



United Arab Emirates
Ministry of Education
Special Education Dept.



**General Rules for the Provision of
Special Education Programs and Services
(Public & Private Schools)**





His Highness Sheikh Khalifa bin Zayed Al Nahyan

President of the United Arab Emirates





His Highness Sheikh Mohammed bin Rashed Al Maktoum

Deputy President of the United Arab Emirates



In the name of Allah, the Most Gracious, the Most Merciful!



The people of the United Arab Emirates have an enormous amount of concern for the needs of individuals with special needs which stems from our traditional cultural beliefs that emphasize a philosophy of social responsibility for the needs of all members of society. Therefore, having concern for the needs of individuals with special needs and being committed to helping them develop to their fullest potential is not only the responsibility of families of individuals with special needs. It is a duty for all members of

society. Education is a resource which all members of society may utilize to develop to their maximum potential, therefore ensuring that individuals with special needs have equal access to a quality inclusive education is a priority for all members of society and requires that government authorities unite in our efforts to utilize our resources to meet the educational needs of individuals with special needs.

The philosophy of inclusive education in schools in the United Arab Emirates was envisioned by His Highness Sheikh Khalifa bin Zayed Al Nahyan, President of the UAE and his brothers, the rulers of Emirates - May Allah protect them all - and supported by His Highness Sheikh Mohammed bin Rashid Al Maktoum, Deputy President of the UAE and Head of the Ministerial Council - May Allah protect him - and was transformed into Federal Law 29/2006 Regarding the Rights of Individuals With Special Needs. The law stipulates that “special needs in themselves are not an obstruction to joining or getting admission into an educational institution, no matter whether it is a public or private institution”. This law shows the great compassion and concern that our noble leaders have for the needs of others and their belief that equal access to a quality education will help individuals with special needs develop to their full potential.

The Ministry of Education of the United Arab Emirates supports the national and international educational philosophy of inclusion, which means that being educated in regular education classrooms with peers in their age range, in their neighbourhood schools with necessary supports is the optimal environment to meet the educational, social, emotional and vocational needs of individuals with special needs.

I would like to take this opportunity to personally thank all individuals and organizations involved as we continue to unite together and strive to meet the challenges that lie ahead as we embark on this exciting journey of putting the philosophy of inclusion into practice in the United Arab Emirates.

Hameed Mohammed Al Qatamy
Minister of Education





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Chapter 1: History and Philosophy of Special Education in the United Arab Emirates

- **Overview of History of Special Education in the UAE**
- **Philosophy, Vision and Mission for Special Education in the UAE**
- **Goals for Ministry of Education, Special Education Department**





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Overview of History of Special Education in the United Arab Emirates

Since 1979, the provision of special education programs and services in the United Arab Emirates (UAE) has evolved and expanded to recognize a wider variety of categories of special education, which is also available to students in higher grades, and to promote inclusive education, or equal access to educational opportunities. For example, the proposed categories of special education described in these guidelines, no longer only apply to individuals with a disability, which is a term used to describe a mental, physical, sensory, cognitive or behavioral condition which impairs one or more daily activities, and adversely affects educational performance. Categories of special education now include Gifted and Talented individuals whose abilities, talents and potential for accomplishments are so exceptional or advanced that special education and support services are needed for the student to meet educational objectives and goals in the general education classrooms. In addition, in 2006, special education programs and services in the UAE were expanded to include the delivery of services to students up to the 9th grade.

Also, in the past, the Ministry of Education in the UAE primarily provided special education programs and services to students with intellectual disabilities (previously referred to as mental retardation) in community or center-based educational programs, while students with visual, hearing and physical disabilities received their education in general education classrooms and received support from regular and special education teachers. Now, with the introduction of the United Arab Emirates, Federal Law No. 29 in 2006, Regarding the Rights of Persons With Special Needs which promotes the philosophy of inclusive education by ensuring that all students with disabilities in public and private educational institutions in the UAE have access to equal educational opportunities, the number of students with intellectual disabilities being included in general education schools is increasing.

These guidelines for the provision of special education in the UAE have been prepared to serve as a common framework for the “work in progress” that educators and other professionals, parents and individuals with special needs in the UAE must undertake to ensure that we strive to achieve “best practices” in the process of inclusion.



Philosophy, Vision and Mission for Special Education in the UAE

Philosophy for Special Education

Each student is unique in his own way and needs to be provided with a safe, caring and stimulating environment to grow and mature emotionally, intellectually, physically and socially. Educators demonstrate a commitment to teach all students and provide them with a safe and supportive environment to develop to their maximum potential based on their individual strengths and challenges.

Vision for Special Education

Our vision is to provide educational programs and related services to students with special needs and gifts and talents in public and private schools in the UAE that reflect the best international standards and practices to prepare them to be productive members of society.

Mission for Special Education

Use all available resources to plan, implement, and monitor the provision of special education programs and related services to students with special needs and gifts and talents and ensure that they receive an Individual Education Program (IEP) or Advanced Learning Plan (ALP) based on their strengths and needs to enhance their social competence and enable them to maximize their contributions to their communities.

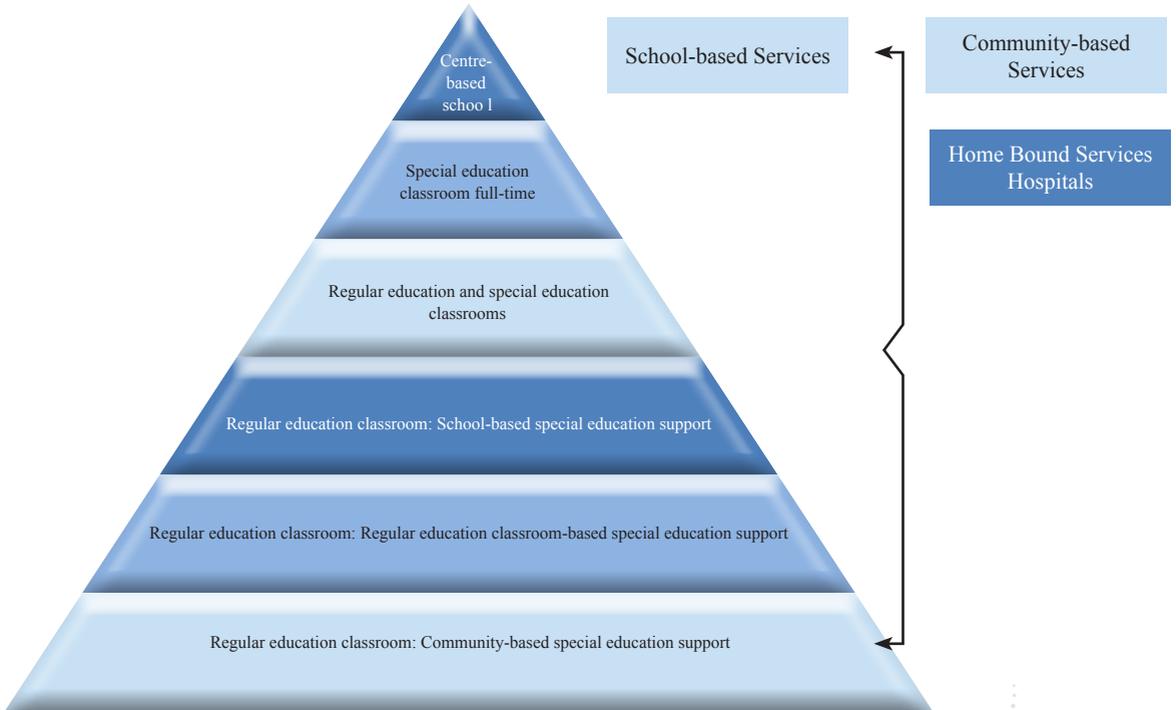
Philosophy of Inclusive Education

The provision of support and equal access to educational programs and services for students with special needs and gifts and talents are the priorities of the educational policy in the United Arab Emirates and reflect the philosophy of inclusive education. Inclusive education means that all students have the right to be educated to the extent possible with their age-appropriate peers who do not necessarily have disabilities in the general education setting of their neighborhood school with support provided. Inclusive education is not intended to limit the participation of students with special needs to regular education programs and services. Rather, inclusive education means that students with special needs have the opportunity to participate in educational programs and services in the least restrictive environment that is commensurate with their individual strengths and needs. In many cases, the least restrictive environment is the regular education classroom, though not all the time. Here it must be noted,



that students may be eligible to receive special education programs and services and may receive those services and remain enrolled in the regular education classroom as illustrated in Figure 1. The concept of least restrictive environment will be discussed in more detail in Chapter 2 which describes special education programs and services.

Figure 1. Special Education Programs



Goals for Ministry of Education, Special Education Department

- (1) Provide equal opportunities for education to students with disabilities in the public and private schools and comply with the provisions of Law No. 29/2006 related to the Rights of People with Special Needs in the field of education.
- (2) Provide appropriate services to the students with disabilities and special gifts and talents in all educational institutions in the public and private schools that meet their needs and enhance their abilities.
- (3) Provide appropriate assessment tools to determine eligibility for the various categories of disabilities and develop individual educational plans and provide all services in accordance with the best international practices.
- (4) Provide appropriate learning environment (least restricted) based on an Individual Educational Plan, enhance and enrich learning opportunities through the Advanced Learning Plan, so as to meet all the needs of the students with special needs and gifts and talents in public and private schools.
- (5) Provide ongoing professional development on the contemporary and best internationally recognized practices in the field of special education to the professionals working with students with special needs and gifts and talents.
- (6) Collaborate with qualified professionals for all categories of special education to educate and meet the needs of students with special needs and gifts and talents.
- (7) Collaborate with parents of students with special needs and gifts and talents at every step of the educational process starting from the assessment phase to developing an Individual Education Plan and monitoring the progress of the student.
- (8) Cooperate and collaborate with other establishments and institutions that provide services to the families of individuals with special needs such as the Ministry of Social Affairs and the Ministry of Health.
- (9) Educate the community about the rights and needs of persons with special needs in the field of education and promote inclusive education through workshops, conferences, informal events planned by the Ministry of Education and educational districts, schools and community institutions. Provide students without disabilities an opportunity develop an understanding of the needs of students with disabilities, provide appropriate assistance to them, and challenge their views about the limitations of students with special needs.
- (10) Provide a quality learning environment to meet the needs of as many students with special needs in public and private schools as possible.



Chapter 2: General Rules for Special Education Programs

- **Special Education Categories and Special Education Programs and Services**
- **Procedures for Identification and the Provision of Special Education Programs and Services**
- **Transitional Services**
- **Organizational Structure, Primary Duties and Responsibilities for the Administration of Special Education Services in the UAE**
- **Academic Qualifications and Professional Development in Special Education**
- **Rights, Duties and Responsibilities of Parents or Guardians of Students with Special Needs**
- **Special Education Programs in Private Schools and Institutes**





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Special Education Categories and Services

A- Special Education Categories

The following categories of disabilities are recognized by UAE, Ministry of Education as categories of disabilities that qualify a student to receive special education programs and related services, if it can be demonstrated that the disability adversely affects the child's academic performance:

Specific Learning Disabilities

A specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language spoken or written that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations and/or mathematical reasoning, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of cognitive disability, of emotional disability, or of environmental, cultural, or economic disadvantage.

Physical and health related disability

This means physical and health problems which are chronic or severe in a manner that they lead to poor and limited functionality and adversely affect the educational performance of the student such as: (asthma, attention deficit disorder with hyperactivity, diabetes, heart disease, epilepsy, leukaemia, cerebral palsy, renal failure, HIV, and head injuries etc).

Visual Impairment

Visual impairment means impairment in vision that, even with correction, adversely affects a child's educational performance. The term visual impairment includes both partially sighted and blindness.

Hearing Impairment Including Deafness

Hearing impairment including deafness means an impairment that, with or without amplification, adversely affects educational performance; may be permanent or fluctuating; may be so severe that the child is impaired in processing linguistic information through hearing, with or without amplification.



Speech and Language Disorders

Speech and language disorders means having a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a child's educational performance.

Autism Spectrum Disorders

Autism Spectrum Disorders (ASD), also known as Pervasive Developmental Disorders (PDDs), cause severe and pervasive impairment in thinking, feeling, language, and the ability to relate to others. These disorders are usually first diagnosed in early childhood and range from a severe form, called Autistic Disorder, through Pervasive Development Disorder Not Otherwise Specified (PDD-NOS), to a much milder form, Asperger's Disorder. They also include two rare disorders, Rett's Disorder and Childhood Disintegrative Disorder.

Emotional and Behavioral Disorders

An emotional and behavioral disorder means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (a) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) inappropriate types of behavior or feelings under normal circumstances, (d) a general pervasive mood of unhappiness or depression, and (e) a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

Intellectual Disabilities

Intellectual disabilities, formerly called "mental retardation" means having significantly below average general intellectual functioning, existing along with deficits in adaptive behavior which are manifested during the developmental period and adversely affect a child's educational performance.

Definition for Gifted and Talented

Gifted and Talented refers to having outstanding ability, or a great deal of willingness in one or more areas of intelligence, or creativity, or academic achievement or special talents and abilities such as oratory, poetry, drawing, handicrafts, sports, drama, or



leadership capacity. More often the performance of the talented or gifted student is so exceptional or advanced that they require special provisions to meet their educational needs in the general education classrooms with support from special education teachers and resource room teachers.

The Ministry of Education in the UAE provides various services to Gifted and Talented students such as: enrichment programs inside the general education classes or resource rooms (either in a subject in the curriculum, or subject not included in the curriculum). Additional services include assigning students individual projects and studies, specialized educational tours, attending lectures, debates, educational seminars, participating in educational competitions, providing students with programs to solve problems, programs of leadership, communication and computer skills, and other such enrichment programs are also provided.

Exclusionary Clause

The term disability and or placement in special education does not apply to students who are experiencing learning problems that are primarily the result of the following circumstances:

- environmental factors
- cultural factors including not being a native Arabic speaker
- economic disadvantage
- or students who have experienced academic failure.

If any of the above circumstances are present, then a student should be referred to the School Support Team for intervention and support services.

The major categories of disabilities which may qualify a student for special education programs and services are not limited to the aforementioned, but also includes other disabilities such as the following:

- Multiple Disabilities, and
- Developmental Delay

B- Special Education Programs

An important consideration in special education is to provide the student with disabilities an education in the least restrictive environment which means that to the extent possible, a student with disabilities should be educated with age-appropriate peers who do not have a disability. The regular classroom is the best educational option for all students, including students eligible to receive special education services. There are different



types of special education programs, and inclusive education learning environments that are available to meet the needs of students with special needs which are described and illustrated in Figure 2 along a continuum from least-to-most restrictive learning environments. For example, a student with special needs may be enrolled in all regular education classes and receive special education support services only from community service provider, or may receive classroom-based or school-based special education programs and support services. Some students have disabilities that are so severe that they are unable to benefit from participating in a regular education school setting and participate in community or center-based educational programs.

Pre Referral Services:

Before a referral is made to determine a student’s eligibility for special education programs and services, students enrolled in regular education classrooms whose performance exceeds or does not meet expectations compared to their peers should be referred to the School Support Team who will develop an intervention plan to improve the student’s academic performance.

Special Education Programs:

Inclusion in Regular Education Classroom with Community-Based Support

Students with special needs may be enrolled in a regular education classroom and receive special education support service from community providers.

Inclusion in Regular Education Classroom with Classroom-Based Support

Students with special needs may be enrolled in a regular education classroom and receive special education support services in the classroom from the general and or special education teachers or from specialists. For example, a student with a speech and language disability may receive speech therapy services from the speech and language therapist in the regular education classroom.

Inclusion in Regular Education Classroom with School-Based Support

Students with special needs may be enrolled in a regular education classroom and receive special education programs and services outside of the regular classroom, but in the school setting. For example, a student with a specific learning disability might receive individualized instruction from a reading specialist in the school setting, but outside of the regular education classroom.



Inclusion in Regular Education Classroom with Resource Room Support

A resource room is a classroom located in the regular education school where students with special needs, or the Gifted and Talented may attend to receive individual or group instruction and support in not more than half of his academic subjects as indicated in his Individual Education Plan (IEP), or Advanced Learning Plan (ALP).

Basic Special Education Classroom

The basic education classroom is a classroom in a regular education school where students with special needs attend to receive group instruction and support in the majority of their academic subjects as indicated in his IEP.

Community-Based Education Programs

Community-based educational programs may be provided to students outside of the regular education school setting due to factors which prevent them from attending school. In such case, a medical report which is recognized by official authorities such as government hospitals must be provided. Similarly, the concerned authorities and teachers must be mentioned to provide the student with the services in the individual educational plan. (See explanation of terms for home-based school and schooling in the hospital).



Programs for Gifted and Talented Students:

The students identified as Gifted and Talented have an exceptionally high level of capability in one or more subjects, or in areas of personal interests such as electronics or play writing. Gifted and Talented students require advanced educational programs to supplement the general education curriculum and provide them with a high level of enrichment activities. Enriched activities may include independent studies and vocational guidance which are detailed in a written document referred to as an Advanced Learning Plan (ALP) which is developed by a specialized team to meet the needs, interests and creativity of Gifted and Talented students. An example of approved enrichment programs is the Comprehensive School Enrichment Program.

Pre Referral Services:

- Student Support Team

Special Education Programs :

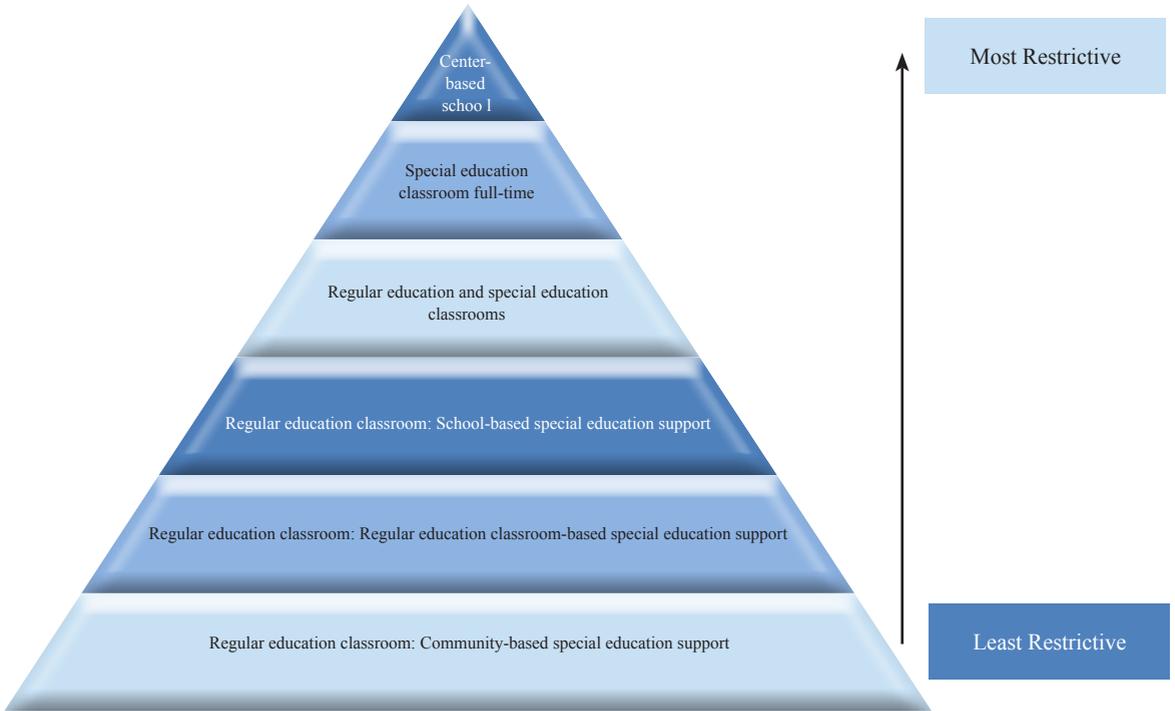
- Regular Education Classrooms Programs
- Special Education Classrooms Programs
- Community Based Special Education programs

Other Related Support Services:

- Speech and language services
- Physical Therapy
- Occupational Therapy
- Vocational Training
- Other support services according to the needs of student



Figure 2. Hierarchy for Inclusive Education Learning Environments.



Acceptable Reasons for Placement in Special Education Classroom	Unacceptable Reasons for Placement in Special Education Classroom
Student has a severe disability and would not benefit from education in the regular education classroom.	Student has learning difficulties that are not caused by a specific learning disability.
Availability of a large group of students enrolled in the school with a similar disability such as a hearing impairment or deafness, and the student would benefit from education and social interaction in the special education classroom.	Student has a mild disability that does not have a significant and adverse impact on his educational performance.
	Student is significantly older than his classmates enrolled in the regular education classroom
	Student has mild behavior or emotional problems.



C- Special Education Support Services

Speech and language services

The treatment of speech and communication disorders depends on the disorder. It may include physical exercises to strengthen the muscles used in speech (oral-motor work), speech drills to improve clarity, or sound production practice to improve articulation.

Physical Therapy

Physical therapists help people to improve their major moving skills such as walking, jumping, kicking and climbing stairs for children and adults. This may mean re-learning a skill lost due to illness or injury.

Occupational Therapy

Occupational therapists help people of all ages to improve their ability to perform tasks in their daily living and working environments. They work with individuals to help them to develop, recover, or maintain daily living and work skills. Occupational therapists help clients not only to improve their basic motor functions and reasoning abilities, but also to compensate for permanent loss of function. Their goal is to help clients have independent, productive, and satisfying lives.

Vocational Training

These are supportive vocational rehabilitation programs which may benefit students with special needs after completion of the 5th grade. These programs are offered by institutes of applied technology and rehabilitation centres for people with disabilities.

Other Support Services as Needed for the Student

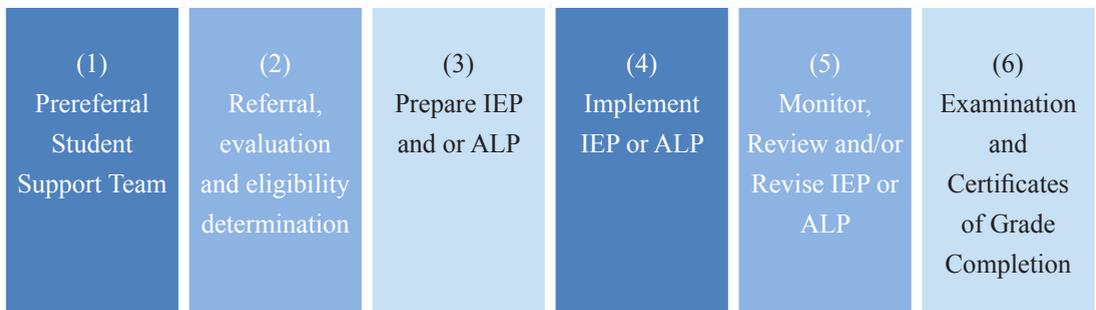
These services are provided to students as needed and may include the provision of prosthetic devices, and training.



Procedures for Identification of Disabilities

When a student who is not enrolled in any special education program experiences learning or behavior difficulties, or has sensory, medical or physical needs, the student may be referred by a parent, school personnel or community organization for a comprehensive evaluation to determine his eligibility for special education programs and services. The following 6 steps should be followed to determine the student's eligibility for special education programs and services and are illustrated in Figure 3 and a flowchart in Figure 4.

Figure 3. Procedures for Identification and Eligibility Determination



Step (1) Pre referral - Student Support Teams:

- The school principal forms a School Support Team (SST) which consists of the school principal, student's teacher, special education teacher, social worker, speech and language pathologist, and psychologist. The student who is experiencing learning problems and a parent are also invited to participate in the SST meetings.
- The SST may meet once a week to discuss the academic performance of students who are experiencing learning problems and have been referred to the SST.
- Written referrals to the SST may be made by any school personnel and will be received by the school principal or another person as designated by the principal.
- SST members receive notification of a proposed SST meeting including date, time and location.
- The SST meets and reviews referrals received.



- SST members conduct a review of students' academic and performance history, medical history, and conducts a classroom observation in the area of concern. For example, if the student is experiencing problems in mathematical calculation, the observation is conducted in the student's math class.
- SST members make recommendations for pre-referral interventions intended to improve the student's academic performance.
- The SST members monitor the student's progress for a maximum of four weeks and review data weekly for discussion.
- If the student's progress is adequate, interventions may be discontinued when no longer needed.
- If the student's progress is not adequate, the SST may refer the student to the Zone Coordinator for the Multidisciplinary Evaluation Team (MET) to conduct a comprehensive evaluation and determine eligibility for special education programs and related services.
- For students who are not enrolled in any school at the time that a request for an evaluation is made, or at the request of a parent, a comprehensive evaluation will be conducted to determine eligibility for special education services without completing Step 1 of the process.

Step (2) Referral, Evaluation and Eligibility Determination

- The Multidisciplinary Evaluation Team (MET) members who conduct the comprehensive evaluation include the following: special education teacher, teacher, the guardian, the school principal, psychologist, social worker, and other specialists who are required according to the condition of student such as a speech therapist, physical therapist, physician, nurse and the student himself, if appropriate.
- Each member of the MET conducts a comprehensive assessment to determine the student's strengths, needs and present level of academic and social functioning.
- Each MET member must complete an evaluation within 30 days from the date that the referral was received by the SST.
- MET members provide a copy of their report to the Zone Coordinator
- The Zone Coordinator schedules the MET meeting with team members to discuss the results of each assessment and to determine the student's eligibility and need for special education programs and related services.
- MET members complete the Multidisciplinary Evaluation Summary report (MES).



Step (3) Develop IEP or ALP

If the MET determines that the student is eligible to receive special education programs and services, then following the MET meeting, an IEP meeting is held, and an IEP is developed. The most important elements of the IEP are the goals and objectives and accommodations, and modifications that are needed to meet the educational needs of the student.

Accommodations and Modifications for Students with Special Needs

Any type or combination of special education programs and related services specified in the Individualized Educational Plan or Advanced Learning Plan may be provided to students who qualify for services to meet their educational needs. In addition, in order to meet the educational needs of students, accommodations and modifications in the teaching methods, learning materials or learning environment may be necessary and should be specified in the IEP or ALP. Accommodations are changes that do not alter what is being taught and includes alterations of the environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks.

Examples of accommodations include:

- sign language interpreters for students who are deaf;
- computer text-to-speech computer-based systems for students with visual impairments or Dyslexia.
- extended time for students with fine motor limitations, visual impairments, or learning disabilities.
- large-print books and worksheets for students with visual impairments and trackballs and alternative keyboards for students who operate standard mice and keyboards

The term “modification” may be used to describe a change in the curriculum. Modifications made be necessary for students with disabilities who are unable to comprehend all of the content an instructor is teaching and are specified in the IEP or ALP. For example, assignments might be reduced in number and modified significantly for a student with cognitive impairments that limit his/her ability to understand the content in the general education class in which they are included.



Step (4) Implement IEP or ALP

Special education programs and services are provided to students in accordance with the recommendations of the IEP or ALP. The IEP or ALP should be implemented immediately following written parental approval. Implementation of the IEP or ALP should start as soon as possible but within a 2 week period. There are many factors to consider when placement decisions are being made. The following questions should be considered by the MET when making placement decisions.

Table 1. Questions for Multidisciplinary Evaluation Team Members to Consider for Placement Decisions

- What are the services required and necessary to support the student?
- What is the least restrictive environment? How will the environment be least restrictive?
- Is it possible for the student to receive special education services in a school close to his home?
- Are there any resources or that can be provided by the school for the benefit of the student?
- Does the school have a clear idea of inclusion and acceptance of the student?
- Are parents involved in the development of an educational plan with the team?
- Does the student require a behavior intervention plan?
- Is there a need for an assistant teacher to facilitate the process of inclusion?
- What are the subjects in which the student performs best?
- Does the student require support services?
- Is there a special education teacher in the school?
- Is the number of teachers sufficient to cover the type of proposed program?
- Is there a resource room teacher?
- What is the number of students receiving special education in the school? (What are their programs)?
- Has the school informed students, parents and teachers about the special education programs?
- Is the class ready to receive the student?
- Is the school or educational environment ready to receive the student?



Step (5) Monitor, Review and Revise IEP or ALP

- The IEP should be reviewed and progress monitored during each regularly scheduled card marking period. However, school personnel or a parent/guardian may request that the team review progress at an earlier date.
- During the first three months following the MET, team members may be reconvened to review the progress.
- The special education teacher, responsible for overseeing the implementation of the IEP will prepare the IEP Annual Review report at the end of the academic year and make recommendations for the next school year.

Step (6) Certificates of Grade Completion

Upon completion of a grade level, students with special needs will be given a certificate of completion which also indicates that he has a disability and that he has received special education services. The certificate provided to the student will indicate the following:

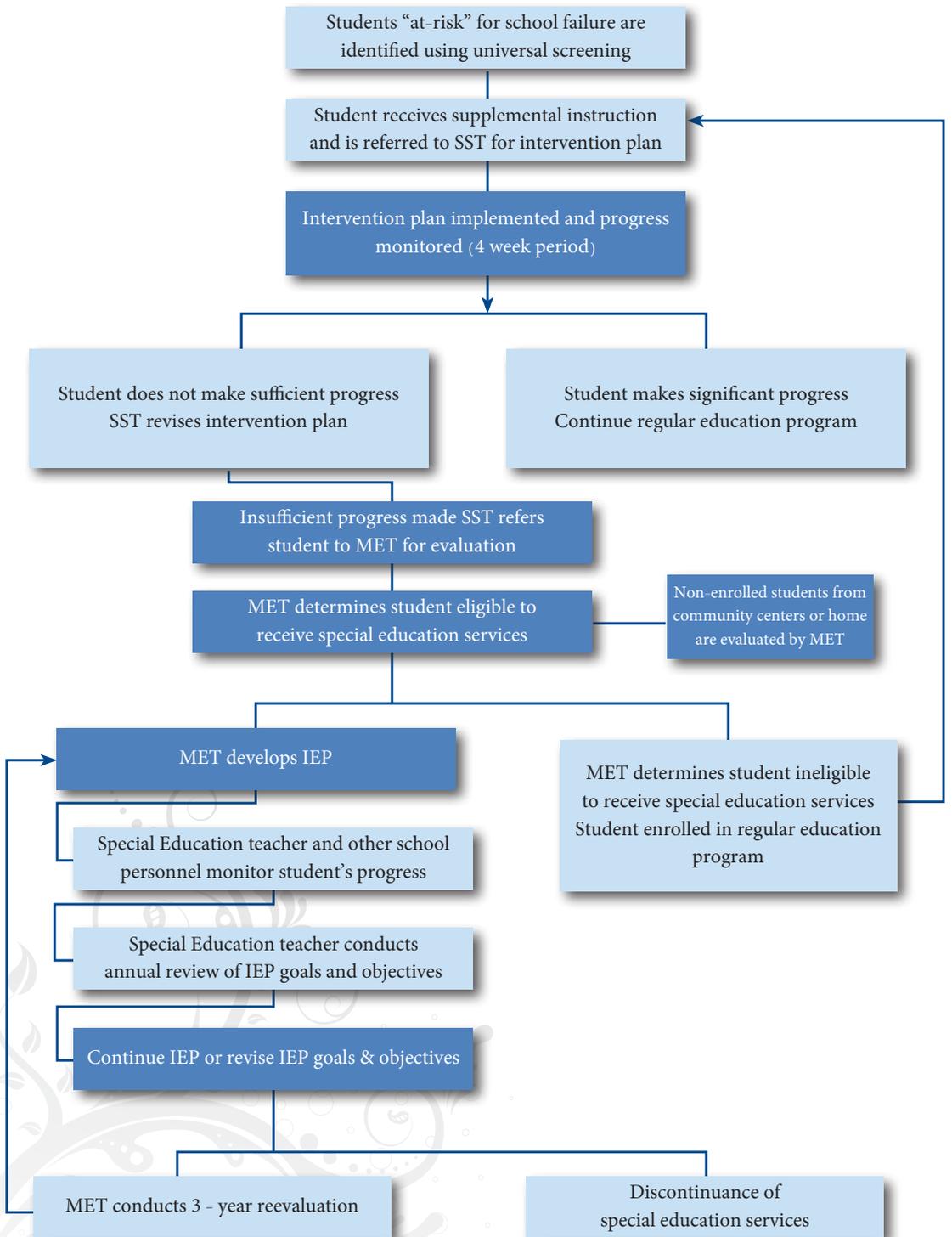
- Category of Disability
- Assistive Technology Needed
- Gifted and Talented (the areas or subjects in which he excelled are mentioned).

The grades that a student with special needs earns in coursework will be based on the level of instruction indicated in the IEP.

- Here we must note that mentioning these conditions in the certificate is not to create a stigma for a student who has a disability. Instead, the intention is to assist the student who may be required to provide this information to other institutions inside the UAE, or abroad in order to continue to receive special education supportive services, and to ensure his right of access as stated in article 12 of the Federal Law No. 29/2006 (enclosed in the appendix).



Figure 4. Flowchart for the Special Education Process



Transitional Services

Transitional services include activities designed to prepare the student with special needs to move from one stage, or from one environment to another, and from school to the activities of public life so that he is able to rely on himself to the maximum extent possible. Transition services include the following:

- From one class level to another
- From one school to another school
- From an institution to a school
- From a school to another school
- From one program to another
- From school to the next phase or university, vocational training program or other programs and institutions of rehabilitation and education.

Process of School Enrollment for Students with Special Needs

Special education services are provided to students with special needs from kindergarten to 9th grade. Information regarding the enrollment process and due dates for enrollment for a student with special needs is made available to parents and members of the community by school staff during the end of the first semester of the current academic year.

Initial Enrollment

The process of initial school enrollment for any student with special needs is made after the Multidisciplinary Evaluation Team for the Zone conducts a comprehensive evaluation and develops an Individual Education Plan. Students may not receive any special education services until after the MET completes a comprehensive evaluation, determines eligibility and holds an IEP.

Re-Enrollment

Students who are enrolled in school and currently receive special education services are re-evaluated by the MET during the last three months of the academic year to determine the need for ongoing services during the new academic school year. The re-enrollment process also applies to students who transfer from another school or educational institution such as a center where they previously received special education services.



Documents and Records

Demographic data about students with special needs who intend to enroll in any public school in the UAE during the upcoming academic year are sent to the Zones and the Special Education Department, Department of Examination and Assessment, and other relevant departments in the Ministry of Education by the end of the current school year to begin the necessary preparation for examinations and the use of assistive technologies.

School records will document the student's eligibility for special education services. Documentation of the student's eligibility for special education services is not intended as a stigma for the student, rather it is intended to alert school personnel of their duties and obligation to implement the IEP or ALP to meet the student's educational needs.

Grade and Age Level Determination

Students with special needs must be enrolled in a grade that is commensurate with their age per the guidelines set forth by the Ministry of Education presented in Table 2. These guidelines also apply to students with special needs who have not been previously enrolled in any school. In some special cases which are subject to review and approval by the Ministry of Education, Special Education department, a student may be enrolled in a grade that is not commensurate with age provided that the student's age does not exceed the maximum age for the educational level.

Grade Promotion and Retention

Promotion to the next grade level commensurate with the student's age level is automatic for students with special needs. If the goals and objectives set forth for the student in the IEP are not achieved with satisfactory progress, then the goals and objectives should be revised during the review process.

It is not permitted to retain or fail students with special needs in a grade. If a student with special needs is not making adequate progress, then perhaps the goals and objectives set forth in his IEP far exceed his present level of academic performance and may need to be adjusted.



Transitions

Parents and school personnel are expected to maintain communication to discuss transitions for students between educational levels and programs at least on an annual basis during IEP review or MET meetings.

If a student with special needs who is enrolled in grades 7th through 9th does not consistently meet the annual revised goals and objectives as set forth in the IEP, then other educational alternatives including vocational training should be considered to meet his academic and social needs. However, a student with special needs should not be transferred from a school to community-based or adult education programs prior to the beginning of the 7th grade unless special circumstances exist which must be reviewed and approved by the Ministry of Education, Special Education department.

Table 2. Proposed Guidelines to Determine Grade and Educational Levels by Age for K-12th

Educational Level		Educational Level	Grade	Age in Gregorian years			
				From		To	
				Years	Months	Years	Day-Month
K. G.	K. G.	K. G.	K. G. (1)	3	6	4	5.29
			K. G. (2)	4	6	5	5.29
Primary Phase	First Round	First 1	1	5	6	7	5.29
			2	6	6	8	5.29
			3	7	6	9	5.29
		Second 2	4	8	6	10	5.29
			5	9	6	11	5.29
			Second Round	Third 3	6	10	6
	7	11			6	13	5.29
	Fourth 4	8		12	6	14	5.29
		9		13	6	15	5.29
	Secondary Phase		Fifth 5	10	14	6	16
11				15	6	17	5.29
12				16	6	18	5.29



Organizational Structure, Primary Duties and Responsibilities for the Administration of Special Education Services in the UAE

Special education programs and related services in the United Arab Emirates, Ministry of Education are administered at three interdependent levels: central office, educational zones and school levels.

Organization of Special Education Department, Central Department

The organizational structure at the central office or departmental level consists of a Director of the Special Education Department who maintains overall responsibility for the administration and provision of special education programs and services in the United Arab Emirates. The Director along with departmental staff which consists of senior supervisory special education professionals and consultants provide direct and indirect supervision and consultation to school personnel in the educational zones and schools to ensure the development and implementation of high quality educational programs and services to meet the needs of students with special needs throughout the UAE.

Primary Duties and Responsibilities of Central Department Personnel

- Monitor the implementation of laws and regulations regarding the rights of individuals with special needs in schools throughout the United Arab Emirates to ensure that they receive access to educational programs and services that meet their individual needs.
- Provide assistance to schools in the UAE and support their efforts in developing programs to meet the needs of and teach individuals with special needs.
- Develop and implement professional development programs to help expand the knowledge and skills of administrative personnel who provide programs and services to individuals with special needs.



Organization of Special Education Department, Educational Zones

The proposed organizational structure for the Educational Zones consists of a Head for the Special Education departments located in each Zone who maintains responsibility for the administration and provision of special education programs and services delivered in a particular zone. The Head of the Special Education Department for the Educational Zone, along with special education professionals and specialists in the Educational Zone provide direct and indirect supervision and support to all school personnel located in schools for a particular educational zone to ensure the development and implementation of high quality educational programs and services to meet the needs of students with special needs enrolled in schools in the zone. Special education specialists may be assigned to the zones as needed. The proposed personnel for the Educational Zone are indicated in Table 3.

Table 3. Proposed Personnel for Special Education Departments in Educational Zones.

- Head of the Special Education Department
- Special Education Coordinator
- Special Education Teacher
- Vocational Education Specialist
- Gifted and Talented Specialist
- Psychologist
- Visual Impairment Specialist
- Secretary
- Physical Therapist
- Occupational Therapist
- Speech and Language Therapist
- Assistive Technology Specialist
- Emotional & Behavioural Disorders Specialist
- Specific Learning Disabilities Specialist
- Hearing Impairment Specialist

Duties and Responsibilities for Special Education Departments in the Zones

- The special education departments in the zones directly oversee the implementation of special education programs and services in schools located throughout the zones by maintaining the following duties and responsibilities:
- Ensure that the principles, general rules and laws for special education programs and services in the UAE are applied at schools located throughout the zone.



- Develop and submit written reports on the implementation and administration of special education programs and services to schools in the zone and to the Ministry's central department of Special Education.
- Promote an inclusive education philosophy with respect to the admission and registration of students with special needs in schools in the zone.
- Conduct surveys to evaluate the quality of special education programs and services delivered in the zone.
- Conduct surveys to determine the personnel needs for the zone, and assist the Director of Special Education and Human Resources departments with the recruitment process.
- Collaborate with other departments within the Ministry and other organizations in the community to improve the quality of special education programs and services provided to students and their families.
- Conduct activities to increase awareness in the schools and communities about the needs and rights of individuals with special needs.
- Coordinate with schools in the zone to provide ongoing professional development for personnel working with individuals with special needs.

Organizational Structure for Special Education Services in the Schools

The organizational structure for the administration and provision of special education programs and services at the Schools consists of the Principal who maintains responsibility for the administration and provision of special education programs and services in a particular school who along with special education professionals and specialists who service a particular school provide direct and indirect supervision and support to all school personnel located in a school to ensure the development and implementation of high quality educational programs and services to meet the needs of students with special needs enrolled in that school.

It is proposed that there be at least one special education teacher assigned to each school in the United Arab Emirates. In some cases, for schools that provide direct service to a large number of students with special needs it may require that more than one special education teacher be assigned to a particular school. It may not be necessary for Special Education teachers to be assigned on a daily basis to a particular school; however, the teacher should be available as needed to provide services to students with special needs at a particular school.

The proposed personnel for the implementation of special education programs and



services in the Schools are indicated in Table 4.

Table 4. Proposed Personnel for Special Education Services in Schools.

- School Principal
- Psychologist
- Social Worker
- Special Education Instructor
- Regular Education Teacher
- Special Education Teacher (in regular classroom)
- Special Education Teacher (in the special classroom)
- Special Education Teacher (in resource rooms)
- Special Education Teacher (gifted and talented group)
- Subject Teacher (in the regular classroom)
- Guardian
- Subject Teacher (in special class)
- Speech & Language Therapist
- Physical Therapist
- Specialist of Supportive Technology
- Specialist of Emotional & Behavioural Disorders
- Specialist of Learning Difficulties
- Specialist of Hearing Impairment
- Specialist of Vision Impairment
- Specialist in Supportive Vocational Education
- Specialist of Occupational Therapy
- Assistant Teacher

Duties and Responsibilities of Schools for Provision of Special Education Services

Of the most important duties of the school is to provide the best services for students with special needs by undertaking the following tasks:

- Apply the principles and general rules for special education programs in the school through the creation of a school support team to provide services for students with special needs, and to follow-up on the performance of students etc.
- Accept students with special needs on the recommendation of the MET in the zone, and provide the best possible services and programs for each student with special needs.
- Increase educational requirements for teachers and specialists for the district.
- Maintain data on the students receiving special education services and provide the



information to the Director of Special Education in the educational district.

- Modify the learning and school environment according to the needs of students.
- Prepare individual and advanced education plans in coordination with the region to make adjustments and provide the necessary resources (such as building supplies, buses, enlarged print or Braille, prosthetic devices, examinations and special committees etc.)
- Cooperate and provide guidance to facilitate the implementation of the recommendations of the special education team.
- Involve parents of students with special needs in the decision-making process for all programs and plans provided to their children.
- Promote awareness among all students and parents about the special education programs, plans and categories of students with special needs in school and the need to provide appropriate services to them along with their peers.

Duties and Responsibilities of the School Principal

In addition to the core functions entrusted to the principal under the regulation of the Ministry of Education, it is assumed that the principal of a school which provides special education services will undertake basic tasks, of which the most important are:

- Accept students with special needs and giving them the full opportunity to learn.
- Thoroughly apply the principles and general rules for special education programs.
- Promote a culture of inclusion and concern for the rights of gifted and talented students and students with disabilities and how to benefit from special education services.
- Create an appropriate educational and school environment that ensures implementation of the special education programs in coordination with the relevant authorities.
- Facilitate the process of acceptance and integration of students with special needs in accordance with the recommendations of the special education team.
- Monitor the programs in place as well as the teachers by visiting them in classrooms to check their work, activities and involvement.
- Encourage professional and personal development programs for employees with special needs and monitor their training and work.
- Coordinate with the special education instructor to inspect the school's needs for the professional staff working with people having special needs, and address the educational district in this regard.



- Cooperate with the Department of Special Education in the Ministry and Directorate of Special Education in the educational district as well as participating in educational meetings, courses and activities.
- Strengthen relationship with parents and work to create awareness about programs and services for people with special needs within the school and beyond.
- Report at the end of each semester on special education programs and services existing in the school and document the pros and cons, and submit the same (to the district and the Directorate of Special Education in the Ministry).
- Make sure that requirements of every student with special needs are met.
- Coordinate with the concerned parties within and outside the school with respect to the transition of students with special needs to the different academic levels.
- Organize mechanisms to provide services for students with special needs in resource rooms, and to facilitate the process so that they receive services in these rooms during the school day in coordination with teachers of special education for the resource rooms and subject teachers.
- Undertake work assigned to him in the field of special education services in the school as deemed appropriate by the Directorate of Special Education in the Ministry.

Role of Senior Supervisor of Special Education

In addition to the core functions entrusted to the Senior Supervisor of special education according to the regulations of the Ministry of Education, it is assumed that the Senior Supervisor will undertake the following important tasks:

- Provide supervision to the special education teachers in the educational zone.
- Develop and facilitate implementation of training programs to enhance knowledge and skills of the special education instructors.
- Conduct field visits to support and monitor the implementation of the general rules of the special education programs in coordination with the guidance of special education.
- Contribute towards the preparation of annual technical reports of special education instructors in collaboration with the Directorate of educational districts.
- Strengthen cooperation and the working relationship between the Director of Special Education and the educational zone.
- Provide support and consultation for the management of the educational zone



related to the implementation of the programs and projects of Director of Special Education of the Ministry.

Role of the Special Education Teacher

In addition to the core functions of Special Education Teacher in accordance with the regulation of the Ministry of Education, it is supposed that the Special Education Teacher will undertake following important tasks:

- Accept students with special needs and provide them with equal opportunities to learn.
- Participate in the meetings, training courses, workshops and special activities aimed at improving the quality and delivery of special education programs and services.
- Monitor the implementation of special education programs and provide periodic reports on the status of these programs and services.
- Participate as a member of the MET in the educational zone and conduct assessments to determine student's level of academic performance.
- Collaborate with parents of students with special needs to strengthen the home and school partnership.
- Monitor and support all instructions as issued by the Director of Special Education of the Ministry of Education.
- Engage in ongoing professional development to enhance the acquisition of knowledge and skills in the field of special education.
- Conduct field visits to schools to observe the implementation of inclusive education.
- Prepare and implement vocational programs at inclusive schools, or at schools that have students with special needs.
- Coordinate with the subject teachers.
- Collaborate with other professions inside the school such as other subject teachers, school administrators and in the community to facilitate the implementation of special education programs.
- Prepare comprehensive progress reports semi-annually including what has been accomplished during the semester.
- Collaborate with staff at organizations and educational institutions to identify programs and services for Gifted and Talented students.
- Perform any other tasks assigned by the Director of Special Education and the zone.



Role of Special Education Teacher in Regular Education Classroom

- Accept students with special needs and provide them with full opportunities to learn.
- Supervise the implementation of special education programs in the school.
- Co-teach with teachers of regular education classes to develop and deliver instructional materials and programs for students with special needs.
- Participate as a member of the MET and conduct an assessment to determine students' level of academic performance.
- In consultation with the regular education teacher, develop and monitor the implementation of IEPs for students with special needs.
- Coordinate with school and family to develop programs and services that help students overcome academic and social challenges.
- Develop and facilitate programs to increase awareness about the rights and needs of students with special needs.
- Develop and implement vocational training programs in the schools.
- Encourage and monitor students' use of assistive technologies.
- Participate in school-based committees to improve the quality of special education programs and services offered by the school.
- Collaborate with parents of students with special needs to strengthen the home and school partnership.
- Assist in the identification and submit record keeping of individuals with special needs in the school and develop a summary report and submit.
- Perform any other tasks assigned by the Director of Special Education and the zone.

Role of Resource Room Special Education Teacher

- Accept students with special needs and provide them the full opportunities to learn.
- Participate as a member of the MET and conduct an assessment to determine students' level of academic performance.
- Implement the recommendations as stated in the IEP.
- Accept and complete work assignments as given by administrators.
- Conduct periodic and annual reviews of students' academic progress.
- Develop IEP for students.
- Submit semi-annual reports to the school administration regarding students'



progress.

- Collaborate with parents to strengthen the home school partnership.
- Promote inclusive education by collaborating with subject teachers to implement the IEP in resource rooms.

Role of Special Education Teacher in the Special Education Basic Classroom

- Accept students with special needs and provide them with the full opportunities to learn.
- Participate as a member of the MET and conduct an assessment to determine students' level of academic performance.
- Provide instruction to students with special needs according to the IEP.
- Promote the development of self-confidence and self-esteem for students with special needs.
- Submit semi-annual reports on the achievements and performance of students.
- Collaborate with parents of students with special needs to strengthen the home and school partnership.
- Monitor and document students' academic progress and achievements.
- Provide all possible opportunities for social inclusion of students with special needs with their peers in school.
- Make a sincere effort to meet all of the educational needs of students with special needs.
- Supervise the process of assessment, testing and implementation of all necessary assignments in accordance with the IEP.

Role of Subject Teacher in the Regular Education Classroom

In addition to his main task of teaching, he will, however, undertake the following if a student with special needs is present in his classroom:

- Accept students with special needs and provide them with the full opportunities to learn.
- Cooperate with the special education teacher in providing special education services to the students with special needs.
- Collaborate with parents of students with special needs to strengthen the home and school partnership.



- Participate in the effective implementation of IEP and ALP.
- Encourage others to accept the idea of including people with special needs in regular classes.
- Engage in ongoing professional development to enhance knowledge and skills in the field of special education.
- Assist the MET with preparing the IEP and ALP.

Role of Subject Teacher in the Special Education Classrooms

- Accept students with special needs and provide them with the full opportunities to learn.
- Cooperate with the special education teacher in the implementation of the recommendations of the individual educational plan.
- Collaborate with parents of students with special needs to strengthen the home and school partnership.
- Modify teaching strategies and materials and evaluation methods as necessary to the needs of students according to the IEP.
- Participate in ongoing professional development.

Role of Special Education Teacher (category of Gifted and Talented Students)

The special education teacher for the Gifted and Talented will develop and implement enrichment programs and services for students with special gifts and talents.

Moreover, this teacher will undertake the following tasks:

- Assist in the identification of students with gifts and talents.
- Prepare an ALP for the gifted and talented students as needed, in cooperation with other school personnel.
- Implement teaching strategies to promote the development of the creativity of all students.
- Organize programs and special activities for gifted and talented students in accordance with the approved programs of the Director of Special Education.
- Nominate gifted and talented students to participate in indoor and outdoor programs and activities.
- Application of best practices in the area of talent and excellence.
- Implement programs to help gifted and talented students develop the abilities for



scientific research and its methods.

- Provide opportunities and educational experiences for students to develop motivation for independent learning.
- Cooperate with subject teachers in order to design enrichment programs for the gifted and talented students.
- Develop and implement awareness programs for the school, parents and community of the methods and ways of identifying and developing the skills of gifted and talented students.
- Collaborate with community organizations and individuals to identify and provide services to the talented students.
- Collaborate with parents of students with special needs to strengthening the home and school partnership.
- Engage in ongoing professional development.

Role of Assistant Teacher

- Assist classroom teacher with the process of including students with special needs in regular education classrooms.
- Assist with the preparation of materials, equipment such as audio and video equipment, and strategies to enhance the learning for students with special needs
- Accept students with special needs and provide them with full opportunities to learn.
- Participate in teamwork to meet the needs of students.
- Provide direct individual support for the students with special needs in accordance to the requirements of an IEP.
- Monitor and assist students with special needs complete work assignments.
- Supervise students with special needs outside the classroom during break time, while in row, while engaging in extra-curricular activities, with mobility between the various facilities such as library, cafeteria, toilets and playground and gathering place for buses and lab.
- Follow-up and implement programs to improve the daily living skills of students with special needs.
- Provide supervision to students as needed during Teacher's preparation and planning periods.
- Assist in the collection of information of the students with special needs in order to identify the progress of pupils and the level of performance.



Role of the Subject Teacher

In addition to the core functions of the subject instructor in accordance with the regulation of the Ministry of Education, it is supposed that the subject instructor will undertake the following basic tasks:

- Participate in the meetings, training courses, workshops and activities related to services for students with special needs.
- Cooperate with the special education team in all matters related to the plans, special education services, course revision, evaluation methods, and examinations and setting goals.
- Monitor students with special needs in the regular classroom with the special education teacher.



Table 5. The attached table shows the number of cases for each teacher or his periods:

Teacher	Number of Cases	Periods
Special Education Teacher (in special classroom)	Maximum 6	Maximum 18 periods - weekly
Special Education Teacher (in resource rooms) (Categories of Disability and Gifted and Talented)	According to the groups in the school	Maximum 18 periods - weekly
Special Education Teacher (in regular classrooms)	6 - 20	Through assignments
Specialist (Such as speech specialist or physical therapist)	30 - 40 cases annually 20 - 25 sessions weekly	
Special Education Teacher (Gifted and Talented)	See tasks	
Subject Teacher (in the special education classroom)	Periods for special education are included in his period	Maximum 18 periods - weekly
Subject Teacher (in regular education classroom)	Total number of students in the class does not exceed 20 along with two from the special education categories	Maximum 18 periods - weekly

Role of Peers of Students with Special Needs

Peers are encouraged to exchange ideas and information, and provide help to the students with special needs in the learning process. This interaction will lead to acceptance of all students by each other, and contribute to the process of identifying the factors that support inclusion of the student in the school community.



Role of Parents of Students with Special Needs

Parents should share relevant information about their student with teachers and other school staff that will help promote the student's growth and inclusion in the school.

Role of Student with Special Needs

The student with special needs is obliged to follow the program prepared for him according to his educational plan to demonstrate his interest in his educational progress.



Academic Qualifications and Professional Development

Academic Qualifications

- Candidates who will work with students with special needs will be interviewed by the Director of Special Education and the educational zones before the appointment stage.
- Those working with the students with special needs should be specialized and experienced in the field of special education. The teachers and specialists should possess university degrees in the field of special education or in the related areas as per the designation, and the university degree must be recognised by the Ministry of Higher Education.
- Specializations are: bachelors and masters degree in an appropriate specialization for the area coordinators, psychologists, speech and language therapists, physical and occupational therapists, specialists of hearing impairment, specialists of intellectual impairment, specialists of gifted and talented.
- For an assistant teacher, if a university degree is not available, a specialized diploma or secondary school certificate with specialized training courses after their legalisation by the Ministry of Education may be accepted.
- Obtaining a permit to work in the area of teaching is a prerequisite for continuing the work as well as participation in specialized training courses.

Professional Development

- Individuals working with people with special needs should engage in ongoing professional development activities which include completing training programs, attending workshops and conferences.
- Efforts by the people working with the students with special needs should be made for further university study or to take approved specialized classes in the universities.
- Training must be continuous and in accordance with the best international practices in the field of special education services for all staff working with the students with special needs such as directors of educational districts, schools, teachers, subject instructors, special education teachers and instructors, specialists, assistant teachers and bus drivers.



Rights, Duties and Responsibilities of Parents

Importance of cooperation with the parents

It is important that there is ongoing and effective cooperation among the school, teachers and parents of students with special needs, as appropriate in the interest of student through exchange of information, periodic reports, setting educational goals and participation in every step of the educational process.

Rights of Parents

- Admission and acceptance of the student with special needs by the school.
- The school must provide parents with all the information on programs provided by the school for students with special needs.
- The school must work to create positive relationships with the parents based on mutual trust and effective communication.
- Parents must be notified of the dates of meetings or assessments or get-togethers as related to the education of their children along with stating the purpose of such meetings.
- The school must provide parents with periodic reports on the performance of students in achieving the goals set for them in the educational plans.
- It is important to notify parents before any formal evaluation of the student, and before any change in the places where services are provided.
- The school should encourage parents to participate and volunteer in students' or school's activities for the sake of their children.
- Schools should promote strong relationships with the parents through parents' councils, support groups, and open days for the involvement of fathers and mothers with their children in school activities.
- Making school and parents aware about the categories and programs of special education.
- Accept and support the IEP developed for their student.
- Information provided or observed by school staff kept confidential and only shared with individuals working with their child.



Duties and Responsibilities for Parents of Children with Special Needs

- The parents are required to attend meetings or assessments related to the education of their children with the need to focus on their involvement in the decision-making process.
- Effective communication and correspondence with school administration with respect to their child and accept their role in the implementation of educational plans.
- Not to hide any information relating to the student (such as the matters related to health or psychology etc).
- Meeting deadlines as specified with regard to registration, evaluation and attending meetings.
- Full briefing on the academic capacity of the student and not setting expectations which are not commensurate with their abilities.
- Communication with the district or school in the event of any emergency or to inquire about their child.



Special Education Programs under Special Educations (Private Schools and Institutes)

The Ministry of Education supports the special education sector (special schools and institutes) by providing modern special education programs, in accordance with the conditions and standards prepared for this purpose. Special schools are required to develop programs for students with special needs, commensurate with their individual needs under the provisions of the Federal Law No. 29/2006 Regarding the Rights of Students with Special Needs, and under the principles and general rules of special education programs. In addition to that, the special schools must comply with the following:

License for Special Education Programs

- The special school must obtain necessary approvals from the Department of Special Education in the Educational Zone and their legalisation by the Director of Special Education in the Ministry before developing special education programs in the school.

Fees and Cost of Study

- School fees for students with disabilities must not exceed the total cost of the regular school fees as approved in the school fees structure for students who do not have disabilities, plus an additional 50% of the regular school fees.

Enrollment, Registration and Certificates

- The student must be enrolled and registered as a student with special needs with an IEP, and this will be maintained in his certificate. Also, the student must be registered as per the age group set by the Ministry, even if he was not enrolled in a school earlier or does not have a certificate of passing from the previous class.
- Submit relevant statements to the Department of Special Education in the zones, the Director of Special Education, the Office of the Supervision and Control for Special Schools and Special Education, in the zones and to the Ministry of Education as well.



Ensuring Access of the Student to All Educational and Environmental Services

- Special schools must provide all necessary requirements to ensure access for students with special needs to all school facilities, readily and easily along with carrying out all necessary adjustments for that purpose. For example: lifts, toilets for them, buses and special furniture items, and the slopes so as to meet the needs of students.
- Provision of these prerequisites is an essential condition for the issuance of license for special education programs in the school.

Amendments and Adjustments

- The school or the special institute is committed to provide all supports and necessary adjustments to provide special education services.
- The subject teacher in cooperation with the special education teacher will make necessary adjustments for the classrooms, curriculum, examination system and evaluation of the students with special needs as planned in the IEP of the student.

Academic Qualifications and Professional Training

- Each candidate in the field of special education in the special schools or institutes must possess a teaching permit from the Ministry of Education. It is granted after evaluating the academic qualifications of the candidate and passing a written exam and interview in the educational zone under the supervision of the Director of Special Education.
- The special education teacher must have at least a bachelor's degree in special education from a university recognized by the Ministry of Higher Education.
- Provide continuous training for those working with the students with special needs.

Supervision and Guidance (by the Ministry of Education)

- The Ministry of Education, through educational zones, supervises special schools and special education programs where they have been applied.
- The special schools and institutes should submit reports and prepare annual data on their special education programs.
- The special education program in every school will be subjected to an annual assessment by the Ministry of Education to ensure their compliance with all



regulations and conditions required to offer such programs. The schools meeting the requirements are granted an annual license, which is renewed in accordance with the compliance of the school with the required regulations and conditions.





المدرسة للجميع

School for All



Chapter 3: Appendix

- **Glossary**
- **Educational Considerations for Teaching Students with Special Needs**
- **Strategies to Evaluate the Progress of Students with Special Needs**
- **United Arab Emirates, Federal Law No 29/2006**
- **References**
- **Acknowledgment**



Glossary

Term	Definition
Advanced Learning Plan (ALP)	Advanced Learning Plan” or “ALP” means a written record of gifted and talented programming utilized with each gifted child and considered in educational planning and decision making. The ALP typically requires that gifted and talented students be provided with additional enrichment programs, curricular and extracurricular activities that are selected based on the student’s performance on tests, observations and classroom performance.
Assistant teacher	Assistant teacher is a qualified professional who works with students and provides support to special education or general education teachers, and helps to facilitate the process of integrating students with special needs.
Assistive Technology	Assistive technology is technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible. Assistive technology can include mobility devices such as walkers and wheelchairs, as well as hardware, software, and peripherals that assist people with disabilities in accessing computers or other information technologies. For example, people with limited hand function may use a keyboard with large keys or a special mouse to operate a computer. People who are blind may use software that reads text on the screen in a computer-generated voice. People with low vision may use software that enlarges screen content. People who are deaf may use a TTY (text telephone), or people with speech impairments may use a device that speaks out loud as they enter text via a keyboard.
Attention Deficit/ Hyperactivity Disorder	A behavior disorder involving persistent problems of inattentiveness, hyperactivity and impulsivity that are more frequent and severe than is typically observed in individuals at a comparable level of development. Some hyperactive-impulsive or inattention symptoms must have been present before age 7 years.



<p>Autism Spectrum Disorders</p>	<p>Autism Spectrum Disorders, sometimes called Pervasive Developmental Disorders (PDD), are a range of neurological disorders that most markedly involve some degree of difficulty with communication and interpersonal relationships, as well as obsessions and repetitive behaviors. These disorders are usually first diagnosed in early childhood and as the term “spectrum” indicates there can be a wide range of effects. Those at the lower end of functioning may be described as having Autistic Disorder, and those at a higher functioning end may be described as having Asperger’s Disorder. PDDs also include two rare disorders, Rett’s Disorder and Childhood Disintegrative Disorder. Pervasive Developmental Disorder-Not Otherwise Specified may be diagnosed when a child has autistic symptoms but does not fit into another Autistic Spectrum Disorders diagnosis.</p>
<p>Basic Special Education Classroom</p>	<p>Students who have physical, mental or emotional needs that cannot be met in a general education classroom may be taught in a classroom with other students who have similar needs. Students with special needs may receive instruction from a qualified special education teacher in a basic special education classroom for the majority of their academic courses. When possible, students enrolled in basic special education classrooms are expected to participate in non-academic subjects in the general education classrooms with their same-age peers who do not have disabilities.</p>
<p>Behavior Intervention Plan</p>	<p>A written document that includes positive strategies, program modifications, and supplementary aids that attempt to replace a student's disruptive behaviors with positive behaviors in order to allow the child to be educated in the least restrictive environment (LRE).</p>
<p>Blind</p>	<p>A person whose vision with the better eye is less than 6 / 60 meters after correction, or his angle of vision is less than 20 degrees.</p>
<p>Braille</p>	<p>A system of writing and printing for blind or visually impaired people, in which varied arrangements of raised dots representing letters and numerals are felt with the fingers.</p>



Community-Based Special Needs Day Schools	Community-based special needs day schools are alternative schools in an educational setting designed to accommodate the educational, behavioral, and/or medical needs of children and adolescents that cannot be adequately addressed in a traditional school environment. The students attend school in the morning and return to their homes after school. Students receive instruction, special counseling, adaptive physical education, speech therapy, and other supportive services per an IEP to ensure that they can learn despite educational barriers caused by a medical condition or learning disabilities.
Deaf	Deaf refers to an individual who has a severe sensory hearing disability to the extent that he cannot rely on the sense of hearing in the communication process.
Direct and indirect services	<p>Direct service involves the delivery of service in a face-to-face contact between a student with special needs and a qualified professional such as a teacher, social worker, or physical therapist. Examples of direct services are individual assessment, counselling, conducting interviews and classroom teaching.</p> <p>Indirect service involves the delivery of service by a qualified professional through consultation with another person such as a teacher or parent about a student with special needs.</p>
Disability	The term disability refers to any permanent or temporary condition resulting from an illness. This term is used more often to describe lack of capacity to perform the functions or loss of a body part. Thus, this is a condition impacting the ability of an individual to perform certain tasks (such as speaking or hearing), like other individuals. Although the term disability is often associated with physical problems, it is also used to refer to educational problems as well as problems of social adjustment.
Early Intervention	Early intervention is also known as special education in early childhood. This is a system made up of multiple therapeutic, training and educational services that aim to help children with disabilities, or at the risk of disability in the first six years of age. Early intervention does not focus on children only, it also places emphasis on the well-being of the family.



<p>Emotional and Behavioral Disorders</p>	<p>An emotional and behavioral disorder means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance: (a) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) inappropriate types of behavior or feelings under normal circumstances, (d) a general pervasive mood of unhappiness or depression, (e) a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.</p>
<p>Enrichment</p>	<p>This is an educational method in which the gifted and talented students are provided with different types of expertise and skills to meet their needs and desires which are not being met by the curriculum.</p>
<p>Formal Evaluation</p>	<p>The process of establishing a value judgment based on the collection of acutal data.</p>
<p>Gifted and Talented</p>	<p>Outstanding ability or aptitude in one or more areas of intelligence, or creativity, or academic achievement or special talents and abilities such as oratory, poetry, drawing or handicrafts, sports, or drama, or leadership capacity etc. More often performance of outstanding or talented students in the above areas is distinct from his peers who are in the same age group.</p>
<p>Hearing Impaired</p>	<p>Hearing impaired refers to a person who has a hearing loss ranging from 35 to 69 decibels after the use of hearing aids, that prevents him from totally receiving sounds through the ear. If the loss is mild, the person has difficulty hearing faint or distant speech. If the hearing loss is severe, the person may not be able to distinguish any sounds.</p>



<p>Hearing impairment</p>	<p>Hearing impairment is a broad term used to refer to complete or partial loss of the ability to hear from one or both ears. The level of impairment can be mild, moderate, severe or profound; There are two types of hearing impairments which are defined according to where the problem occurs:</p> <ul style="list-style-type: none"> - Conductive hearing impairment, which is a problem in the outer or middle ear. This type of hearing problem is often medically or surgically treatable, if there is access to the necessary services; childhood middle ear infection is the most common example; - Sensorineural hearing impairment, which is usually due to a problem with the inner ear, and occasionally with the hearing nerve going to the brain. This type of hearing problem is usually permanent and requires rehabilitation, such as with a hearing aid. Common causes are excessive noise and ageing.
<p>Home-based School</p>	<p>The provision of education in the home as an alternative to traditional public/private schooling – often due to the child with special needs being temporarily unable to attend school due to medical reasons.</p>
<p>Inclusion</p>	<p>The term inclusion is used to refer to the education of students with special needs in a regular classroom with their same-age peers who do not have disabilities. The aim of inclusion is to achieve the principle of equal educational opportunities for all students.</p>
<p>Individual Education Program (IEP)</p>	<p>The Individual Education Program (IEP) is a written description of the present level of performance, measurable goals and needed special education programs and services for a student with special needs.</p>



Objectives of IEP	<ul style="list-style-type: none"> - Ensure that educational and support services meet the needs of students with special needs and to follow the procedures provided in the IEP in accordance with the Federal Law No. 29/2006 Regarding the Rights of People with Special Needs. - Ensure the rights of the family to receive appropriate services for them and for students with special needs. - Determine the quality and quantity of educational and support services required to meet the needs of each student. - Communication and contact between the concerned authorities to serve the student and family. - Measure student’s progress in the educational program assigned to him and to ensure periodic follow-up.
Intellectual Disabilities	<p>Intellectual disabilities, formerly called “mental retardation” means having significantly below average general intellectual functioning, existing along with deficits in adaptive behavior which is manifested during the developmental period and adversely affects a child’s educational performance.</p>
Learning Disabilities	<p>A specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language spoken or written that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations and/or mathematical reasoning, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.</p> <p>The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of cognitive disability, of emotional disability, or of environmental, cultural, or economic disadvantage.</p>
Least restrictive environment	<p>The basic principle in the least restrictive environment includes a variety of options available and designed to meet the diverse and changing needs of students, ensuring access of the students with disabilities to get services suitable to them in the places where students can learn successfully.</p>



Long-term goals	A long-term goal is a one-year progress marker that is measurable, meaning the goal indicates what is to be measured, yields the same conclusion if measured by different people, allows calculation of how much progress it represents; and can be measured without additional information. In addition a measurable goal contains what the learner will be doing, any important conditions, and measurable criteria which specify the level at which the student's performance will be acceptable.
Multidisciplinary Evaluation Team (MET)	A group of specialists who along with the parents determine the child's eligibility for special education services and develop the IEP. This team must at least consist of a regular education teacher, special education teacher, principal, guardian, student, psychologist, and other professionals such as speech and language pathologists and occupational therapists as required to meet the student's needs.
Multiple Disabilities	The MET has determined that the student meets eligibility criteria in two or more disability categories. For example, a student may have an intellectual disability and a hearing impairment.
Occupational Therapy	The services provided by a qualified functional therapy specialist, who is working to improve the ability to carry out the tasks and functions independently.
Orientation and Mobility Services	Services provided by qualified persons for the blind students or those who have a visual impairment to enable them to move in places like the school environment, home and community.
Physical and health related disability	This means physical and health problems which are chronic or severe in a manner that they lead to poor and limited functionality and adversely affect the educational performance of the student such as: (asthma, attention deficit disorder with hyperactivity, diabetes, heart disease, epilepsy, leukaemia, cerebral palsy, renal failure, HIV, and head injuries etc).
Physical Therapy	This focuses on major moving skills such as walking, jumping, kicking and climbing stairs for adults. This may mean re-learning a skill lost due to illness or injury.



Pre-referral Intervention	The term “pre-referral intervention” is used to refer to the actions that should be implemented in the regular classroom to improve the performance of a student whom the teachers or parents feel has special needs requiring special education support. It is not wise to refer a student whose ability to learn in the regular classroom is doubted directly to the special education without trying to help resolve his problems first. The task of proposing recommendations for intervention is entrusted to the support team.
Prosthetic Devices	Prosthetic devices are artificial components designed to replace a part of the human body that is missing, either due to accident or a birth defect.
Rehabilitation	The provision of educational and medical related programs and services to persons with disabilities in order to help them achieve the maximum level of independence possible and to function effectively in society.
Resource Room for the Gifted and Talented	A classroom in a general education school where a qualified special education teacher provides instruction per the ALP to students identified as Gifted and Talented. Instruction may include advanced learning opportunities enrichment, independent study and acceleration. The special education teachers in the Resource Room work with the general education teachers to modify the general education curriculum for Gifted and Talented students.
Resource Room for Students With Disabilities	A classroom in a general education school where a qualified special education teacher provides instruction per the IEP to students with disabilities individually or in group for a period of not more than half of the school day.
Resource Room Teacher	The resource room teacher is a qualified special education teacher who provides instruction to students with special needs or Gifted and Talented students in both the general or special education classrooms in a regular school.
Revision	Revision refers to changes made in either the goals or objectives of the IEP or ALP to describe the student’s current level of academic performance and behavior. Revisions are made when a student achieves goals, or when the IEP or ALP exceeds or underestimates the students’ ability and level.



Schooling in hospital	If a student's health condition requires hospitalization for a relatively long period of time, it may be necessary to coordinate services with the hospital to provide the student with educational instruction in the hospital setting.
Short-term goals	A short-term goal is a progress marker for less than one-year that is measurable, meaning the goal indicates what is to be measured, yields the same conclusion if measured by different people, allows calculation of how much progress it represents; and can be measured without additional information. In addition a measurable goal contains what the student will be doing, any important conditions, and measurable criteria which specify the level at which the student's performance will be acceptable.
Speech and Language Disorder (Communication disorders)	<p>Significant disorders in speech of voice, or fluency, or language delays or lack of growth in expressive language or receptive language, for which the student needs remedial programs or special education program. They are of two types:</p> <ol style="list-style-type: none"> 1. Speech disorders (voice disorders, speech disorders, fluency disorders). 2. Language disorders (form and contents of language, functional use of language).
Special Education	Educational programs and practices designed for students with disabilities or Gifted and Talented students, whose mental ability, physical ability, emotional functioning, etc. requires special teaching approaches, equipment, or instruction within or outside of a regular classroom.
Support services	Support services include services needed by the students with disabilities or Gifted and Talented students to enable them to benefit from the special education. These services include the provision of transportation, developmental and corrective services (such as cognitive therapy, audio measurement, psychological services, counselling, physical and functional therapy, recreational and health services).



Transitional programs	A coherent set of activities designed to prepare the student with special needs to move from one stage or from one environment to another, and from school to the activities of public life to increase his level of independence to the maximum extent possible.
Visually impaired	Person who are visually impaired have a corrected visual range of between 6/24 and 6/60 meters with the better eye.
Visual Impairment	This is a common term that includes all groups that need special education programs and services because of impairment in the visual capacity, including the blind and the visually impaired people.



Educational Considerations for Students with Special Needs

General Considerations

- Accept philosophy of inclusion of students with special needs in general education as the best educational placement to meet their needs and ensure their rights.
- Provide all available assistive technologies to students with special needs to help them achieve their academic potential and facilitate the process of inclusion.
- Implement each student's Individualized Education Plan to meet their educational needs.
- Encourage students with special needs to select their own seats in the classroom, or express their views and feelings about the seats selected for them.
- Arrange the classroom to make sure that it is accessible to all students with sufficient space to move inside of the classroom and exit without any barriers.
- Offer assistance to students with special needs only if requested and even if requested try to avoid doing things for him that he can do for himself. Encourage students to develop a sense of independence.
- Make sure that students with special needs are supervised at all times. Do not leave them unsupervised in any setting i.e., during break time, physical education class, field trips etc.
- Treat all students with dignity and respect. Do not show sympathy to students with special needs, or treat them different than other students.
- Select a variety of classroom activities that allow for full participation of students with special needs and provide opportunities for interaction with all students in the classroom.
- Do not direct students without disabilities to develop a friendship with students with special needs. Rather provide opportunities for students with special needs to demonstrate their abilities or unique talents during normal classroom activities.
- Avoid drawing unnecessary attention to students with special needs. Many students initially feel uncomfortable in an inclusive classroom.
- Promote awareness in your school about respectful language to use with and about people with disabilities. For example - Always put the person first. If you do not know a person's name, then say "person with a disability" instead of putting the disability first and saying "disabled person" - Refer to people by their names. Don't use expressions like "that boy in the wheelchair." - Ask before you help. Be sensitive about physical contact with people with disabilities. - Speak directly to a person with a disability not his companion or his interpreter.



- Try to understand the general needs of people with similar disabilities and treat people according to their needs. For example, you may need to raise your voice to be heard by a person with a hearing impairment, but you may not need to raise your voice to communicate with a person with a visual impairment.
- Encourage students with disabilities to participate in the entire range of school-related activities in order to learn how to handle responsibility within their range of ability. For example, do not automatically exclude students with disabilities from taking examinations and tests; rather work with the student to plan a way for her to participate in examinations.
- Prior to the beginning of the school year, collaborate with your school administrators and Educational Zone Supervisors and develop a plan for modifications to the physical environment in the school, curriculum, teaching approach and materials so that the school and learning experiences are accessible to all students.
- Maintain a positive and open line of communication with parents about the progress and needs of their children with disabilities.
- Participate in ongoing professional development training to remain up to date on the development and use of teaching strategies and assistive technologies for students with disabilities.

Emergency Evacuation Procedures

- Maintain a list of names, types of disabilities and schedules for all students with disabilities in the school.
- Include students who are temporarily disabled, such as a student with a broken leg.
- Interview each individual on the list to plan the most effective way to assist them in case of an emergency.
- In addition to the classroom teacher, assign an additional teacher to assist students with disabilities to be accompanied during an emergency.
- Practice the evacuation procedures and keep your plans up to date.

Educational Considerations for Students with Physical Challenges

- Make sure that the physical environment of the school is accessible to all students.
- Provide students with additional time to complete assignments and examinations.
- Be aware that students with limited mobility may need to make body movements or stretch for comfort.
- When talking to a student who uses a wheelchair get a chair and sit at his level. If



that is not possible, stand at a slight distance, so that he isn't straining his neck to make eye contact with you.

- Encourage students with special needs to select their own seats in the classroom, or express their views and feelings about the seats selected for him
- Implement each student's Individualized Education Plan to meet their educational needs.

Educational Considerations for Students with Hearing Impairments

- Make sure that the student has access to assistive technologies and devices.
- Assist the student with maintaining hearing aids.
- Maintain face-to-face eye contact with the student when you are talking.
- Speak to the student in a normal pace and ask the student if he needs you to raise your voice.
- Avoid noise and distractions so that the student can concentrate.
- Clarify notes and instructions on the board.
- Encourage the student to be involved with all class activities.
- Whenever you find that the student can't answer a question don't try to repeat it many times that may embarrass him with his peers
- Make sure that you have the student's attention before you speak to him. You may alert him by gently touching his hand or shoulder or raising your hand.
- Don't feel embarrassed if both of you don't understand each other sometimes.
- Provide the students with written information for all important subjects in the classroom, for example notes, exam dates, or any changes in educational program or activities.
- Ask parents to report to you any difficulties they face with their child by writing notes and communicate with them by written notes too.
- Provide main points about any subject that you're going to introduce to all students in advance to the student with a hearing impaired so he will have an idea about the subject when you're ready to talk about.
- Avoid seating the student in crowded, busy or noisy areas and try to eliminate any unusual and unnecessary sounds or vibrations.
- Make sure that the class room and other facilities in school are equipped with alarms for emergencies that include flashing lights.



Educational Considerations for Students with Speech and Language Disorders

- Give the student extra time to answer questions and encourage students to make conversation by engaging him in one-to-one conversation.
- Make sure that you use conventional language when speaking to the student and avoid the use of slang.
- Maintain eye contact with the student who has a speech and language disorder.
- Provide the student with an opportunity to answer some questions in front of his classmates at least one or twice a day and provide verbal praise for each attempt.
- When you repeat any word after the student, make sure to repeat it correctly.
- Encourage students without disabilities to allow students with speech and language disorders to take their time when they are responding and to avoid the desire to in words for them.
- Encourage the student to practice writing his ideas, and then to practice reading them aloud.
- Collaborate with the Speech and Language Therapist to implement programs in the classroom.
- Provide written notes about student's progress and any concerns to the student's parents and the speech therapist.
- Give the student extra time to prepare to make oral speeches.
- Respect the student and his parents by keeping all information related to his case confidential.

Educational Considerations for Students with Visual Impairments (Totally Blind & Low vision)

- Become familiar with terms such as light perception, functional vision, color contrast etc.
- Prepare the classroom environment so that it is accessible and has clear paths to travel within and outside of the classroom.
- Provide orientation training for the student to make sure that he is familiar with the school environment.
- Avoid giving the student an excessive amount of attention.
- Involve the student in all activities and encourage him, yet accept his decision if he is hesitant about particular activities.
- Provide explanations of any information presented visually.



- Read all written notices and information on the blackboard.
- Give the student the opportunity to explain to his classmates how he uses assistive technology.
- Don't leave doors in an ajar position (partly open, half closed). Keep doors completely opened or closed.
- Give the student the opportunity to use all equipment available in the resource room such as using Braille machine, computers, or any of the assistive technology tools or instruments.
- Motivate students with low vision to use their residual vision to the maximum extent possible to increase their functional level.
- Provide a moderate amount of praise for the student's performance in front of his peers when he experiences success, provide more reinforcement privately.

General Educational Considerations for Students with Learning Disabilities

Teacher Presentation

- Always ask questions in a clarifying manner, and then have the students with learning disabilities describe his or her understanding of the questions.
- Provide student with an outline of the lesson or unit of the day.
- Outline material to be covered during each class period unit.
- Provide clear photocopies of your notes if the student benefits from such strategies.
- Provide students with chapter outlines or study guides that cue them to key points in their readings.
- Provide oral instructions. Reinforce them with a brief cue words. Repeat or re-word complicated directions.
- Frequently verbalize what is being written on the chalkboard.
- Eliminate classroom distractions such as, excessive noise, flickering lights, etc.
- At the end of class, summarize the important segments of each presentation.
- Establish the clarity of understanding that the student has about class assignments.
- Give assignments both in written and oral form.
- Have more complex lessons recorded and available to the students with learning disabilities.
- Have practice exercises available for lessons, in case the student has problems.
- Have students with learning disabilities underline key words or directions on



activity sheets.

- Have complex homework assignments due in two or three days rather than on the next day.
- Pace instruction carefully to ensure clarity.
- Provide and teach memory associations (mnemonic strategies).
- Assist the student, if necessary, in borrowing classmates' notes.
- Consider cross-age or peer tutoring if the student appears unable to keep up with the class pace or with complex subject matter. The more capable reader can help in summarizing the essential points of the reading or in establishing the main idea of the reading.

Reading Assignments

- Announce readings assignments well in advance.
- If necessary find materials paralleling the textbook, but written at a lower reading level. (Also, include activities that make the reading assignment more relevant.)
- Introduce simulations to make abstract content more concrete.
- Make lists of required readings available early and arrange to obtain texts on tape.
- Offer to read written material aloud, when necessary.
- Review relevant material, preview the material to be presented, present the new material then summarize the material just presented.
- Suggest that the students use both visual and auditory senses when reading the text.
- Rely less on textbooks. Reading for students with learning disabilities may be slow and deliberate, and comprehension may be impaired for the student, particularly when dealing with large quantities of material. Comprehension and speed usually dramatically increase with the addition of auditory input.
- Spend more time on building background for the reading selections and creating a mental scheme for the organization of the text.
- Choose books with a reduced number of difficult words. Also, select readings that are organized by subheading because this aids in the flow of ideas.
- Allow the student to use a tape recorder to listen to books on tape or record important information.



Tips for Teaching Students with Learning Disabilities in Reading

Conduct error analysis of the student's reading skills to identify the patterns of errors or miscues that the student makes in her work and provide instruction to help correct the errors.

1. Select a complete passage of a story, from 300 to 500 words in length, with which the student is unfamiliar. The passage should be at an acceptable reading level for the student.
2. As the student reads the passage, the teacher marks the errors.

Common reading errors:

- Reversals when reading (i.e., "was" for "saw", "on" for "no", etc.)
- Reversals when writing (b for d, p for q, etc.)
- Transposition of letters and numbers (12 for 21, etc.)
- Loss of place when reading, line to line and word to word.
- Words omitted
- Words substituted
- Show the errors to the student and explain why they are errors.
- Have the student try to explain any observable error pattern in his work.
- Help the student develop a strategy to correct the errors.

Educational Considerations for Teaching Students with Learning Disabilities in Reading

- Shorten the amount of required reading.
- For all assignments, clearly identify expectations in writing.
- Make required book lists available prior to the first day of class to allow students to begin their reading early or to have texts put on tape.
- Encourage the use of books-on-tape to support students reading assignments.
- Provide students with chapter outlines, or handouts, which highlight key points in their readings.
- Read aloud material written on the chalkboard or that is presented in handouts or transparencies.
- Provide the student with published book summaries, synopses, or digests of major reading assignments to review beforehand, and also downloads for



Whole language Methods:

Improve students' sight vocabulary by posting a list of vocabulary words in the classroom.

1. Develop a list of sight words and post the words on the wall when they are being taught for a particular lesson.
2. Accompany the word with a picture to help the student memorize the word.

Phonics Methods:

Phonics methods for problems in basic reading focus on teaching students the connections between sounds and their letter symbols.

Decoding and Listening to Vocabulary Words:

- Provide the student with a list of new vocabulary words that will appear in a passage.
- Have the student sound the word out loud.
- Read it aloud to her if she does not read phonetically.
- Ask the student if the word sounds like other words she knows. Do parts of the word suggest what it means?

Vocabulary Word Strategies:

- Have the student read the sentences surrounding the new word. Do the sentences give the student an idea of the meaning of the word?
- Ask her to make suggestions about the meaning.

Vocabulary Word Strategies - Create a Personal Dictionary

- Provide students a list of new vocabulary words from the passage. Older students can scan the passage and make their own lists of unfamiliar vocabulary.
- Have students create their own personal dictionary by looking up words and writing the definitions in a notebook. For younger students, consider having them also draw an illustration of the words as appropriate.
- Have students occasionally review their personal word lists to reinforce their learning.
- Sometimes it is best to allow students to read passages and simply skip words they cannot decode or read.
- Consider having students make a slight mark by words they do not know and



continue reading. This allows them to finish the passage without disrupting the flow of text.

- Have them address the words they missed after they are finished reading

Tips for Teaching Students with Learning Disabilities in Math

- Use hands-on materials to improve math comprehension
- Use multisensory methods which involve using one or more of the student's senses to teach concepts and problem solving, improve memory, and strengthen application skills.
- Use familiar objects to set up and solve math problems. Items such as money, cereal or candy, or other small objects can be used to demonstrate concepts such as adding, subtracting, greater than, less than, and equal to.
- Consider using flash cards or computerized math toys and software with visual and auditory prompts.

For Math Word Problems

- Write the most important sentence first.
- Reduce the words in sentences, leaving only those important to solving the problem.
- Use only words the student already knows and can visualize.
- Avoid pronouns.
- Use specific words.
- Use simple commands where "You" is implied, such as "Add these numbers."
- Provide step-by-step models of problem solving.

Educational Considerations for Students With Learning Disabilities in Math

Instructional accommodations

- Change from written presentation to oral presentation
- Combine verbal instruction with written explanation
- Require fewer problems to be completed
- Provide additional practice
- Slow the pace of instruction
- Provide additional time to complete the problems
- Take tests orally



Materials Accommodations

- Use manipulatives
- Place fewer problems on a page
- Use color cues or other cues for mathematical operations
- Simplify the problems
- Combine tactile mode with visual, oral, or kinesthetic modes.

Environmental accommodations

- Change location of instruction or test
- Change time of day for instruction or test
- Provide a work area that is quiet and free of distractions
- Change lighting of work area
- Change seating arrangement

Tips for Teaching Students with Learning Disabilities in Writing

Speaking Activities That Support Writing:

- Sometimes children with learning disabilities in writing struggle because of lack of previous speaking experience. Children need lots of experience speaking before putting their thoughts and ideas to print. Play lots of games orally first and keep these oral activities enjoyable.
- Expand My Sentence Activity The entire class may be involved in this activity, although it works best in a small group of three or four students for students with disabilities. Start with a basic sentence and take turns expanding the sentence.
- For instance: Person 1: "I have a cat." Person 2: "I have a big cat." Person 1: "I have a big grey cat." Person 2: "I have a big, grey cat named Lulu." Person 1: "I have a big, grey, cat named Lulu who loves people."
- Graphic Organizers Typical strategies to improve writing focus on developing pre-writing strategies and using graphic organizers to organize thoughts. Graphic organizers are simply visual diagrams of ideas on paper. There are many types of graphic organizers, and one of the simplest forms is the Venn diagram. Venn Diagrams are created by:
 - Instruct the student to draw an oval in the center of a paper and write a few words in its center to represent the main idea being taught.
 - Related ideas are placed in ovals that interconnect to the main idea.
 - Ideas that relate to more than one additional oval are drawn so they extend into all



related ideas.

Tips for Teaching Students with Emotional and Behavioral Disorders

- Many of the following behavioral interventions do not require a formal behavioral intervention plan and should be implemented on an on-going basis by teachers of students who exhibit inappropriate behaviors.

Positive Interactions with Students with Emotional and Behavioral Disorders

- As an educator you serve a model for the students who are behaviorally disturbed. Your actions therefore, must be consistent, mature, and controlled. Behavioral outbursts and/or angry shouting at students inhibit rather than enhance a classroom.
- Treat the student with the behavioral disorder as an individual who is deserving of respect and consideration.
- When appropriate, seek input from the student about their strengths, weaknesses and goals.
- Make sure that students with behavioral disorders have contact with students who demonstrate the appropriate behaviors so that they have models for appropriate behaviors.
- Encourage others to be friendly with students who have emotional disorders.
- In group activities, acknowledge the positive contributions of the student with a behavioral disorder.
- Do not expect students with behavioral disorders to have immediate success; work for improvement on an overall basis.
- As a teacher, you should be patient, sensitive, a good listener, fair and consistent in your treatment of students with behavioral disorders.
- Present a sense of high degree of positive thinking in the classroom environment.

Behavioral Intervention Strategies

- Ask previous teachers about interactive techniques that have been effective with the student in the past.
- Determine whether the student is on medication, what the medication schedule is, and what the medication effects may be on his or her in classroom behaviors. Adjust teaching strategies according to the information obtained.
- Enforce classroom rules consistently.
- Develop a schedule for applying positive reinforcement in all educational environments.
- Reward more than you punish, in order to build self-esteem. A good rule is 1:3



which means that for every one punishment, you find and reward at least 3 positive behaviors during the same class or day.

- Praise immediately all good behavior and performance.
- Change rewards if they are not effective for motivating behavioral change.
- Devise a plan with the student in which inappropriate forms of response are replaced by appropriate behaviors.
- Ignore specific behaviors (This does not include dangerous behaviors.)
- For inappropriate behavior that is not ignored, redirect the student.
- Have pre-established consequences for misbehavior.
- Administer consequences immediately, and monitor and reward positive behavior frequently.
- Devise a contingency plan with the student in which inappropriate forms of behavior are replaced by appropriate ones.
- Have pre-established consequences for misbehavior.
- Administer consequences immediately.
- Use time-out sessions-i.e., time away from over-stimulating situations to cool off, and as a break if the student needs one for a disability-related reason.
- After a week or so of observation, try to anticipate classroom situations where the student's emotional state will be vulnerable and be prepared to apply appropriate strategies to reduce anxiety.
- Some aggressive students act as they do because they desire attention, and it is possible to modify their behavior by giving them recognition for positive behavior.
- Have the individual with the behavioral disorder be in charge of an activity which can often reduce inappropriate behavior.
- Plan for successful participation in the activities by the students. Success is extremely important to them.
- Consultation with other specialists, including the special education teacher, school psychologist, and others may prove helpful in devising effective strategies.
- Keep an organized classroom learning environment.
- Provide a carefully structured learning environment with regard to physical features of the room, scheduling, routines, and rules of conduct.
- If unstructured activities must occur, you must clearly distinguish them from structured activities in terms of time, place, and expectations.
- Let your students know the expectations you have, the objectives that have been established for the activity, and the help you will give them in achieving objectives.



Tips for Teaching Students With Autism

Environmental Considerations

- Work stations must be clearly defined. Provide some students with three-sided work stations, while others will be able to work in more open areas.
- Workstations should be placed away from excessive visual and auditory stimulation and away from unnecessary movement.

Visual Schedules

- Keep a daily routine with clear expectations.
- Establish and follow a visual schedule. Keep the schedule in the same location at all times. For pre-readers, a schedule with pictures can be used. Mark off or cover activities that have been completed during the day.

Visual Structure

- Help the student clearly see and understand what is expected of him.
- Put tape outlines on the floor, label chairs with the student's name.
- Use furniture to reduce visual and auditory stimulation.
- Design activities with strong visual cues to reduce the need for auditory directions.
- Each station also needs to clearly show what needs to be done, how much needs to be done, when the student will be finished, and what's next.

Alternatives to Verbal Communication

- Use an augmentative communication system for non-verbal students.
- For those students who do have verbal communication skills, many benefit from having some form of augmentative communication available as a back-up system when in a stressful emotional state. Having a back-up visual form of communication can assist with expression and reduce aggressive behaviors.

Literary Instruction

Even if augmentative communication devices are used, literary instruction is very important and should begin at a very early age and continue throughout all school years.



Direct Instruction of Social Skills

The majority of students with autism need direct instruction in social skills. Most do not learn interaction skills by simply being placed in social environments. They need to learn social interaction skills in the same way they learn other academic skills. Using strong visual structure, activities can be designed to teach about identifying emotions in self and others, situations that can cause certain emotions, and how to respond in certain social situations. Social stories have been found to be very useful. They are short stories written about specific social situations that briefly describe a social situation, how others may respond in this situation, and how the student should respond.

- Develop a social story that describes a social situation that you have observed to be challenging for the student or in response to the situation, he often demonstrates inappropriate social skills.
- Use the names of fictitious characters in the social story. However, describe the characters as having the same age and gender as the student.
- Ask the student to identify the characters' emotions in the story.
- Ask the student to describe his feelings about the social situation.
- Describe the characters appropriate and inappropriate responses in the social situation.
- Ask the student how he should respond to the situation.
- Describe to the student how others would react to his response to the situation.

Sensory Opportunities

- Most students with autism have some sensory needs. Many find deep pressure very relaxing. Others need frequent opportunities for movement.
- All students should have a sensory profile completed by an occupational therapist or other professional trained in sensory integration. Based on the profile, a sensory activity" can be created, integrated with instruction and implemented throughout the day.

Functional Curriculum

- Teach students with Autism self-care skills, domestics, recreation and community experiences.
- Older students should have formal employment opportunities beginning in middle school.



Encourage Development of Students' Strengths and Interests

- Many students with autism have particular strengths and opportunities should be created for the student to show these strengths. For example, if a student demonstrates an interest in trains, the student should have opportunities to read about trains, write about trains, do math problems about trains, etc.

Tips for Teaching Students with Intellectual Disabilities

- Never assess a student's capabilities solely on the basis of their test scores or other standardized test scores.
- After some time in the inclusive learning environment, the teacher, as an observer, should record the behavior that varies from the "norm" and which may indicate the need for intervention. Develop a procedure for the student to tell you when he/she anticipates a need for assistance.
- When it appears that a student needs help, ask if you can help. Accept a "No Thank You" graciously.
- Encourage students to accept classmates with special needs.
- Be aware that a students with special needs frequently take medications that affect performance and speed.
- Acknowledge that high, but realistic, expectations should be maintained to encourage the student's full realization of social and educational potential.
- Emphasize the student's successes.
- Agreements such as: attentive listening, mutual respect, the right to pass, and appreciation, should be enforced.
- Speak directly to students with disabilities as you would any other student.
- Learning strategies, such as mnemonics, provide good ways to access information; it can be an essential component in learning for many students with disabilities (a mnemonic is defined as a word, sentence, picture, device, or technique for improving or strengthening memory).

Modeling for others

The teacher should be aware that his or her interactions with the student with a disability will serve as a model for interaction with that student by others. This may be particularly important in assisting others in areas such as communicating with the student with special needs about behavior that does not appear appropriate.



Tips for Teaching Students with Attention-Deficit / Hyperactive Disorder

- Maintain eye contact during verbal instructions.
- Make directions clear and concise. Be consistent with all daily instructions.
- When you ask a student with AD/HD a question, first say the student's name and then pause for a few seconds as a signal for him/her to pay attention.
- To help with changes in assignments, provide clear and consistent transitions between activities and notify the student with AD/HD a few minutes before changing activities.
- Repeat instructions in a calm, positive manner.
- Students with AD/HD may need both verbal and visual directions. You can do this by providing the student with a model of what he/she should be doing.
- You can give a student with AD/HD confidence by starting each assignment with a few questions or activities you know the student can successfully accomplish.
- Require a daily assignment notebook as necessary and make sure each student correctly writes down all assignments. If a student is not capable of this, the teacher should help the student.
- Initial the notebook daily to signify completion of homework assignments. (Parents should also sign.)
- Use the notebook for daily communication with parents
- Self-monitoring techniques involve cues to the student so that he/she can determine how well he/she is attending to the task at hand.
- Cueing is often done by providing an audio tone such as a random beep, timer, or the teacher can give the cue.
- After hearing the cue, the student then notes whether he/she was on or off task on a simple recording sheet.
- Self-monitoring techniques are more likely to be effective when tied to rewards and accuracy checks.

Behavior management techniques

Provide supervision and discipline:

- Monitor proper behavior frequently and immediately direct the student to an appropriate behavior.
- Enforce classroom rules consistently.
- Avoid ridicule and criticism. Remember that students with AD/HD have difficulty



staying in control.

Provide Encouragement:

- Reward more than punish.
- Immediately praise any and all good behavior and performance.
- Change rewards if they are not effective in motivating behavioral change.
- Teach the student to reward himself or herself. Encourage positive self-talk (e.g., “I did very well remaining in my seat today. I feel good about that”). This encourages the student to think positively about himself or herself.

Environmental Factors:

- Reduce the amount of materials present during activities by having the student put away unnecessary items. Have a special place for tools, materials, and books.
- Seat students with AD/HD in the front near the teacher with their backs to the rest of the class. Be sure to include them as part of the regular class seating.
- Surround students with AD/HD with good peer role models, preferably students whom the student with AD/HD views as significant peers.
- Encourage peer tutoring and cooperative/collaborative learning.
- A class that has a low student-teacher ratio will be helpful to a student with AD/HD.
- Avoid all distracting stimuli. Try not to place students with AD/HD near air conditioners, high traffic areas, heaters, doors, windows, etc.
- Avoid transitions, physical relocation, changes in schedule, and disruptions.
- Be creative! Produce a somewhat stimuli-reduced study area with a variety of activities. Let all students have access to this area.
- Encourage parents to set up appropriate study space at home, with set times and routines established for study. Also, use this home area for parental review of completed homework, and periodic notebook and/or book bag organization.
- A private tutor and/or peer tutoring will be helpful to a student with AD/HD.
- Have pre-established consequences for misbehavior, remain calm, state the infraction of the rule, and avoid debating or arguing with the student.
- Avoid publicly reminding students on medication to “take their medicine.”



Educational Considerations for Gifted and Talented Students

- Design activities and use a variety of assessment methods and techniques to determine the cognitive, and emotional levels of functioning, learning styles and interests of students with gifts and talents.
- Develop educational goals and objectives to enhance the development of students' critical thinking skills.
- Design and implement in-class and extracurricular enrichment activities to enhance the development of students strengths.
- Develop educational activities and implement teaching strategies that maximize learning opportunities for students that promote the development of independent learners.
- Integrate the use of technology in the process of teaching and learning, which contributes to the acquisition of knowledge and synthesis of information with prior learning experiences.
- Encourage students to preview information to determine critical concepts covered in a variety of subjects and question assumptions, and key conclusions.
- Provide students with opportunities to consider problems and solutions from multiple perspectives.
- Motivate students to reflect on and identify their unique educational and personal experiences, that have influenced their present understanding of information, and to consider ideas and solutions that extend beyond their present levels of understanding.
- Encourage students to express their opinions and feelings to others with diverse perspectives and to anticipate and respond to their questions in a culturally sensitive and respective manner.
- Use a variety of teaching and learning strategies such as problem solving, exploration, survey, brainstorming, individual learning, competitive learning, and cooperative learning to meet the needs of students with different ways of learning.



Strategies to Evaluate the Progress of Students with Special Needs

General Considerations

- Evaluation of students' progress is an ongoing process and strategies, tools and methods of assessment are selected according to the individual strengths and needs of each student, and the nature of the disability.
- Students with special needs should be assessed based on the level of performance, goals and objectives stated in the IEP.
- Teachers should use a variety of assessment tools and strategies to evaluate student's performance. Examples of different methods includes but is not limited to the following: written, oral and practical paper and pencil tasks, and performance assessment, which requires that student's produce a product to demonstrate knowledge.
- The student with special needs may be given additional time to complete his assignments as indicated in the IEP.
- Tests are administered in a location that is appropriate for students with special needs which may include reduced distractions and using special furniture.
- Tests may be administered individually or in groups according to the needs of the student with disabilities.
- If necessary, the specified dates and times for scheduled tests for students with disabilities may be rescheduled, provided that there should be coordination with the school administration with this regard.
- Parents should be informed about the process of evaluation of students' progress and arrangements made to obtain any necessary approval before the start of exams.
- Each school will send the names of students with special needs and types of disabilities at the beginning of the first month of the school year to the regional office and the Ministry is required to Education to assist with any special arrangements for examination.
- Each school district provide students who are visually or hearing impaired assessment materials translated in Braille or sign language as needed.



A- Strategies to Evaluate the Progress of Students with Specific Disabilities

Physical and Health-Related Disabilities

- The student with a physical or health-related disability has the right to use various types of prosthetic devices during the assessment process as needed.
- The student may have a medical or physical condition which requires him to take the test at a time and place suitable for his condition. For example, the student's mobility may be limited to the ground floor of the school, at home or in hospital as needed for the student.
- The test may be divided into short intervals depending on the circumstances and the student's physical health.
- If the student has weak muscles or difficulty in movement, the response mode may be changed. For example, instead of providing a written response, the student may be allowed to respond orally, or someone may write the answer for him.
- The special education teacher or resource room teacher will undertake the task of supervising the assessment tests of the students in the subjects in which they receive special education services.

Visual Impairment

- Ensure that the assessment methods and tools selected are suitable for the sensory limitations of students with visual impairments.
- Ensure that assessments for the students with visual impairment are carried out through one or more of the following methods: writing and reading in Braille, oral, using recorders and computers for the student to listen to or record test questions and answers. Use of visual aids for the visually impaired, such as: magnifiers, enlarged prints etc.
- A committee, under the Chairmanship of the School Principal or his Deputy, and member of the translation specialist team (teacher of special education / teacher of resource room - special education) provides materials prepared from normal font to Braille (if Braille teacher is available in the school).
- This Committee will prepare the assessment materials prior to the assessment and undertake the following:
 - Prepare questions as appropriate for the visually impaired (Braille for the blind and large prints for the visually impaired).



- The school principal will appoint a teacher who will write on behalf of the blind student - teacher of the same subject for which the student is being examined.
- Transfer answers from the visually impaired student from Braille to normal font so that the subject teacher could correct them.
- This committee is provided with all facilities to enable it to perform its tasks along with maintaining the confidentiality of the tests and answers of the students.
- When assessing new students or transfer students from the centres, exams are not given in Braille, until the students have had sufficient time to acquire reading skills in Braille.
- The student is not assessed in more than one subject in one day and is given additional time between exams to prepare.
- The special education teacher or resource room teacher (or a Braille teacher) undertakes the task of supervising the assessment tests of the students in the subjects for which they receive special education services.

Hearing Impairment

- Ensure that the assessment methods and tools selected are suitable for the sensory limitations of students with hearing impairments.
- Ensure that assessments for the students with hearing impairments are carried out through one or more of the following different methods of communication: lip reading (speech reading), hint language, coded language, hymned language, sign language, alphabets of the indicative fingers, or through total communication method.
- The student is not assessed in more than one subject in one day and is given additional time between exams to prepare.
- The special education teacher or resource room teacher will undertake the task of supervising the assessment tests for the students in the subject in which they receive special education services and to ensure the availability of hearing aid and its effectiveness before exams.
- Make sure that the student is administered the test in a location that is free from noise and distractions.



Behavioural and Emotional Disorders

- Students are allowed to take frequent breaks between sections on exams to maintain their attention and focus.
- The student will be given time to stand up and move around in the room during the evaluation.
- Make sure that the student is administered the test in a location that is free from noise and distractions.
- The student is not assessed in more than one subject in one day.
- The special education teacher or resource room teacher will undertake supervision of the assessment of the students in the subjects for which they receive special education services.

Learning Difficulties

- Strategies and methods of assessment used with students who have a specific learning disability must be developed based on the needs of the student as specified in the individual educational plan.
- In the event that a student has a problem in reading the questions, the test items must be read to him to make sure that he understands the contents before answering the questions in all subjects.
 - If the student has difficulty in writing, he must be assessed orally or the answers should be written for him, or recorded on tape as required in the interest of the student.
 - If there is a problem in the area of the student's attention span, the student must be assessed in a location that is free from distraction.
 - The student will be given breaks during the assessment according to his ability to focus to continue and perform the task.
 - If the student is hyperactive, in addition to the learning difficulties, he should be allowed to get up from the seat and walk and then sit again during the assessment.
 - If the student has memory deficits, the material must be presented in smaller amounts.



- The special education teacher or resource room teacher will undertake supervision of the assessment tests of the students in the subject or in which they receive special education services.
- The student is not assessed in more than one subject in one day by giving him adequate time to answer the test questions, depending on the needs of the student.
- The special education teacher or resource room teacher will undertake the task of supervising the assessments of the students in the subject for which they receive special education servic.

Speech and Language Disorders

- Avoid comparisons between the students with speech and language impairments and those without speech and laguage impairments. Do not assess performance based on mistakes resulting from such disorders, such as (stammering/ twanging/ voice disorders/... etc.)
- Oral tests may be replaced by the written ones, if required.
- The speech therapist may revise or make adjustments in tests for students with a speech and language disorder as appropriate for the student's condition.

Autism Disorder

- Divide the assessment into sections which the student is allowed to complete over an extended period of time.
- Use different methods of communication such as: writing, reading, computers, and communication pad during the assessment of the student.
- Focus on diversifying the methods of assessment (sensory integration) such as (reading and writing questions, or orally listening to the question to answer, or by recording the test questions and answer them with appropriate means such as cassettes and computer).
- The student is not assessed in more than one subject in one day and he is given sufficient time to respond to questions.
- The special education teacher or resource room teacher undertakes the task of supervising the assessment tests of the students in the subjects for which they receive special education services.



Intellectual Disability

- The assessment methods and tools should be appropriate to the physical and mental characteristics of the students with mental disabilities, which rely primarily on sensory integration, for example (application of several different type of assessment methods such as written or oral test according to his physical and functional capacities or tests of observation).
- The student is given break time during the assessment according to his ability to focus.
- The special education teacher or resource room teacher supervises the assessment tests of the students in the subjects for which they receive special education services.
- The student is not assessed in more than one subject in one day.

B - Strategies to Evaluate the Progress of Gifted Students:

Advanced Learning Plan for the Talented Student

A written document that contains objectives commensurate with the needs of gifted / talented student and his interests and abilities. It also includes enrichment programs and curricular and extracurricular activities designed on the basis of tests, observations and student's performance in order to upgrade the level of student's performance, and this is prepared by special education team.

Considerations to evaluate the progress of Gifted and Talented students:

- That assessment process of a talented student is performed under the supervision of the specialist teacher in the field of excellence and talent.
- The assessment process of a talented student should be appropriate to his age group, and he should not be compared to those who are older.
- That the assessment methods use speculative and objective methods.
- That speculative methods are given more weight as compared to the objective ones.
- The assessment includes various learning processes. In all cases of assessment seeking help of more than one source is preferable, such as teachers, parents, peers, educationists, academic professionals, the student himself, or others who witnessed the work done by the talented one.
- Originality in the work.



- Creativity in thinking and performance.
- Speed in performance.
- Quality of work done.
- Quantity of work done.
- Importance of the work done.
- Suitability of achievement for the set goals.



Federal Law No. 29/2006 Regarding Rights of the People with Special Needs

Second Chapter - Education

Article (12)

The state shall guarantee for the person with special needs equal opportunities for obtaining education in all educational institutions, educational and vocational training, adult education and continuing education as part of regular classes or in special classes, if needed, with providing the curriculum in sign language or in the form of (Braille) and through any other methods as appropriate. Special needs do not constitute in themselves an impediment in seeking affiliation or enrollment or admission to any educational institution, whether public or private.

Article (13)

The Ministry of Education and Ministry of Higher Education and Scientific Research are committed to take appropriate measures in cooperation with the concerned authorities to provide educational diagnosis and curricula, easy methods and techniques for teaching purposes. They will also work on providing alternative strong communication methods to communicate with people with special needs, and developing alternative strategies for learning and accessible physical environment and other such means necessary to ensure the full participation of students with special needs.

Article (14)

The Ministry of Education and the Ministry of Higher Education and Scientific Research in cooperation with the concerned authorities shall provide academic disciplines to equip the people working with the people with special needs and their families both in the areas of diagnosis and early detection, educational, social, psychological, medical or vocational rehabilitation, and to ensure the provision of training programs during the service to equip the staff with expertise and modern knowledge.

Article (15)

Under a resolution of the Council of Ministers a committee is formed, which is called (specialized committee in the education of people with special needs). This committee is headed by the Undersecretary of the Ministry of Education and under



the membership of representatives from the concerned authorities. The Minister of Education promulgates Code of Conduct for this committee and its meetings. The committee shall, in particular, undertake the following:

1. Developing executive programs to ensure equal opportunities for education for all people with special needs from early childhood in all educational institutions in their regular classes or in the specialized educational units.
2. Developing a systematic structure for the educational programs and preparing educational plans to keep up the spirit of the age and technical sophistication commensurate with the developmental and psychological features of people with special needs.
3. Organising all matters concerning the education of people with special needs such as programs, procedures, methods and conditions of enrolment in regular classes and appearance in the examinations.
4. Laying down policies for rehabilitation and training of cadres of educational manpower working in the field of people with special needs.
5. Providing advice, technical and educational assistance to all educational institutions that wish to receive people with special needs and considering requests for funding for the equipment and technologies, and rehabilitating the educational environment of the institution.



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