Rawafed Private School

Special Needs Policy Manual

Rawafed Private School is committed to helping every individual to develop to their maximum potential. We believe that students with special needs must have equal access to a quality inclusive education.

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.

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.

Special Education Categories and Services

A- Special Education Categories

The following categories of disabilities are recognized the 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, leukemia, 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.

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).

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

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.

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.

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, 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 conduct 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.

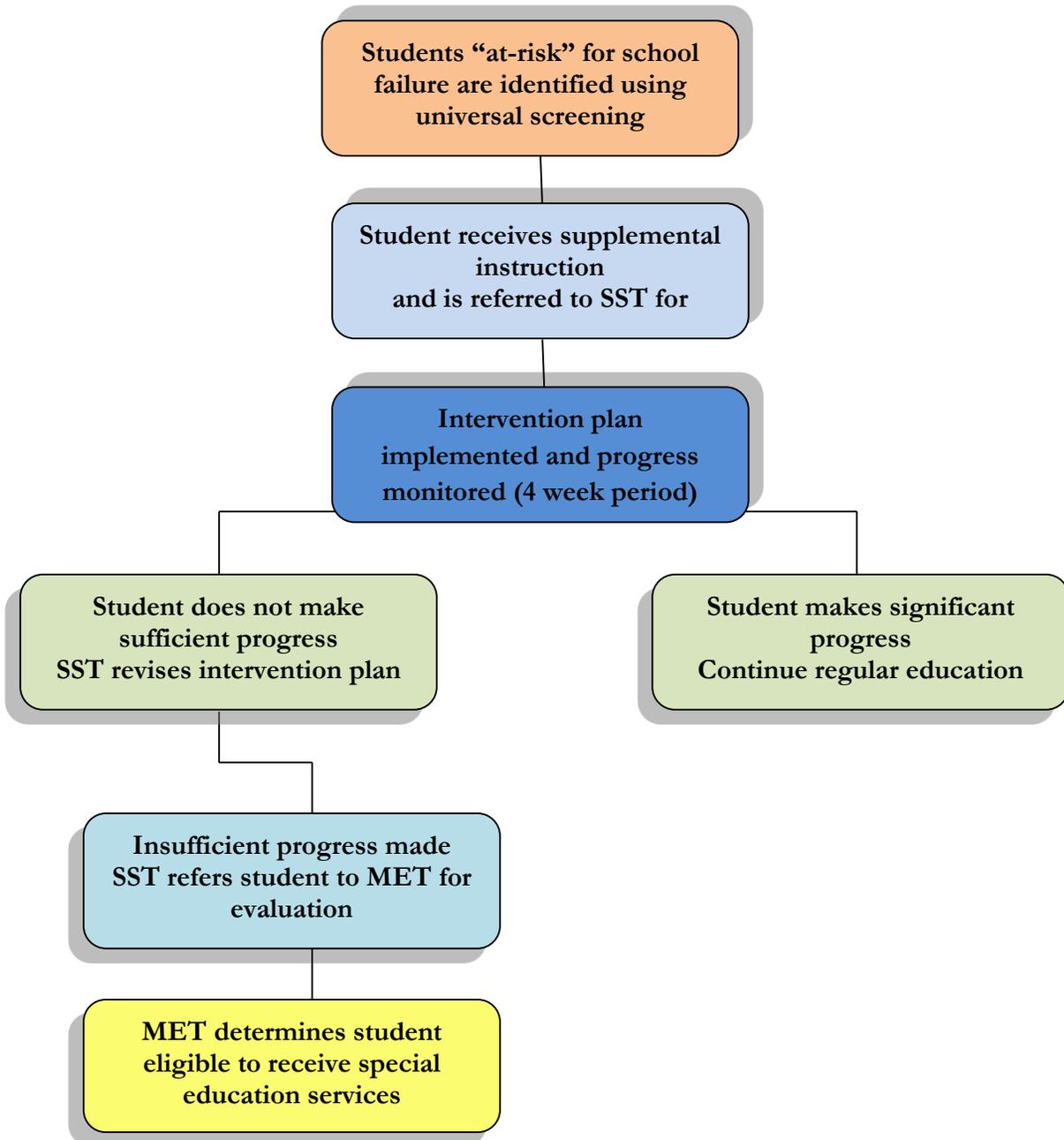**Accommodations and Modifications for Students with Special Needs**

In order to meet the educational needs of students, accommodations and modifications in the teaching methods, learning materials or learning environment may be necessary. 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:

• extended time for students with fine motor limitations, visual impairments, or learning disabilities.
• large-print worksheets for students with visual impairments

• audio and visual exams

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. 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.

Flowchart for the Special Education Process

Students "at-risk" for school failure are identified using universal screening

Student receives supplemental instruction and is referred to SST for

Intervention plan implemented and progress monitored (4 week period)

Student does not make sufficient progress SST revises intervention plan

Student makes significant progress Continue regular education

Insufficient progress made SST refers student to MET for evaluation

MET determines student eligible to receive special education services

Organization of School Support Team at Rawafed Private School

- School Director
- Head of Special Needs Department
- Psychologist
- Social Worker
- Teachers

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.
- 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.
- 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.

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.

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 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.
- 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 school in the event of any emergency or to inquire about their child.

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.
- 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. .
- 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

- 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.

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.
- 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.

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 necessarily 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.

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 board 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.
- Develop a list of sight words and post the words on the wall when they are being taught for a particular lesson.
- 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 them if they do not read phonetically.
- Ask the student if the word sounds like other words they know. 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 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.

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 l: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 devises 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 identity 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.
- Encourage students to accept classmates with special needs.
- Be aware that 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 include but are 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 of Education to assist with any special arrangements for examination.

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.
- 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: 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.

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.

Behavioral 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 service.

Speech and Language Disorders

- Avoid comparisons between the students with speech and language impairments and those without speech and language 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.

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, and computers 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 students, their 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. Organizing 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.

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.
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.
Autism Spectrum Disorders	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.
Basic Special Education Classroom	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.
Behavior Intervention Plan	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).
Direct and indirect services	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, counseling, conducting interviews and classroom teaching. 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.
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.
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, (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.
Enrichment	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.
Formal Evaluation	The process of establishing a value judgment based on the collection of actual data.
Gifted and Talented	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.

Hearing Impaired	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.
Hearing impairment	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: 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.
Inclusion	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.
Individual Education Program (IEP)	The Individual Education Program (IEP) is a written description of the present level of performance, measureable goals and needed special education programs and services for a student with special needs.
Intellectual Disabilities	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.
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.
Least restrictive environment	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.
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.
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, leukemia, cerebral palsy, renal failure, HIV, and head injuries etc).
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.
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.
Speech and Language Disorder (Communication disorders)	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: 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.
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