendix 2

A lesson from the textbook of Arabic of the first year primary school page 50

قراءة

ج . ج . ج . ج . ج

أكتشف

مَدِينَتُنَا جَمِيلَةٌ  
جَمِيلَةٌ  
ج

أتعرف على رسم الحرف

ج ج ج

أقرأ الكلمات التي فيها حرف الجيم

مسجد عجوز دراجة جامعة

أقرأ وأثبت

ج	ج	ج	ج	ج	ج	ج	ج
ج	جا	جا	ا	ج	ج	ج	ج
ج	جو	جو	و	ج	ج	ج	ج
ج	جي	جي	ي	ج	ج	ج	ج

50

Appendix 3

A lesson from the textbook of Arabic of the first year primary school page 53



Appendix 4

A lesson from the textbook of Math of the first year primary school page 27

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وَضْعِيَّاتِ جَمْعِ أَوْ طَرِحِ (1)

المراجع في كتاب التلميذ ص 40

أَتَمِّرُنْ:

عمل حَبِيَّة

بَعْدَ

قَبْلَ

فِي الشَّاحِنَةِ ... 6... عُلِبَ

فِي الشَّاحِنَةِ ... 9... عُلِبَ

نَقَصَ مِنَ الشَّاحِنَةِ ... 3... عُلِبَ

$6 + \dots = 9$

2 كَمَ يَلْزَمُ مِنْ جِزْرِ لِيَأْكُلَ كُلُّ أَرْنَبٍ جِزْرَةً؟

أَكْمِلْ لَتَعْرِفَ الْجَوَابَ.

عَدَدُ الأَرْنَابِ	عَدَدُ حَبَاتِ الجِزْرِ	عَدَدُ حَبَاتِ الجِزْرِ النَاقِصَةِ
8	6	2

أَبْحَثْ:

لَا حِظَ الطُّورَتَيْنِ قَبْلَ وَبَعْدَ، ثُمَّ أَكْمِلْ:

عِنْدَ رَأْسِ قَبْلَ ..... 4..... بِالْوَنَاتِ.

وَبَعْدَ أَصْحَ عِنْدَهُ ..... 7..... بِالْوَنَاتِ.

عَدَدُ البَالُونَاتِ الَّتِي تَفَرَّقَت ..... 3.....

أَكْمِلِ العَمَلِيَّةَ:

$10 = \dots + \dots$

### **Appendix 5**

A lesson from the textbook of Arabic of the first year primary school page 74



Appendix 6

Key principles for a good inclusion to an European Agency

## Bibliography

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