



CENTER FOR CHILD EVALUATION & TEACHING

Annual Report
2011



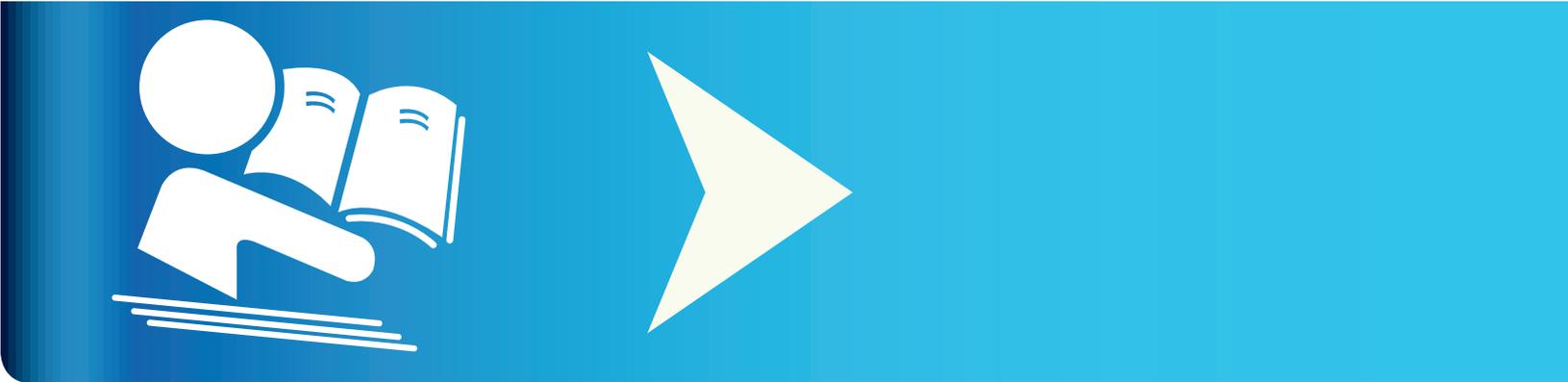
His Excellency Sheikh Nawaf Al Ahmad Al Jaber Al Sabah
Crown Prince of the State of Kuwait



His Highness Sheikh Sabah Al Ahmad Al Jaber Al Sabah
Amir of the State of Kuwait

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Chairman's Message

The Centre for Child Evaluation and Teaching (CCET) is honoured to serve individuals with learning disabilities through a variety of activities, events and programmes. In 2011, our achievements have been outstanding. We, in collaboration with Kuwait Association for Learning Differences (KALD), have organized the first International Conference on Learning Disabilities and Attention Deficit/Hyperactivity Disorder (ADHD). The conference was held under the auspices of His Highness the Emir Sheikh Sabah Al-Ahmad Al-Jaber Al-Sabah and was a great success.

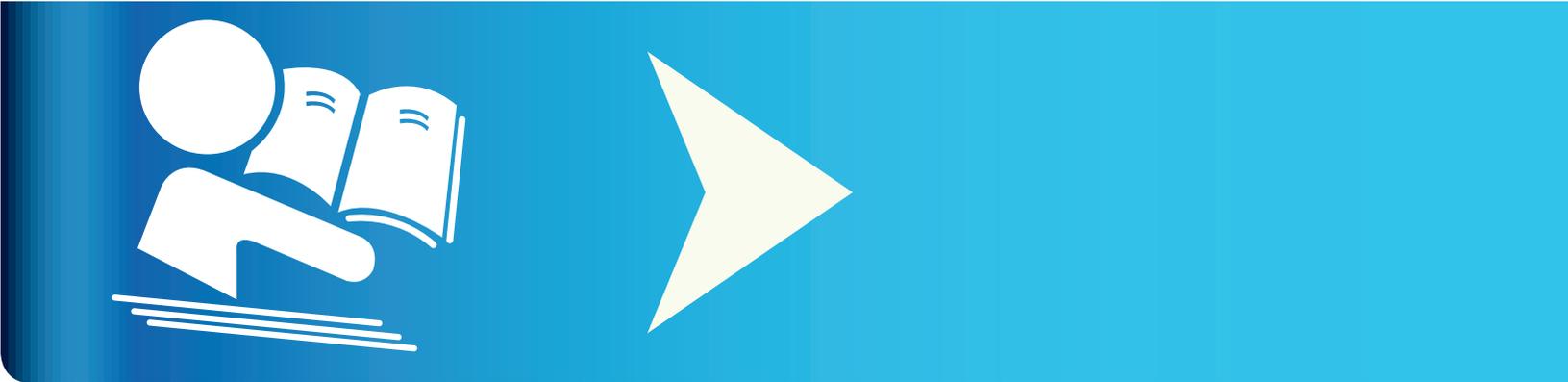
We also developed the Test of Phonological Processing for Children in collaboration with the Prince Salman Center for Disability Research in Riyadh, Saudi Arabia. This is the first test of its kind in the Arab world.

We have completed the second year of the Inclusive Educational Schools Project; a leading project in the country and the region has been launched in collaboration with the Ministry of Education. During this second year, we opened Al Sadeem School for boys as the first specialized school for individuals with severe Learning Difficulties in the Mubarak Al-Kabeer Local Educational Authority.

We have also continued providing our distinguished therapeutic services through the Morning Educational Programme (MEP) and the Evening Educational Programme (EEP); diagnostic services through our Assessment and Diagnostic Unit; training services through our Training Unit; and research through the Research & Test Development Unit.

We at CCET would like to thank and appreciate all of those who helped us, donated for us, worked with us and shared with us the happiness of giving and the blessings of assisting individuals with LDs in order to include them in society so that they may positively contribute to its development.

Mr. Abdullah Al-Sharhan
Chairman of the Board of Directors



About CCET

The Center for Child Evaluation and Teaching is a non-profit organization established in Kuwait in 1984. It is the first and largest organization of its kind in Kuwait dedicated to supporting individuals with learning difficulties, their families, teachers and other professionals to overcome the challenges of learning disabilities.

CCET seeks to engage with diverse audiences and benefactors at the local, regional and international level on how to provide scientific-based information on learning in both English and Arabic to raise awareness, build capacity and share knowledge on best practices while dealing with the daily challenges of teaching individuals with learning disabilities. CCET is a beacon in a region where there is a great need for more help of this nature.

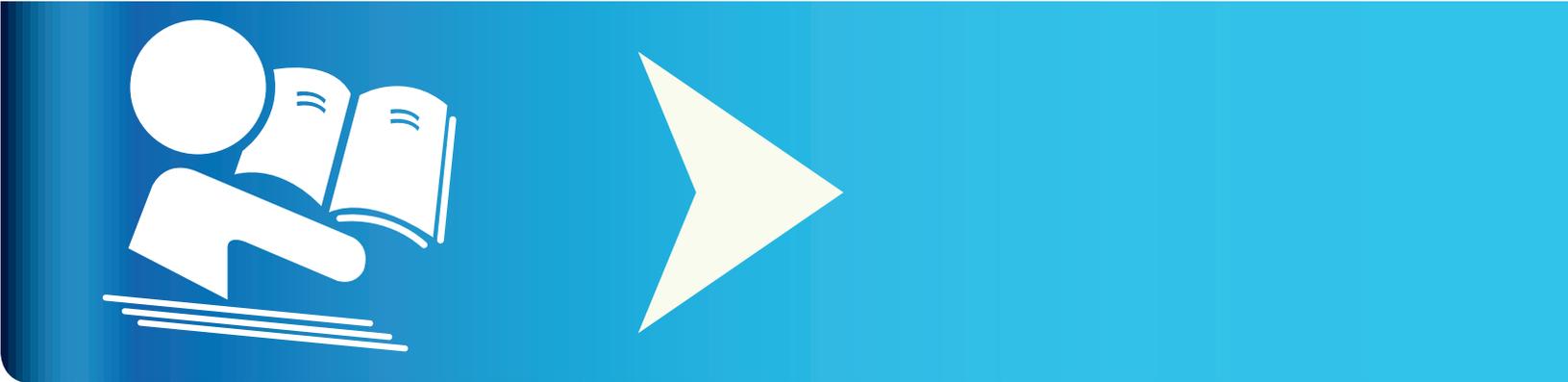
CCET believes that every individual matters and that enabling individuals to learn and supporting them in a culture of care will ultimately allow them to contribute fully and positively to the community in which they live.

Our Vision

To remove barriers to inclusion and empower individuals with learning disabilities to achieve their full potential.

Objectives

- To campaign on key issues of education and employment pertaining to individuals with learning difficulties.
- To create knowledge, raise awareness and build capacity in the field of learning disabilities.
- To champion Inclusion.
- To develop and encourage services that meet the needs of children with learning difficulties; including assessment, intervention and training.



Morning Educational Programme (MEP)



Morning Educational Programme (MEP)

In the Morning Educational Programme (MEP) at CCET, students study the curricula of the Ministry of Education in the State of Kuwait, under specialists in various aspects of learning difficulties. They receive instruction both individually and in small groups.

Each child is assessed before joining the programme through a battery of psycho-educational tests and diagnostic tests in the areas of difficulty (maths, Arabic and/or English) to determine that the student does in fact have a learning disability. The results of these tests are used to prepare the Individual Education Programme (IEP) that the student's instructors will follow in the MEP. The IEP is multi-dimensional, addressing the student's needs at the educational, psychological and social-emotional level by marrying Programmes of education, counseling, social training, nutrition, art, physical activity and technology.

These programmes are focused on the emotional, social and psychological development of these children. They are intended to raise the child's self-esteem and increase his motivation to learn, while teaching him strategies and skills to help him overcome the challenges he faces on a daily basis and may encounter in the future.

Achievements of 2011

Morning Educational Programme (MEP)

In 2011, the Morning Programme Team accomplished the following:

- Applied new learning strategies with the active participation of the students.
 - Created new methods to promote achievement
 - Encouraged parents to actively follow-up on the achievements of their children
 - Encouraged student initiative and participation in different activities
 - Produced the film «Half a Day in the Life of a Student».

Training

- Trained the first group of teachers on the "I Read and I Write!" Programme.
- With the cooperation of the Test Development Unit, administered a battery of tests to evaluate the "I Read and I Write!" Programme in individual classes of Arabic language.

Publishing

- Co-edited a special issue of an international journal on literacy in Arabic:

Mahfoudhi, A., Everatt, J. & Elbeheri, G. (2011). Special Issue of Reading & Writing: An Interdisciplinary Journal on "Literacy in Arabic." Springer.

- Participated in publishing the following books and tests:

Taibah, N., Elbeheri, G., Abu-Diar, M., Mahfoudhi, A., Everatt, J., & Haynes, C. (2010). Test of Phonological Processing for Children (in Arabic - Standardized in Kuwait and Jedda, Saudi Arabia). Center for Child Evaluation & Teaching, Kuwait and Prince Salman Center for Disability Research. (87 pages)

ISBN: 978- 9996660023.

Abu-Diar, M., Elbeheri, G., Mahfoudhi, A., & Hattab, S. (2011). A guide to the curriculum-based tests of Arabic. Center for Child Evaluation & Teaching, Kuwait. (based on the Kuwaiti Arabic language curricula). (208 pages)

ISBN: 978 -9996660009.

- Participated in publishing the following scientific articles:

Mahfoudhi, A., Everatt, J., & Elbeheri, G. (2011). Introduction to the Special Issue of Reading and Writing: «Literacy in Arabic». Reading & Writing, 24(9), 1011 - 1018.

Elbeheri, G., Everatt, J., Mahfoudhi, A., Abu-Diyar, M. & Taibah, N. (2011). Orthographic processing and reading comprehension among Arabic speaking mainstream and LD children. Dyslexia, 17(2), 123 -142.

Achievements of 2011

Morning Educational Programme (MEP)

Test Development

- Developed and evaluated Arabic language tests with the cooperation of the Test Development Unit, the Training Unit and the Director of the Evening Educational Programme.
- Completed and published the standardization of phonological tests as a unique test battery, the first of its kind in the Arab world, with the collaboration of the Test Development Unit.
- Completed the standardization of reading and spelling test battery and orthographic processing and morphological awareness test battery, in collaboration with the Test Development Unit.
- Started to develop tests to assess students' level in mathematics in collaboration with the Assessment Unit.

Conferences

- In collaboration with the Kuwaiti Association for Learning Differences (KALD), helped in organizing an international conference on Learning Disabilities and ADHD.
- The MEP presented the following scientific papers at international conferences:

Mahfoudhi, A. (2011). Developing a multi-sensory structured language Programme to teach students with reading and writing disabilities. Carnegie Mellon University in Qatar conference: The Challenges of Teaching Arabic in the 21st Century, Doha, Feb. 9 -10, 2011.

Mahfoudhi, A. (2010). Teaching students with a reading difficulty: Research-based methods. Partners in Inclusion Project, funded by the Arab Fund, Kuwait, December 21st, 2010 (invited talk).

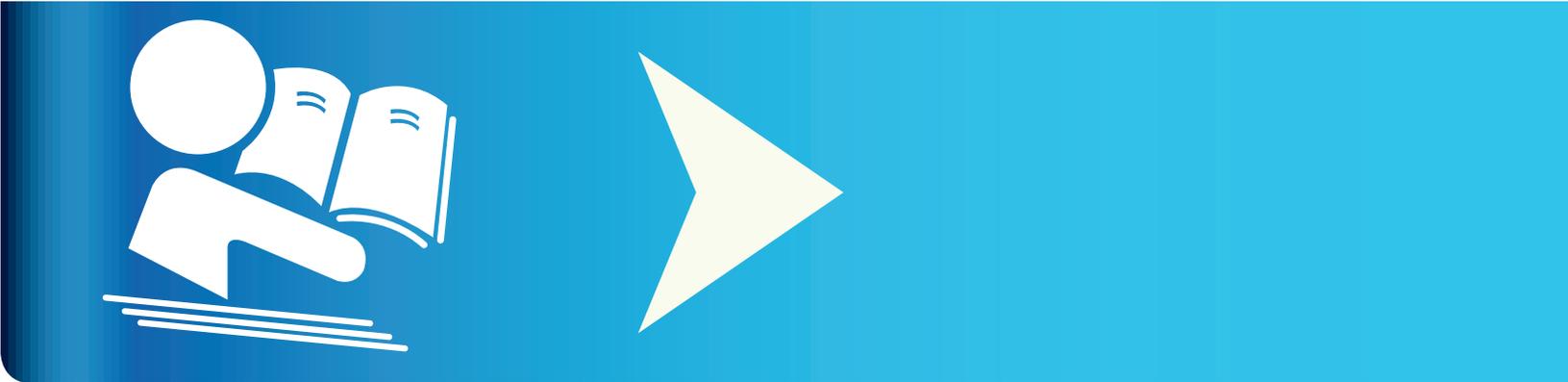
Sadeghi, A., Everatt, J., Tehrani, L.G., Al-Menaye, N., Elbeheri, G., Mahfoudhi, A. & McNeill, B. (2010) Text reading across languages: The influence of underlying cognitive-linguistic abilities. University of Canterbury, Christchurch, New Zealand: 3rd Educational Psychology Forum, 1- 2 Nov 2010.

Taibah, N., Everatt, J., Elbeheri, G., Mahfoudhi, A. & Abu Al-Diyar, M. (2010) Word decoding and reading comprehension in Arabic speaking children. Berlin, Germany: 17th Annual Meeting of the Society for the Scientific Study of Reading (2010 SSSR), 7 -10 Jul 2010. (Poster presentation).

Aspirations for 2012

Morning Educational Programme (MEP)

- Begin working on developing a Programme for diagnosis and treatment for students with learning difficulties in mathematics, called "I am Part of the Equation." The project is to be funded by the Awqaf Public Foundation.
- Complete the implementation and evaluation of the "I Read and I Write!" Programme.
- Further training for teachers of science, social studies and English on how to include the principles of multisensory techniques in typical classes.
- Develop a new method in teaching mathematics to be used in Individual Education Programmes (IEPs) or small groups in CCET and train teachers outside of CCET on this Programme.
- Develop a study by the social workers at CCET entitled "The Relationship of Social Intelligence with the Emotional Aspects of Students".
- Adopt quality principles for the programme (students, teachers and curriculum).
- Participate in local and international specialized symposia and conferences.
- Continue to raise the achievement standards of students.



Evening Educational Programme (EEP)



Evening Educational Programme (EEP)

The Evening Educational Programme (EEP) is an integral part of CCET. It adopts its objectives and works to achieve them. The EEP believes in an integrated educational environment where students are able to reach their full potential. The Programme serves students of both mainstream and private schools in different levels (primary, intermediate and secondary) of all nationalities who are diagnosed with a learning disability. Specialist teachers provide tutorials to deal with each student's specific weaknesses.

Achievements of 2011

Evening Educational Programme (EEP)

- The EEP offered full educational services to over 250 students in the following subjects: Arabic, English, French, maths, science, physics, chemistry, geology, and history.
- The Programme offered counseling services and speech-language therapy for students with learning disabilities.
- Raised the awareness of mainstream school administrators, teachers and specialists of students with learning difficulties and followed-up on these students to report on their condition, with the consent of their parents, to describe their problems and to advocate for the rights that have been recognized by the Ministry of Education's bulletins and circulars that were distributed to mainstream schools.
- Followed-up on students with learning disabilities in mainstream schools.
- The Evening Educational Programme, with the Morning Educational Programme, is preparing its students (particularly those in the ninth grade) to return to their mainstream schools at the secondary level. We explain educational services that are offered by the Evening Educational Programme by inviting specialists at the secondary level to discuss the requirements for study in high school and the education system in such schools. In addition, we explain to parents the assistance that is available for their children at CCET after they graduate from the EEP and/or MEP.

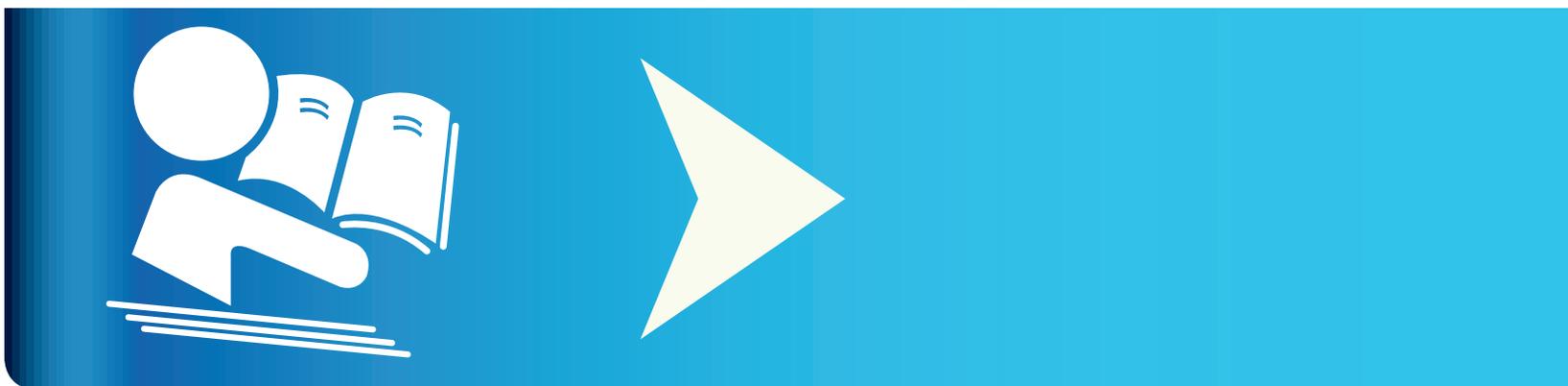


- Formed a special committee to develop criterion-referenced diagnostic tests in English through the Assessment Unit at CCET with the help of the head of the English department and other teachers.
- Participated with the Research Unit to review and comment on all CCET's publications.

Aspirations for 2012

Evening Educational Programme (EEP)

- Expand the services of the Evening Educational Programme to reach more students who have learning disabilities and provide further support to parents who struggle to help their children and understand their problems.
- Introduce the best educational methods that can benefit students with learning disabilities.
- Raise awareness of all mainstream schools in Kuwait, both public and private, and parents to advocate for early intervention to address a child's needs before it becomes too late.



Training Unit



Training Unit

The Training Unit contributes to the goals of the Center for Child Evaluation and Teaching through the dissemination of awareness in the field of learning disabilities, providing training for teachers, educational psychologists, social workers and parents on the identification and treatment of learning disabilities.

The training team visits many public schools and other public and private educational institutions in Kuwait to provide training for teachers and educators. The Training Unit also provides consulting services, training Programmes and educational assistance to help build local capacities in the field of specific learning difficulties.

The Unit's activities are not limited to Kuwait, but reach sister institutions in the same field in the Arab world through projects supported by many parties in Kuwait.

Achievements of 2011

Training Unit

- With the support of the Kuwait Foundation for the Advancement of Sciences (KFAS), the Training Unit delivered many lectures and workshops on learning disabilities, dyscalculia and Arabic language difficulties in all the governorates of Kuwait.
- Completed parts one and two of the training project funded by the Kuwait Foundation for the Advancement of Sciences (KFAS) in Kuwait for the year 2011. This included forty lectures in mainstream schools of the Ministry of Education and nine training courses for parents, teachers, educational psychologists and social workers of the Ministry of Education.
- Conducted specialized training courses for Al Sadeem Model School through the Inclusive Educational Schools Project.
- Delivered forty-one lectures in twenty-eight schools in Mubarak Al Kabeer Local Educational Authority as part of the Inclusive Educational Schools Project on the educational treatment for basic subjects (Arabic, English and maths) in the field of learning disabilities.
- Met with heads of departments of basic subjects (Arabic, English and maths) to evaluate the results of training

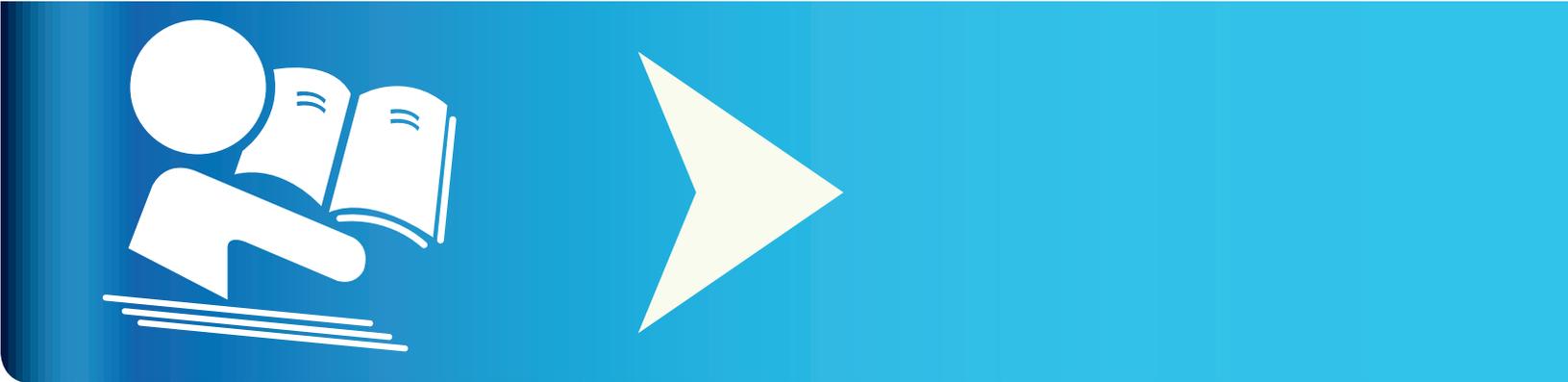
workshops (educational treatment) for twenty-eight schools in Mubarak Al Kabeer Local Educational Authority and to review the achievements of the school and share experiences.

- Finished the arrangement to offer a paid training course for specialists and anyone interested in learning disabilities.

Aspirations for 2012

Training Unit

- Deliver forty-one lectures in twenty-eight schools in Mubarak Al Kabeer Local Educational Authority as a final stage of the Inclusive Educational Schools Project on the educational treatment for basic subjects (Arabic, English and maths) in the field of learning disabilities.
- Develop new, specialized training courses for people who are working with special needs children. The course, called "Draw Your Map," consists of workshops and training courses for different specialties:
 - Learning disabilities course—level one
 - A course on mind maps and their application to students with learning difficulties—level two
 - Multiple intelligences course and its application to students with learning difficulties—level two
 - "I Read and I Write!" course—level two
 - Dysgraphia course—level two
 - Dyslexia course—level two
 - Applications of phonological processing
- Follow-up specialized training courses for Al Sadeem Model School as a part of the Inclusive Educational Schools Project.
- Deliver a number of public lectures and host international experts specialized in learning disabilities.
- Offer a new project with the Kuwait Foundation for the Advancement of Sciences (KFAS) to carry out more training courses in 2012.



Inclusive Educational Schools Project



Inclusive Educational Schools Project

One of the objectives of CCET is to provide support and assistance to students with learning disabilities in Kuwait by adopting the principle of inclusion in mainstream schools. CCET is working with the Ministry of Education in Kuwait to implement the Inclusive Educational Schools Project in its experimental phase in Mubarak Al Kabeer Educational Authority, with the support from Awqaf Public Foundation and both local and international consultants. This project started in March of 2010 and continues for three years.

Achievements of 2011

Inclusive Educational Schools Project

Objectives of the Project

- Decrease the number of student failures and dropouts from the first years of primary schools and increase the students at the intermediate levels, encouraging students to respect differences to achieve further inclusion.
- Adopt new methods to enhance inclusion and to decrease social and educational isolation and support curriculum variation that draws on different techniques.
- Cooperate with the mainstream sector (Mubarak Al Kabeer Educational Authority) through training administrative and educational staffs of primary schools on how to offer help and support for children with learning disabilities.
- Train the staff working in Mubarak Al Kabeer Educational Authority on the best methods of screening specific learning disabilities and how to use these methods for early identification of primary school students who have learning disabilities.
- Help students with learning disabilities by providing them with advice, instruction, training courses and workshops, as well as meetings and awareness materials for the staff.
- Include parents in the project through training courses/ specialized lectures on how to provide assistance and support at home and work with teachers in the school.

- Transfer over 25 years of practical experience that CCET has accumulated in dealing with specific learning disabilities to the Ministry of Education to include students with learning disabilities and identify their difficulties as early as possible.

Stages of the Project

- First Stage: Collecting data (7 months).
- Second Stage: Awareness (5 months).
- Third Stage: Screening (7 months).
- Fourth Stage: Educational Treatment (17 months).
- Launched the first conference for the Inclusive Educational Schools Project on April 5 - 6, 2010, attended by a group of local and international experts.
- Inclusion Quality Mark (IQM) assessors and CCET conducted field visits in April and May of 2010 as a part of the project to collect data on the schools.
- Held individual meetings with school principals in September 2010 to explain the status of the schools and the requirements to achieve the standards of educational inclusion to be awarded the IQM certificate.
- Conducted eight weeklong training courses for supervisors, principals and deputy principals of the schools from December 2010 to March 2011. These trainings are conducted by two teams (British and Kuwaiti) specialized in management, planning and learning disabilities.
- Hosted fifty-six workshops in all the project schools (an average of two workshops in each school) from October 24 - December 31, 2010.
- Trained all female educational psychologists in the project schools for two weeks on the Raven test.
- Conducted twenty-eight training courses in the project schools. Each course included ten trainees from heads of departments of Arabic, maths, technology and some teachers to use the screening tests in maths and Arabic to identify those students with learning disabilities.

Achievements of 2011

Inclusive Educational Schools Project

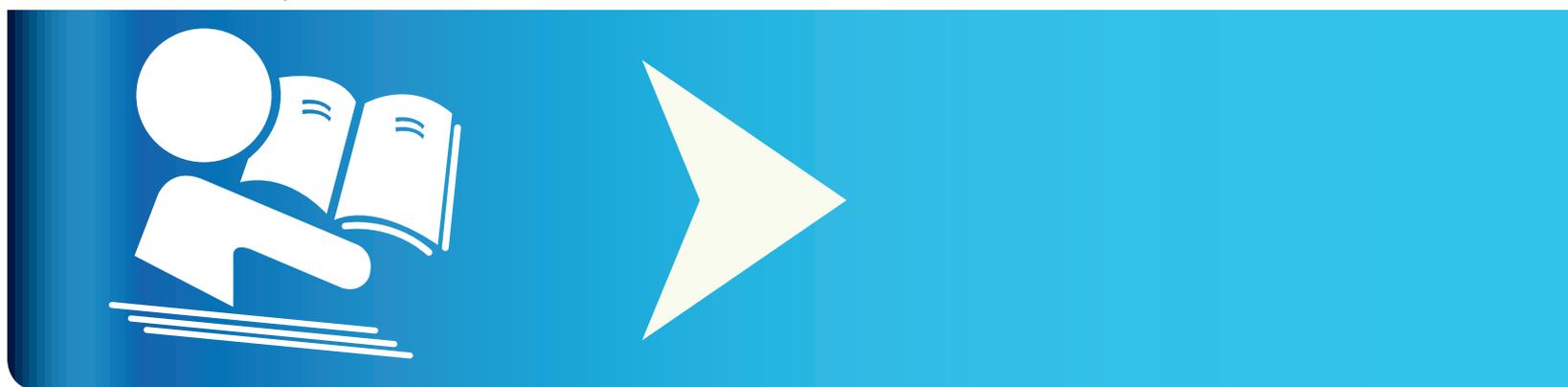
- Conducted the screening process for students from all schools, according to the following stages:
 - At first, 1,500 male and female students from all schools (grades 2, 3 and 4) were characterized as having learning disabilities.
 - According to two additional questionnaires, the number of students was decreased to 1,050.
 - Intelligence tests (Raven) were applied to 1,050 students.
 - Conducted electronic screening tests on 1,050 students.
 - Identified the students with learning difficulties through the results of screening and transferred 100 students to Al Sadeem Model Primary School for Boys to offer intervention Programmes for the other students, according to the level of their difficulties in school.
- Prepared and developed Al Sadeem School in the summer months and September of 2011:
 - Held meetings with parents of students who would be transferred to Al Sadeem School
 - Recruited teachers and staff for Al Sadeem School
 - Equipped the school with classroom materials and tools
 - Trained the staff during extensive daily courses in September of 2011
 - Opened the Al Sadeem School on Sunday, October 2, 2011.
- Started the Educational Treatment stage in the 28 schools of Mubarak Al Kabeer Educational Authority in the middle of September, 2011, which will continue through June of 2012:
 - British training to prepare all students for evaluation in this academic year (including trainings for principals and teachers through six stages)
 - Held a training meeting for all school principals on October 3, 2011.
 - Held a training meeting for all coordinators of the participating schools on October 4, 2011.

- Conducted a training course for all supervisors at the primary level for maths, Arabic and English on October 4 - 5, 2011.

Aspirations for 2012

Inclusive Educational Schools Project

- Workshops for all teachers and heads of departments of maths, Arabic and English on methods for inclusion and educational treatments for students with learning disabilities in mainstream classrooms during the current academic year:
- 56 workshops in maths.
- 56 workshops in English.
- 56 workshops in Arabic.
- Follow-up the training for all staff of Al Sadeem School during the 2011/2012- academic year, aiming to:
- Train teachers through an independent unit that cooperates with other training centers to provide all types of required training.
- Provide psychological and educational diagnoses and assessments through an independent unit that cooperates with different assessment centers.
- Treat severe learning disabilities through the Morning Educational Programme and Evening Educational Programme (if required).
- Provide a cultural model of these distinguished schools which provide integrated services for children, teachers, educational psychologists and social workers in the field of learning disabilities.
- Obtain the British academic accreditation of the school through training and assessment over the course of the year.



The Assessment Unit



The Assessment Unit

CCET believes in the importance of early intervention, which most teachers and parents also consider as essential to best dealing with the child's difficulties. This assessment promotes the cooperation between the home and school for the child's benefit. A proper assessment provides the child and his family with a detailed diagnosis, subjective analysis and explanation of his disabilities. The Assessment Unit is one of the oldest at CCET—it started its work in 1984 when the center was first inaugurated.

Achievements of 2011

The Assessment Unit

- The Assessment Unit grew in staff numbers and educational psychologists, which has led to an increase in the number of student diagnoses.
- Improved the administrative and technical process through the introduction of a new management system.
- Worked to raise the technical skills of its specialists through training courses and scientific lectures with the help of Arab and foreign experts.
- Started to use the third edition of the Wechsler Intelligence Scale, which was recently standardized for Kuwait.
- Specialists received theoretical and practical training on phonological tests (standardized by the Test Development Unit at CCET) and introduced these as an additional aspect of the diagnosis process.
- Started to use the most recent editions of diagnostic tests in Arabic.
- Continued working to develop two important projects that were started in 2010 to improve the unit's performance:
 - Case Council Project of Educational Psychologists-will meet upon the request of one of the specialists (to share experiences, to issue a proper diagnosis, to present a unique case) so they can work together while ensuring they keep the personal information and data about the student private.
 - Diagnostic Guide—a guide that explains different diagnostic tests in the unit that include all special needs groups, the disorders and the symptoms. The guide, an output of all the specialists' work, explains how to diagnose these students.

- The Assessment Unit has diagnosed many cases from outside Kuwait, particularly children from other Gulf countries, through scheduled appointments.
- Participated in many events outside the field of assessment, namely the participation in the meetings of the psychologists in foreign schools in Kuwait and the active participation in conferences in Kuwait. The unit also delivered a series of lectures on assessment and diagnosis of learning difficulties in schools, Kuwait University and hospitals.
- Continued the training courses of learning disabilities according to the plan of CCET.
- A team of educational psychologists from the unit visited schools (both public and private) of the children who have been diagnosed in the unit, upon the request of the parents to explain their child's condition and offer recommendations to the child's teachers.

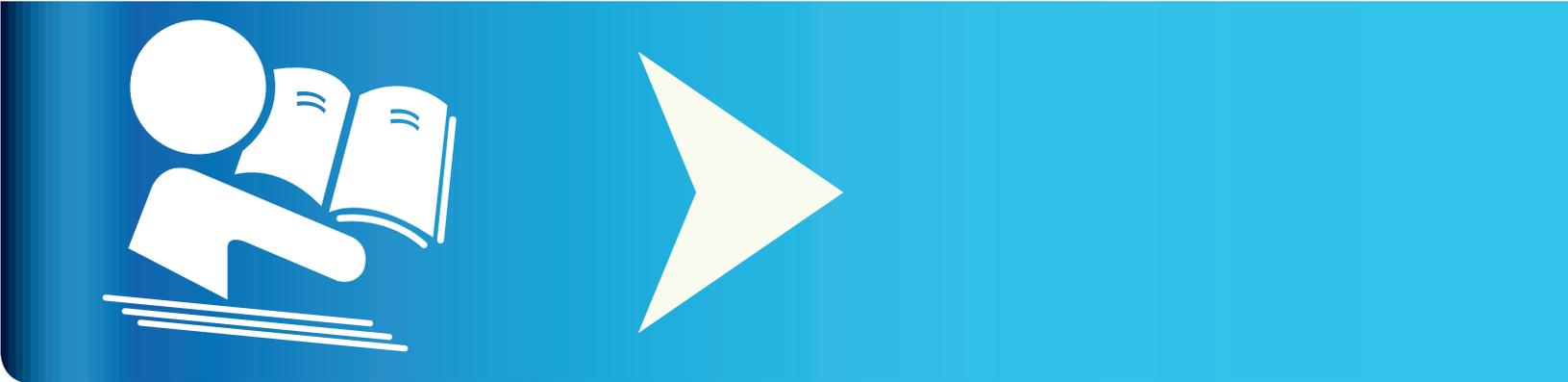
Statistical Data

| | |
|------|----------------------------------|
| 1647 | Interviewed cases to open files |
| 308 | Psycho-educational assessments |
| 306 | Psychological assessments |
| 53 | Educational assessments |
| 50 | Oral and telephone consultations |
| 89 | Waiting list |

- Serve more children and provide them with psychological and educational diagnoses and the proper recommendations, especially after having increased the number of staff working in the unit.
- Develop tools and obtain all the up-to-date tests that are available both in Arabic and internationally to improve performance and services for all.
- Host specialists in the fields of education and psychology by conducting workshops for the staff as a part of functional development.

Aspirations for 2012

The Assessment Unit



Media and Public Relations Unit



Media and Public Relations Unit

The major effort of the Public Relations and Media Unit in 2011 focused on advertising for new services offered by CCET, spreading awareness about learning disabilities, highlighting the image of CCET as a center for excellence in research and intervention and providing resources and training for people with learning disabilities. It also extended and strengthened its ties with similar institutions at the local and international levels through active participation in exhibitions and conferences.

Achievements of 2011

Media and Public Relations Unit

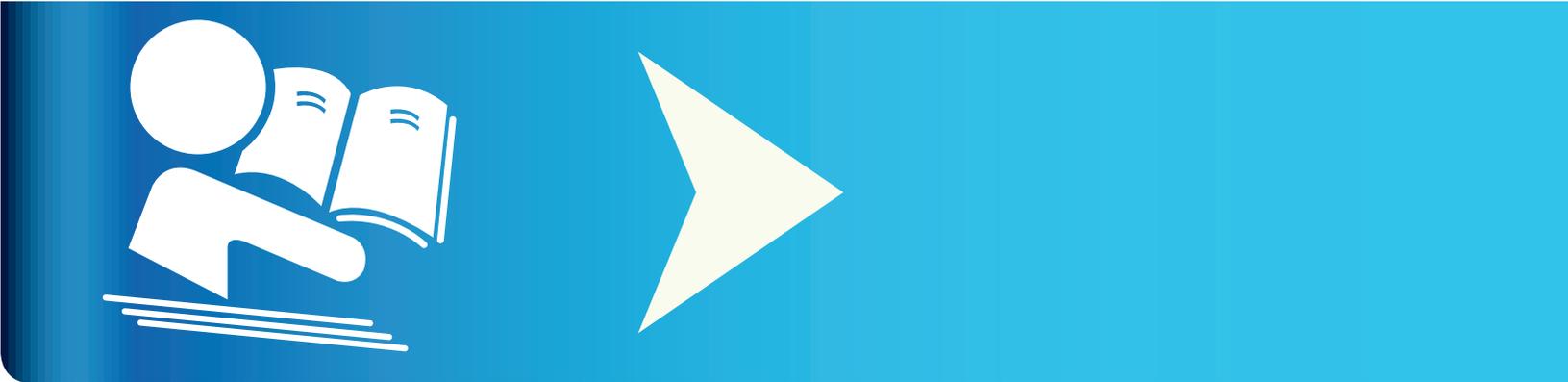
- Updated the CCET magazine and made adaptations by adding new material.
- Participated in the preparation of the first International Conference on Learning Disabilities, organized by CCET and Kuwait Association for Learning Differences(KALD).
- Increased cooperation with media institutions to improve the coverage of literature, workshops and other aspects of CCET news.
- Organized many events through concluding ceremonies for the activities of each department at CCET.
- Developed a new department for graphic design, which assists all units of CCET.



Aspirations for 2012

Media and Public Relations Unit

- Reach a larger number of parents of children with learning disabilities to raise awareness of the difficulties.
- Personnel development within the unit to better fulfill its responsibilities.
- Communicate with other local companies and institutions to obtain financial and technical support for upcoming projects.
- Release a greater number of publications to reach both local and international audiences.



The LD National Helpline



The LD National Helpline

The LD National Helpline is a telephone inquiry service which is funded by the Kuwaiti Awqaf Public Foundation to answer the questions and concerns of parents, teachers and others interested in learning disabilities. The LD National Helpline:

Has a database that includes the institutions and centers that deal with special needs in general and learning disabilities in particular, both in and out of Kuwait.

It Also collects data on the callers and their inquiries, which is kept confidential, and is run by a team of locally and internationally trained professionals. The Helpline operates from 7:30am to 5:00pm, Sunday through Thursday.

Achievements of 2011

The LD National Helpline

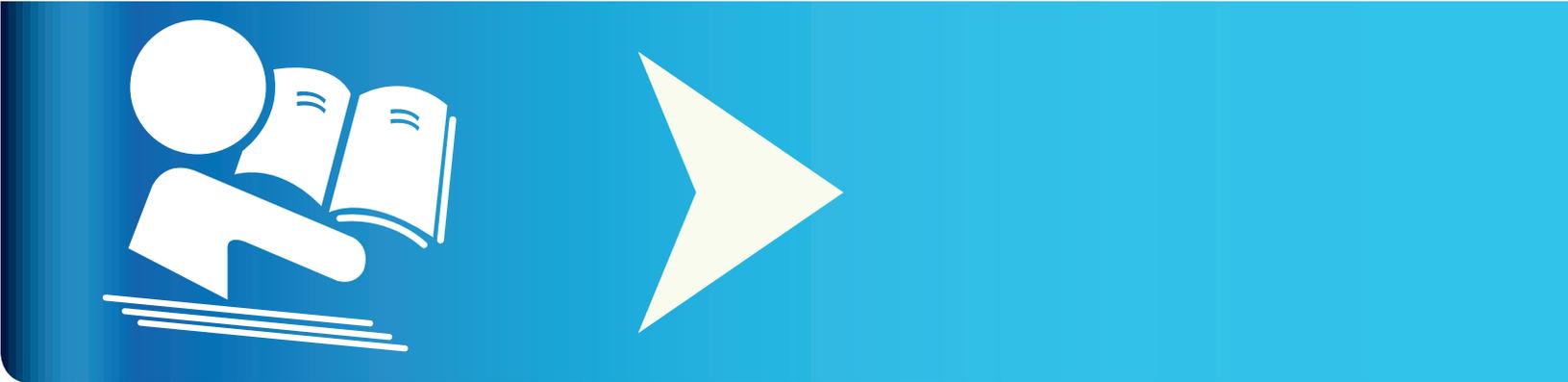
- Added 23 new entries to the database that lists all private and public centers and institutions (nurseries, schools, centers, institutions, NGOs) that deal with special needs, and learning disabilities in particular. There are now 520 centers in the database.
- Received over 1,000 telephone inquiries.
- Organized weekly media campaigns in daily newspapers to offer its services to the community.
- Published the 2nd edition of the Guide for Institutions for Special Needs in Kuwait, with a new chapter on nurseries for children with special needs.
- Participated in conferences and local exhibitions dealing with special needs to raise awareness about learning disabilities and introduce CCET to the public.



Aspirations for 2012

The LD National Helpline

- Release the 3rd edition of the Guide for Institutions for Special Needs in Kuwait, with the cooperation of KALD, and incorporate an English translation.
- Publish the disability Law in both Arabic and English.
- Finish a booklet entitled "Question Bank" that will include 100 frequently asked questions about learning disabilities with answers based on scientific research.
- Continue the search for new institutions and centers working with learning difficulties to add them to the database of the national helpline and Guide for Institutions for Special Needs in Kuwait.
- Train staff and attend lectures and workshops conducted by CCET to improve experience and skills in the field of counseling.
- Continue to organize the media campaigns in the daily newspapers.
- Participate in all exhibitions related to learning difficulties and special needs.



The Learning Disabilities Library



The Learning Disabilities Library

The Learning Disabilities Library at CCET was established in 2008, following a generous grant from Kuwait Awqaf Public Foundation. It aims to provide scholarly resources on learning disabilities in both Arabic and English for teachers, parents, research and graduate students from inside and outside CCET.

Achievements of 2011

The Learning Disabilities Library

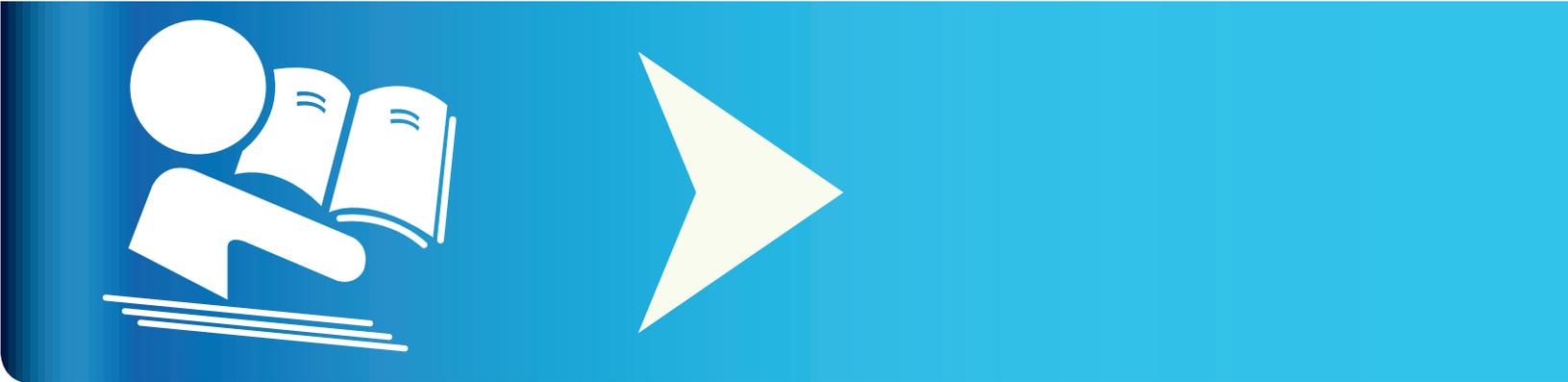
- Provided the library with 450 new sources in Arabic.
- Provided the library with 250 new sources in English.
- Provided the periodical department with 103 specialized periodicals.
- Updated a new section for university theses, including a group of specialized theses in the field of learning difficulties (46 theses).
- Introduced a new service for electronic books, including 7,459 electronic books in several areas.
- Participated in the inclusion project.
- Number of members increased to 87
- Number of visitors to library was 1,150.
- Number of books borrowed and returned was 1,298.
- Received about 25 visits of different groups and VIPs, as well as delegations to tour the library and its services.



Aspirations for 2012

The Learning Disabilities Library

- Increase the number of university theses.
- Increase the number of books in both Arabic and English.
- Increase the number of library members.
- Increase the communication and development of projects with scientific centers and institutions working in the field of special needs in Kuwait and the Arab world.



The Test Development Unit



The Test Development Unit

The Test Development Unit is related to the Assessment Unit. It aims to develop, design, and standardize different psychological and educational tests. The Assessment Unit depends upon such tests in the diagnostic process of individuals with LD. The unit conducts studies on the weaknesses and strengths of LD children and publishes books needed by teachers, parents and researchers in all aspects of learning disabilities. It also provides a number of training courses that can help teachers and educational psychologists to diagnose and treat children with learning difficulties and provide other departments with standardized information on learning difficulties.

Achievements of 2011

The Test Development Unit

- Standardized diagnostic tests for students with learning difficulties between the ages of 7 and 11:

| Test | Level of Achievement |
|--|---|
| Test of Phonological Processing for Children | Published. |
| Test of Morphological Awareness and Orthographic Processing for Children | Standardization completed. |
| Test of Working Memory for Children | The first experimental sampling has been carried out. |
| Test of Reading and Spelling for Children | The experimental samples (1) and (2) have been carried out. |

- Diagnostic Tests (Criterion-Referenced Tests):

The project of diagnostic tests aims to provide a comprehensive assessment of the student in Arabic and provide an overview of the skills that the student lacks in areas such as in listening,

oral reading, speaking and other language skills, including spelling, and grammar. These tests are intended for children between grades 1 and 9.

- Scientific publications of CCET:

| Test | Level of Achievement |
|---|---|
| Dyslexia: A Guide for the Arab Researcher (2 nd Edition) | In press. |
| A Glossary of Terms in Learning Disabilities | In press. |
| Manual for Arabic Criterion-Referenced Tests | Published. |
| Manual for Phonological Processing Tests | Published. |
| Electronic Dyslexia Screening Battery | Applied in different schools and is in the process of being standardized. |

- Training Courses:

| Name | Level of Achievement |
|--|--|
| Training on Phonological Processing Tests | Completed and will be included in the schedule for training courses. |
| Training in Adjusting Bullying Behavior of LD Students | Completed and will be included in the schedule for training courses. |

Achievements of 2011

The Test Development Unit

Aspirations for 2012

The Test Development Unit

- Diagnostic Test Development (Criterion-Referenced Tests)

We are looking forward to achieve the following:

| Name | Prospect |
|--|--|
| Test of Working Memory for Children | <ul style="list-style-type: none">- The second experimental sampling will be carried out.- Standardization will be carried out. |
| Test for Reading and Spelling for Children | Standardization sampling will be carried out. |

- Scientific Publications of CCET

We are looking forward to the following:

- Assessment and Diagnosis of People with Learning Disabilities
- Phonological Awareness and Learning Disabilities
- Working Memory and Learning Disabilities
- Electronic Screening and Diagnosis Problems

Aspirations for 2012

The Test Development Unit

- Screening and Diagnosis of Adults with Learning Disabilities: This Programme aims to identify individuals with learning disabilities through scientific diagnoses based on a group of tests looking at academic learning difficulties. This would enable them to obtain educational services and appropriate intervention. The targeted population is people between the ages of 18 and 23.
- Training Courses
- How to evaluate and assess learning disabilities and how to interpret and analyze the results
- Teaching children with learning disabilities

Thanks and Acknowledgements

CCET was merely a dream before it became a reality. The organization wishes to thank God and the loyal people and generous Kuwaitis who support our children to provide them with all kinds of educational services and make our work possible. To all the generous donors who contributed physically or financially in this effort, we express our gratefulness and deep appreciation.

Blessed those who have given in love of the homeland, they and their deeds shall forever tall they stand

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|---------------------------------------|
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| Kuwait Gulf Oil Company |
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