

The Representation of People with Disabilities in Jordanian Basic School Textbooks

*Bashir Abu-Hamour, Hanan Al-Hmouz, Abdallah Azzam Aljarrah **

ABSTRACT

The appropriate representation of people with disabilities (PWDs) in basic school textbooks may be used to facilitate the movement toward inclusive education; and enforce the Jordanian Law on the Rights of PWDs for the year of 2017. The present study aims at examine how basic school textbooks that are published in Jordan approach subjects about PWDs. 37 basic school textbooks (grade 1 to grade 10) that cover subjects of Arabic Language and "Social, Citizenship, and Civic" Education, published by the Ministry of Education in Jordan are examined with respect to their method of addressing PWDs. The researchers use the content analysis (texts and images) method in order to facilitate this investigation. Results indicate that PWDs are rarely represented, and the Law of disability was largely ignored in the Jordanian basic school textbooks. Recommendations are presented for improving the integration of PWDs subjects into textbooks.

Keywords: Inclusive Education; Jordanian Textbooks; People with Disabilities; Content Analysis; Inclusion; Disability Legislation.

Introduction

In 2015, the population of Jordan was estimated to be approximately 9,531,712 (Jordan Statistical Yearbook, 2017). Applying the proposed population growth rate of 2.2% and considering the number of Syrian refugees, the population of Jordan will be around 10,000,000 by the end of 2018. Accurate census does not exist for people with disabilities (PWDs) in Jordan. Taking into consideration the international prevalence of disability estimated by the United Nations as 10%; this expectedly that Jordan has approximately 1,000,000 PWDs. However, a very brief screening survey was conducted in the Jordanian 2015 census and documented that 8,209,793 of Jordanian population with age of five years and above were facing difficulties in body functions status. These difficulties were organized into seeing (564690); hearing (520548); walking or climbing stairs (642130); remembering or concentrating (535269); personal care (467700); and communicating with others (381319) (Jordan Statistical Yearbook, 2017). Previous numbers should be interpreted with caution because children below the age of five were not included in this census, and not all difficulties in body functions status are considered disabilities.

Jordan is a developing country suffering from limited resources. Therefore, Jordan depends more on the development of the human resources than economic resources. Despite strained resources in Jordan, the Ministry of Education developed highly advanced national textbooks, and many other nations in the region have developed their education system using Jordan as a model (The Ministry of Education, 2017). Jordan has been able to achieve notable progress in different areas that facilitate the movements toward inclusive education and disability legislation as well (Abu-Hamour & Al Hmouz, 2014). Although practitioners' experiences in recent years suggest that Jordanian elementary school textbooks have made significant progress in integrating diverse perspectives, particularly in terms of gender, culture, race, and ethnicity; issues related to disability, however, have been neglected and not addressed in the context of inclusive education (Al-Oweidi & Al-Taj, 2014; Al-Salkhee & Abu-Sherakh, 2017).

* Faculty of Educational Sciences, Mutah University, Jordan. Received on 20/2/2018 and Accepted for Publication on 9/10/2018.

Basic Education, Legislation, and Inclusive Education in Jordan

The structure of the educational system in Jordan consists of a two-year cycle of pre-school education, ten years of basic education, and two years of secondary academic or vocational education after which the students sit for a general certificate of secondary education exam. Basic Education is a 10-year compulsory and free level of education. Study books are standard school textbooks distributed by the Ministry of Education. During the last two decades, the sector of education in Jordan witnessed a prominent development as well as progress evidenced by the advanced school textbooks, increasing number of schools and facilities, enrolled students, qualified teachers, administrative and academic members, size of expenditures, and the financial government support to this significant educational sector. Currently, the number of enrolled students in basic education is estimated at nearly 2,007,539 (The Ministry of Education, 2017). Jordan has historically provided a limited number of educational opportunities for PWDs, but has recently demonstrated a movement toward a more comprehensive educational system that includes students with disabilities in general education classrooms. This movement is highly directed by the disability legislation in Jordan (Abu-Hamour & Al Hmouz, 2014).

For the purpose of applying the provisions of the legislation in Jordan, a PWD defined as "Any person who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such an impairment" (Al Khateeb, 2017). According to Jordanian Law (31) on the Rights of Persons with Disabilities, (Section B) Education and Higher Education, the main responsibilities of the Ministries of Education and Higher Education are: (a) providing PWDs with general, vocational, and higher education opportunities in accordance with their disability category through integration; and (b) adopting inclusive education program between students with disabilities and non-disabled counterparts and implementing these programs within the framework of educational institutions (The Higher Council for the Affairs of Persons with Disabilities, 2007, p.4). This Law was revised and issued again under number (20) in 2017 with the emphasis on the following articles: (a) include PWDs in all aspects of life, and accept them as a part of the nature of human diversity; and (b) equality between men and women with disabilities in rights and duties. Furthermore, according to Article 18 in this Law, the Ministry of Education in coordination with the Higher Council for the Affairs of PWDs in Jordan will work to: (a) include policies, strategies, plans, and educational requirements for PWDs; to achieve their full right to education, and to have access to all related services as will; (b) ensure that children with disabilities are included into educational institutions by providing inclusive education; and (c) revising schools' textbooks and include specific items that address the rights of PWDs, promote their acceptance as a part of the nature of human diversity, and serve the policy of inclusive education. However, several researchers in Jordan indicated that philosophies and practices of inclusion for students or PWDs, as an advanced phase of integration, have not been clearly understood and implemented within the frame of the Jordanian basic school textbooks (Abu-Hamour & Al Hmouz, 2014; Al Khateeb & Al Khateeb, 2008).

Representation of PWDs in the School Textbooks

Several researchers suggested that when material on disability does appear in the school textbooks, it tends to be presented in conjunction with medically oriented, rather than socially oriented, topics (Asch & McCarthy, 2003; Olkin, 2002). This comes at a time when the prevailing trend in disability studies is to avoid a medical model, which focuses exclusively on the individual's physical condition as the source of disability, in favor of a social model, which views disability as rooted in environmental and attitudinal barriers (Olney, Kennedy, Brockelman, & Newsom, 2004). Another theory that should be considered when building up school textbooks is the theory of intersectionality. The theory of intersectionality has been defined with the intention of analyzing how different social and cultural categories interact in textbooks. "Intersectionality may make us aware of the complexity, and the ways textbooks reduce, exclude and include categories and identities: curriculum subject or interdisciplinarity, nationality, ethnicity, gender, sexuality, class, and disability" (Knudsen, 2005, p. 74).

Textbooks are a powerful part of the learning process; they help teachers design their courses, provide uniform content, and provide the basis of class discussion (Starck & Wyffels, 1990; Besser, 1999). In addition, the tendency of students to

use early learning experiences in a particular subject to interpret later information gives textbooks even more power, since they are often the tools of students' first exposure to a given subject of study (Hogben & Waterman, 1997). The messages transmitted in the images and texts of school textbooks materials can influence the reinforcement or transformation of traditional roles and stereotypes related with PWDs (Shaffer & Shevitz, 2001). Because textbooks are such powerful influences on classroom discussion and students' perceptions of knowledge, a textbook that does a poor job of communicating about PWDs issues can counteract the efforts of a teacher to include such issues in curriculum material. On the other hand, textbooks that include careful attention to disability issues can be excellent tools for integrating these issues into school environment.

In terms of addressing PWDs in the content, textbooks may either provide informative support that can be useful for the inclusion movement, or may provoke negative attitudes towards PWDs. Unfortunately, several researchers suggested that PWDs are presented very rarely and mostly in a fragmentary way in the textbooks. For example, Taub and Fanflik (2000) investigated the introductory sociology textbooks published between 1996 and 1998 and found that there was very little attention paid to disability or PWDs. A decade later, research by Goldstein, Siegel, and Seaman (2009) that analyzed introductory psychology textbooks and research by Sleeter and Grant (2011) that examined social studies textbooks, reading and language arts textbooks, science textbooks, and mathematics textbooks, concluded that PWDs were underrepresented in these textbooks. Other studies for primary school and infant school have indicated that textbooks continue to depict and illustrate a world that is exclusively populated by physically robust individuals and people without disabilities with virtually no references to PWDs (Torres, 2008). Hardin and Hardin (2004) found that around half of school textbooks have no images that refer to PWDs; furthermore, of the total number of images in the textbooks that they analyzed, just 0.6% were, in some way, related to disability. In the textbooks analyzed by Botelho et al. (2008) there were no references at all to disabilities; PWDs are ignored and treated as if they do not exist. On the occasions that they are visible, PWDs are seen as receiving help from others and they do not participate in an integrated manner (Hardin & Hardin, 2004; Hardin, 2007). Furthermore, Hardin (2007) reported that only a handful of studies have focused on the inclusion of PWDs in physical education textbooks.

This sparse coverage of PWDs and disability issues allows the worst stereotypes to persist. In addition, scholars from a variety of disciplines, including psychology, media studies, and disability studies (e.g., Asch & McCarthy, 2003; Barnes, 1992; Haller, Dorries, & Rahn, 2006; Olkin, 2003; Riley, 2005) have identified numerous distortions and stereotypes in depictions of PWDs. These include overemphasizing the need for physical and social support, presenting living with a disability as heroic, and depicting successful people with disabilities as extraordinary. According to these authors, it is rare to find discussion of the civil rights aspects of living with a disability or portrayals of PWDs in non-stereotypical roles, such as engaging in activities unrelated to the disability. Nevertheless, accurate portraying of PWDs is particularly important given the barriers that diminish interpersonal contact between people with and without disabilities (Haller et al., 2006).

In this line of research, when gender and disability have been jointly studied, results show a strong bias toward male representation (Thomas & Smith, 2003). For instance, studies that examined physical education textbooks have revealed an asymmetry in the ratio of females to males: Botelho, Silva, Queirs, and Caetano (2008) in Portugal; Hildreth (1979) in United States; Kirk, Land, Patterson, and Thomas (1985) in Canada; or Browne (1990) in England. All these works revealed gender bias and stereotyping in the educational materials. This suggests that women with disabilities suffer a double discrimination that is based on disability and gender (Hargreaves & Hardin, 2009).

Significance of the Study

In line with disability equality legislation in Jordan, Ministry of Education is expected to make reasonable and anticipatory adjustments to the schools' textbooks and pedagogy. The specification tables or the foundation of textbooks should be built around the principles of inclusion. In addition, when planning textbooks topics, authors should include several vital dimensions of disability, build up resources and books that are non-discriminatory, and ensure all children

have access to positive images and texts of PWDs. As discussed previously, a cursory examination of textbooks revealed a general absence of disability-related content, leading to the realization that there is a need to examine how textbooks contribute to the problem of inadequate care of PWDs. Ignoring disability in the schools' textbooks could lead PWDs to feel marginalized and more generally, could convey the message that disability is not a worthy topic.

In terms of Arabic studies, very few studies have explored this field of research. Al-Oweidi and Al-Taj (2014) investigated the image of PWDs in the Jordanian textbooks in preschool and the first four grades within public and private curriculum. Results indicated that there were limited and rare referring to PWDs or disability issues. In addition, the types of disabilities that have been referred to were just the physical, visual, and intellectual disabilities. Similar findings were documented in another study that investigated Islamic textbooks from grade 1 to grade 12 in Jordan (Al-Salkhee & Abu-Sherakh, 2017). Another study investigated how textbooks in Palestine address the issues of PWDs (Amrou & Abu-Kamal, 2010). The researchers concluded that disability resources were very rare in the textbooks and PWDs were presented as dependent on their counterparts without disabilities. Considering the lack of information on how Jordanian schools' textbooks approach disability and PWDs, this study examines this field of research. To the best of the author's knowledge, no English studies had investigated the representation of PWDs in the Jordanian basic school textbooks previously. Based on previous research, the major hypothesis of this research article was that PWDs were rarely represented in school textbooks, and their subjects were not addressed.

Problem of the Study

The present study aimed to examine how schools' textbooks that are published in Jordan approach subjects about PWDs. The researchers used the content analysis (texts and images) method in order to facilitate this investigation. The results of this research will be highlighted to provide enough information to the decision makers in the Ministry of Education and the Higher Council for the Affairs of PWDs in Jordan, so they will be able to recognize such results and consider them carefully while planning for inclusion of PWDs. Thus, the final aim of this study is to make recommendations to enhance the quality of the inclusion of PWDs in the Jordanian community by presenting them fairly in the schools' textbooks.

The study problem is represented by the following questions:

Study question 1: To what extent PWDs are included in the Jordanian Textbooks (Arabic Language and Citizenship Education) from grade 1 to grade 10?

Study question 2: What types of disabilities are represented in the Jordanian Textbooks (Arabic Language and Citizenship Education) from grade 1 to grade 10?

Study question 3: In what context are PWDs described or pictured?

Study question 4: what are the major themes that may be concluded about PWDs from the content analysis?

Study Delimitations and Limitations

- The textbooks that were analyzed were limited to grade 1 to grade 10; and cover just two subjects (Arabic Language and Citizenship Education).
- The textbooks that were analyzed were limited to public schools' curricula that were taught up to 2018/2019 academic year.
- The results of this study may not be generalized to other grades not targeted in this study, and other textbooks that were taught in private schools.

Method

A quantitative-qualitative study involving a systematic review of written texts and images was conducted to assess the representation adequacy (extent and type of coverage) of PWDs and disability-related content in the Jordanian basic school textbooks (Arabic Language and "Social, Citizenship, and Civic" Education). This study used content analysis in order to

carry out its primary aim. Content analysis is a method that required gathering, organizing, and interpreting data within a framework based on similar themes (Marshall & Rossman 2006).

Materials

In carrying out the content analysis, texts and images of textbooks were analyzed. 20 Jordanian Arabic Language textbooks and 17 "Social, Citizenship, and Civic" Education textbooks for grades 1 to 10 were examined, in total of 37 textbooks. These textbooks are written in Arabic and directed at obligatory basic education students within the Jordanian educational system. The selected texts had published in 2016. Only full-length, hardcover versions of the texts were included (see Appendix A and Appendix B for list of books analyzed). The textbooks were analyzed and classified under two titles: a) textbooks mentioning PWDs or any related subject to them, and b) textbooks having a separate chapter for PWDs. Then, more in depth investigation was conducted to examine the study variables (e.g., gender of PWDs and the presentation context of PWDs).

Procedures

Each of the three authors worked independently to identify all texts and images addressing disability or PWDs in the 37 textbooks. To gain a complete picture of disability-related content, we decided to investigate disability broadly and include any text material or illustrations that mentioned or depicted a) impairments that, as defined by the Americans with Disabilities Act (1990), substantially limit major life activities such as seeing, hearing, speaking, walking, breathing, performing manual tasks, learning, caring for oneself, and working; b) the experiences of, or attitudes toward PWDs; c) any procedure or appliance used in conjunction with a disability (e.g., Braille, cochlear implant); d) any behavior that may lead to a disability; e) significant others for people with disabilities including parents, teachers, and their peers; f) educational or environmental accommodations for PWDs; g) major disability legislation in Jordan and other countries; h) terms that are related or used to describe PWDs (e.g., deaf, blind, abuse, violence, battering, rehabilitation, chronic illness); i) inclusive education; j) the model of presenting the disability (medical or social); k) the gender representation among PWDs; and l) the context in which PWDs are portrayed.

For analysis, the textbooks were scrutinized in terms of the chapter, paragraphs, sentences, and images. They have been classified and investigated according to the previous categories. The research team reviewed content independently using a three-point scale as follows: absent/no mention of topic = 0; any mention of the topic = 1; topic well discussed/most dimensions discussed = 2. In terms of reliability, previous school textbooks other than those analyzed in this study were used for training. Training sessions continued until the raters reached interrater agreement levels of at least 95%. Across analyses of text materials, interrater agreement ranged from 97% to 100%, with a rounded average of 98%. Across content analyses of images, interrater agreement ranged from 96% to 100%, with an average of 97%. Finally, to build up the themes, we immersed ourselves in the data by reading the texts and analyzing the images. Then we generated the category through the prolonged engagement with the data. These categories then became buckets into which segments of text were placed. These categories were internally consistent but distinct from one another (Marshall & Rossman 2006, 159).

Results

The following sections present the results in this study: *PWDs are rarely represented in school textbooks, and their subjects are not addressed.* Of the 951 images that were analyzed, only two showed PWDs in grade 2 and grade 8; and of the 2913 pages that were analyzed, only nine texts addressed related issues to disability in grade 8 (See Table 1 and Table 2). These images and texts describe specifically people with visual impairments (Taha Hussein, Al-Marri, Louis Braille, and Helen Keller). Although Arabic and "Social, Citizenship, and Civic" education text books have so many lessons to include images and texts of PWDs, PWDs are rarely represented. For example, in the seventh grade of Civic and Citizenship Education, the first lesson is entitled *accepting others*, in this lesson in particular there was no texts or images of PWDs despite the fact that the curriculum designer can include images and texts about accepting PWDs. Also in the

fifth grade (first semester) textbook of Social and Citizenship Education, the first unite is about *Citizenship Education Rights and Responsibilities* where the first lesson is entitled of *citizenship*, the second lesson is entitled *rights and responsibilities*, and the third lesson is entitled *good citizen*. In this unit, the curriculum designer can and should add texts and images of PWDs. Furthermore, Citizenship and Civic Education of eighth grader (first semester) first unit is entitled *Living Together*, where there are three lessons, the first lesson is entitled *respecting diversity and differences*, the second lesson is entitled *abandon austerity and bias*, and the third lesson is entitled *abandon extremism and violence*, where also texts and images of PWDs can be included. Texts and images of PWDs can be included in The Arabic language textbooks also. For example, in the Arabic Language of ninth grader the (first semester) the first lesson is entitled *good moral*, where texts about PWDs can be included as well. The Arabic language seventh grade (first semester) has so many subjects to include texts and images of PWDs. The first unit is entitled *Cooperative Society* and the third unit is entitled *Freedom and Tolerance*, where also texts and images of PWDs can be included.

**Table 1. Images of PWDs in Jordanian basic school textbooks
(Arabic Language and "Social, Citizenship, and Civic" Education)**

Grade	Total Images	Images of PWDs	Images of PWDs %
1	145	0	0
2	129	1	.77
3	127	0	0
4	149	0	0
5	89	0	0
6	62	0	0
7	82	0	0
8	98	1	1
9	57	0	0
10	13	0	0
Total of images	951	2	.21

**Table 2. Pages that represent PWDs in Jordanian basic school textbooks
(Arabic Language and "Social, Citizenship, and Civic" Education)**

Grade	Total Pages	Pages that Represent PWDs	Pages of PWDs %
1	243	0	0
2	271	0	0
3	267	0	0
4	288	0	0
5	326	0	0
6	297	0	0
7	375	0	0
8	384	5 (9 texts)	.01
9	324	0	0
10	138	0	0
Total of pages	2913	5	.001

Although a gender analysis of PWDs representation was not an aim for this study, because as we documented previously both genders were not represented; our investigation to the textbooks produced the following valuable results: texts and images of female PWDs were not included although there are few lessons where texts and images of PWDs can

be included. For example, the fifth grade of Arabic language textbook (second semester) first lesson is entitled *take good care of women* and fourth lesson is entitled *our scholars* where texts and images of females with disabilities can be included. Furthermore, in the ninth grade "citizenship and civic education textbook" (first semester), the first unit is entitled *Human Rights* where the first lesson is entitled *rights and responsibilities*, the second lesson is entitled *human rights in Islam*, the third lesson is entitled *human right in the international law*, and the fourth lesson is entitled *women and children rights*; where texts and images of females with disability can be included easily. It is worth documented that Jordanian constitution made no differences between men and women in rights and responsibilities (The Higher Council for the Affairs of Persons with Disabilities, 2017).

PWDs are described as extraordinary rather than ordinary people with real life experiences. Very few representations were documented for people with visual impairments in the textbooks (e.g., Taha Hussein, Al-Marri, Louis Braille, and Helen Keller), and these people were described as heroes who had tremendous achievements. There were no images of PWDs in educational contexts nor were there images of PWDs in a natural environment (e.g., presenting a university professor with visual impairment, presenting a person with hearing impairment playing football with his friends, presenting a man on a wheelchair purchasing meat from a butcher's shop). PWDs are integral parts of the Jordanian community, and should be presented, as an ordinary people with real life experiences.

Other Findings and Themes

Responses and comments from the three authors of this study were coded. These were then read and re-read and themes were developed to reflect the nature of the responses in a weekly meeting for two months. The main themes that were concluded from the content analysis were: (1) international and Jordanian disability law were largely ignored in textbooks; (2) when mentioned in textbooks, disability tends to be discussed as a potential consequence of acute or chronic illness or injury, without further discussion of the disabling effects of the disability; and (3) PWDs are generally represented by well-known figures with visual impairments, and in just one chapter in the entire basic school textbooks for grades 1 to 10. Despite there are so many lessons where PWDs texts and images can be included, and show different types and models of disability.

Discussion

According to the Jordanian Law, the Ministry of Education are expected to make reasonable and anticipatory adjustments to the schools' textbooks. Specifically, the specification table or the foundation of textbooks should be built around the principles of inclusion for PWDs. In the present study, 37 basic school textbooks were investigated in terms of their representation of PWDs. The examination questions whether selected textbooks contain subjects related to PWDs; contains specific sections about PWDs (e.g., disability legislation, sports for PWDs); in what context are PWDs described or pictured; and what are the major themes that may be concluded about PWDs from the content analysis?

The results for each of these questions are discussed more fully below. *PWDs are rarely represented in the Jordanian basic school textbooks, and their subjects are not addressed.* The results of this study clearly demonstrate that Jordanian basic school textbooks contribute to the lack of attention to the PWDs and the inclusion movement in Jordan. Although Jordan is expected to have approximately 1,000,000 PWDs (approximately 10% of the Jordanian population), one could conclude that these books were written for Jordanian society without PWDs. To a certain extent, the textbooks that have been analyzed contribute to the invisibility and exclusion of PWDs and reinforce the inequalities derived from disability. The exclusion of PWDs from school textbooks has previously been demonstrated and commented on by authors such as Botelho et al. (2008), Hardin and Hardin (2004), Sleeter and Grant (2011), and Torres (2008). In addition, this result confirms the fact that neither the social model of presenting disability or PWDs, nor the theory of intersectionality were used to include PWDs in the Jordanian basic school textbooks (Knudsen, 2005). Furthermore, texts and images of female PWDs were not included although there are few lessons (e.g., *take good care of women*, *women and children rights*) where texts and images of PWDs can be included. Several researchers (Botelho et al., 2008; Hargreaves & Hardin, 2009) suggested that women with disabilities are a vulnerable population suffers from a double discrimination, that is based on

disability and gender. In this line of research, double discrimination has been reported in a number of other studies on school and educational materials (Shaffer & Shevitz, 2001; Thomas & Smith, 2003).

PWDs are described as extraordinary rather than ordinary people with real life experiences. Particularly, people with visual impairments (e.g., Taha Hussein, Al-Marri, Louis Braille, and Helen Keller) are described as smart heroes who suffer from their disabilities but had tremendous achievements in their life. Our findings indicate that PWDs are frequently portrayed as needing help or as recipients of altruistic behavior. Such portrayals, often reinforced by handicapping language, paint a unidimensional image of people with disabilities, undermine efforts toward their independence, and ignore the fact that the need for help, when it occurs, is often due to the lack of environmental accommodations rather than the impairment itself. A second form of stereotypical portrayal involved praising people with disabilities for extraordinary motivation or achievements. The overrepresentation of heroic figures presents unrealistic standards by which PWDs might be judged or might judge themselves (Hardin & Hardin, 2004). Unfortunately, the fact that many PWDs often live full and engaged lives in their communities, raising children and holding responsible positions, is largely unaddressed. As mentioned previously, accurate portraying of PWDs is particularly important given the barriers that diminish interpersonal contact between people with and without disabilities (Haller et al., 2006; Riley, 2005).

International and Jordanian disability law were largely ignored in textbooks, and it is rarely to find a discussion of the civil rights aspects for PWDs. Although the Jordanian Law (20/2017) on the Rights of Persons with Disabilities emphasizes that actions should be taken to revise schools' textbooks and include specific items that address the rights of PWDs, promote their acceptance as a part of the nature of human diversity, and serve the policy of inclusive education (The Higher Council for the Affairs of Persons with Disabilities, 2017); the result of this study; and previous Arabic studies, suggested that Jordanian basic school textbooks are not used effectively to represent PWDs or facilitate the movement toward inclusive education in Jordan (Abu-Hamour & Al Hmouz, 2014; Al-Oweidi & Al-Taj, 2014; Al-Salkhee & Abu-Sherakh, 2017). As mentioned previously, policy makers, researchers, and teachers should be aware that messages transmitted in the images and texts of school textbooks materials can be used as an effective tool to help enforce the law of PWDs in Jordan.

When mentioned in textbooks, disability tends to be discussed as a potential consequence of acute or chronic illness or injury, without further discussion of the disabling effects of the disability. In other words, disability is largely addressed in the school textbooks as a possible outcome of chronic illness or injury (e.g., head injury, chronic respiratory disease), rather than as a long-term or preexisting condition. For example, while some of textbooks did address traffic accidents, they rarely addressed issues related to living with a disability, or the effect of the resulting disability on using educational adaptations such as Braille, audiotapes, and large print; that are needed for providing appropriate educational opportunities for PWDs. Similar findings were documented by Smeltzer, Robinson-Smith, Dolen, Duffin, and Al-Maqbail (2010).

PWDs are generally represented by well-known figures with visual impairments, and in just one chapter in the entire basic school textbooks. However, it is important not to limit discussion to a single chapter; the researchers recommend integrating the issue of disability throughout each textbook, where and when appropriate, such as pregnancy, traffic safety, the side effects of medicine, prevention and early intervention services, diversity, accepting differences, and equity legislation (Knudsen, 2005; Olney et al., 2004; Shaffer & Shevitz, 2001). The results of this study confirm as well that visual impairment received greater attention than physical, cognitive, hearing, or developmental disabilities. This finding might be attributed to the following: a) people with visual impairments can be easily represented in the textbooks using their black eyeglasses, b) availability of inspiring stories about people with visual impairments for the curriculum designer, and c) the curriculum designers and collaborated authors have limited knowledge about other disabilities (e.g., learning disabilities, emotional disturbances, intellectual disability) that can be included in the textbooks.

Limitations, future research, and implication

Although this study is one of the very few attempts to investigate the representation of PWDs in the Jordanian basic school textbooks, certain limitations should be considered when interpreting the results. First, just two school subjects

(Arabic Language and "Social, Citizenship, and Civic Education") were included in the content analysis. It is recommended for future studies to include all school subjects in the content analysis to get a comprehensive picture of PWDs representation in the entire basic school textbooks. Another limitation of this study is that it is focused only on the standard textbooks that were published by the Ministry of Education in Jordan and mostly taught in public schools. Future research should also be directed to investigate the international textbooks that are used solely in private schools.

On the basis of the research results, the authors recommend to the Ministry of Education and to the Higher Council for the Affairs of Persons with Disabilities in Jordan to design methodological recommendations for the authors of textbooks. Recommendations should mention exactly how (with what frequency, what kind of disabilities, in what situations) PWDs should be presented in the basic school textbooks. In the absence of the adequate inclusion of PWDs related content in Jordanian textbooks, inclusive education is not implemented appropriately. It is a necessity to pay more attention to the creation and implementation of a national plan for a purposeful inclusion of PWDs subjects in the Jordanian textbooks. In addition, when planning textbooks lessons, teachers and practitioners should include several vital dimensions of disability, build up resources and activities that are non-discriminatory, and ensure all children have access to positive images and texts of PWDs in the textbooks.

Conclusion

The future Jordanian basic school textbooks should facilitate the inclusive education of PWDs; provide direct articles and implication of disability legislation; introduce effective policy to prevent abuse, name calling and bullying because of physical, mental or sensory differences; set up structures through which PWDs can express their views; have some influence on their representations; and include families and significant others of PWDs in the curriculum.

In addition, the Ministry of Education should introduce more inclusive practices in education necessitates change in school textbooks, teacher-training, teaching methodology, and teacher attitudes toward PWDs. Finally, Regular and special education teachers in Jordan need further professional development opportunities in the field of including and presenting PWDs in school textbooks.

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تمثيل الأشخاص ذوي الإعاقة في الكتب المدرسية الأردنية للمرحلة الأساسية

بشير أبو حمّور، حنان الحموز، عبدالله عزلم الجراح*

ملخص

إن بإمكان التضمين المناسب للأشخاص ذوي الإعاقة في الكتب المدرسية للمرحلة الأساسية تسهيل الانتقال نحو التعليم الدامج، وإنفاذ القانون الأردني لحقوق الأشخاص ذوي الإعاقة لعام 2017. هدفت الدراسة الحالية إلى التحقق من الكيفية التي تتناول فيها الكتب المدرسية ضمن مرحلة الدراسة الأساسية (الصف الأول إلى الصف العاشر)، التي تغطي مادتي اللغة العربية والتربية الاجتماعية والوطنية والمدنية، والمنشورة من قبل وزارة التربية والتعليم في الأردن المواضيع ذات العلاقة بالأشخاص ذوي الإعاقة. ولتحقيق الهدف من الدراسة تم تفحص 37 كتاباً من الكتب المدرسية للمرحلة الأساسية فيما يتعلق بطرق تناولها للمواضيع ذات العلاقة بالأشخاص ذوي الإعاقة. استخدم الباحثون طريقة تحليل المحتوى (المستندة إلى تحليل النصوص والصور) لتسهيل عملية التفحص في هذه الدراسة. أشارت النتائج إلى أن الأشخاص ذوي الإعاقة نادراً ما يتم تمثيلهم في الكتب المدرسية، كما أن قانون حقوق الأشخاص ذوي الإعاقة مُتجاهل بشكل كبير في المنهاج المدرسي. وأخيراً، تتضمن الدراسة توصيات مقترحة لتحسين إدماج الأشخاص ذوي الإعاقة في الكتب المدرسية. **الكلمات الدالة:** التعليم الدامج، الكتب المدرسية الأردنية، الأشخاص ذوي الإعاقة، تحليل المحتوى، الدمج الشامل، تشريعات الإعاقة

* كلية العلوم التربوية، جامعة مؤتة، الكرك، الأردن. تاريخ استلام البحث 2018/2/20، وتاريخ قبوله 2018/10/9.