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**PhD Dissertation Defense**

Entitle

Examining Abu Dhabi And Dubai Teachers' Confidence In Using High-Leverage Practices (HLPs) To Meet The Needs Of Students With Special Educational Needs And Disabilities

By

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**Abstract:**

Research indicates that teacher confidence significantly influences the adoption and successful implementation of research-based and high-leverage practices (HLPs). Indeed, a teacher who is confident in using high-leverage practices can help students excel academically. However, when high-leverage practices are not implemented effectively, students with disabilities in inclusive settings do not receive the support they need to reach their fullest potential. Therefore, The purpose of this study was five-fold: a) examine Abu Dhabi and Dubai teachers' confidence level in using the HLPs to meet the needs of pupils of determination (POD), b) examine the effects of the demographic variables on teachers' confidence in using HLPs, c) understand the influence of the tenets of the HLPs on the instruction and assessment practices, d) understand the influence of demographics variables on each of the tenets of HLPs and e) to understand the influence of the school type (public vs. private) on the relationship between other demographics and HLPs. Four hundred and ninety-nine special and general class teachers from Abu Dhabi and Dubai inclusive schools across the three cycles participated in this study. The findings of this study revealed that Abu Dhabi and Dubai teachers reported higher confidence in using the instruction and social, emotional, and behavioural (SEB) practices than collaboration and assessment practices. Moreover, collaboration practice was the only tenet that didn't contribute significantly to the instruction and assessment variances. Furthermore, teachers with training and professional development reported higher confidence in implementing HLPs than those who did not have such training. Finally, when school type was considered, the results of this study revealed that the school type significantly moderated the relationship between teaching subject and instruction. Moreover, public school teachers impacted the relationship between the level of teaching and assessment. When teachers were teaching in cycle 2, public school teachers seemed more confident in implementing assessment practices than private school teachers.

**Keywords:** Inclusive Education, High Leverage Practices, People of Determination, confidence, general education teachers, special education teachers, and special education needs and disabilities (SEND).