

JESS: A ROLE MODEL

An in depth analysis of ways and means through which Jumeirah English Speaking School (JESS) has become a role model for Inclusive Education in Dubai.



In our quest to seek the answers of some of the puzzling questions of how best can we serve the determined ones, we thought it would be best to ask these questions to the people who have shown us the way. So this quarter we went to JESS, Dubai and interviewed Emma Dibden, Head of Oasis. It was absolutely refreshing to meet her and her team at work. She walked us through the whole journey of inclusion in JESS. We also met JESS Director Mark S. Steed to get his perspective on the development of JESS as an outstanding example of an inclusive ethos school. We were fortunate to get hold of a few parents of determined ones as well. So let's start straightaway with Emma first.

Describe the journey of inclusion in JESS

In one word: ongoing... We have long worked to ensure the inclusion of all the children that learn at JESS however, to quote Guiseppe Tomasi de Lampedusa; 'If we want everything to remain as it is, it will be necessary for everything to change'.

JESS is a forward thinking school and as such we continue to reflect on our practice and pedagogy to explore how we continue to provide our students with the best opportunities for success. All staff take their role as inclusive educationalists very seriously and, in partnership with the Oasis (learning support) team, are mindful of creating positive experiences that afford all children the opportunity to make a difference for themselves and others.

What challenges did you face and what were the strategies used in overcoming them?

'Challenge for all' has been a driving theme at JESS for a numbers of years now. This ethos encourages a reflective attitude towards the potential of all of our students. It can be easy to create 'false ceilings' for young learners; limiting their capacity for development and learning, based upon our preconceptions and perceptions of their abilities, particularly for those with specific barriers to learning.

A continuous process of professional reflection and critical thinking about the needs of these students helps us to overcome potential misconceptions as staff and with parents. We actively work to explore, adapt and modify experiences in order to provide an appropriate level of challenge that will lead to successful independent learning and progress for our young people of determination.

What are the best practices employed by your school to achieve the exemplary support to SEND Learners?

For well over five years JESS have operated a robust whole school assessment cycle, utilising the GL assessment battery; CATs, Progress Tests and PASS, to monitor progress of all students. This systematic process of data capture over time has allowed us to reflect on the dynamic changing needs of our population. Identifying trends for specific cohorts and spotting children that might be potentially under achieving or those for whom there may be an underlying difficulty that requires



further investigation, results in early response to needs.

However it is with context that data becomes truly valuable, and data is only valuable if it leads to action and impact! For the Oasis team this is possibly the most important role that we play within school - an ongoing process of advising colleagues and parents about the potential implications of specific profiles of needs (identified from data captures & further testing) leads to the implementation of effective strategies and adaptations.

Aside from data (which doesn't look at the whole child), we recognise that the highest standards of support for any learner comes when everyone; teachers, parents and students, are working to the same common goals. Communication is therefore at the heart of our best practice. We safeguard our open-door policy in order that parents can appreciate trusting and transparent relationships with staff; so as to address concerns for any child that may have additional educational needs. It is these active parent partnerships that enable our SEND learners to flourish.

If you were to write a “mission statement for your SEND Department, what might it be?

That's a tough question as my statement would evolve in accordance with the changing needs of our students. There are some core principles by which we work though...Our support for learning is child-centred, focused on the development of 'the whole child'. No matter how long a child is with us at JESS, we work in partnership with teachers, parent and child to actively identify and overcome potential learning barriers so that all our students can make a difference.

In the long journey of interacting with SEND learners, what has been the most exciting / enlightening learning experience?

The role of anyone working in a learning support team is to

ultimately do oneself out of a job; therefore the most enlightening experiences I have are those occasions when the hard work of students leads to successful independent learning. These might be a small 'polaroid moment' that has been scaffolded by an adult, or a more lasting opportunity; when a student no longer requires additional support to be comfortable to take risks in their learning. The belief that anything is possible for the children, and then watching this become a reality, is always exciting for me.

What is your mantra for success?

Positivity, patience and perseverance. Inclusive learning opportunities are the outcome we wish for all our students, where they can all realise success independently. It's not always possible to get things right the first time (much as we'd like to), and therefore it is crucial to maintain an open mind and to be patient when things don't go the way you hoped.

We use the 'assess, plan, do, review' model which allows us to constantly revisit and revise our expectations and strategies to ensure we are adequately personalising the experiences of students to celebrate their strengths and to grow their areas for development.

How do you ensure that Gifted and Talented students are catered in the most productive way?

The needs of our students that are gifted and/or talented are just as nuanced as those that may have SEND related challenges, and therefore the response needs to be just as well considered. We operate a similarly diverse programme of enrichment opportunities, targeted accordingly to the relative strengths of the individuals. These often involve engaging with students from other schools and always cover an array of subject content.

How and in what capacity parents are involved in the whole process of educating the SEND learners at your school?

'It takes a village to raise a child', but it is the parent, as a child's first teacher, that can understand and share their personal and emotional needs. We value a level of trust with our parents that enables provision support to be contextualised to carefully meet their learning needs. We regularly meet with parents to discuss and review progress and to establish new targets for learning which ultimately leads to their child's success. The introduction of Seesaw has been a powerful tool for both parents and students, creating an 'e-window' into their classrooms and allowing opportunity to share in their accomplishments and efforts.

'Connections' is a fairly recent introduction. A learning support focused blog written to educate and empower parents, by shining a light on the development of children and to offer advice for when a child might 'meet a bump in the road'. We are pleased to see parents speaking openly and with more confidence about the challenges their children have faced. This blog is helping to alter perceptions



and to connect parents, offering expanded networks of support and guidance.

What is your message to the wider SEND community?

I have been involved with the Dubai Inclusion Network for a little over 3 years now and I think the sentiment that drives our collective passion speaks volumes for me too; we are strongest when we learn from each other.

Our young people of determination deserve the very best opportunities that we can afford them... we should work collaboratively to share in their determination for success and refuse to accept anything but enabling them to reach their true potential.

Parents' Response:

How do you rate your child's school in terms of catering all the needs of your child?

Parent of Y2 child - We have no hesitation in rating Jess Jumeriah Oasis department as simply outstanding! The help and support received by our son is excellent- We are confident that with the early intervention noted by the school and the learning plans and strategies put in place have been invaluable to Liam's current and indeed his future success. Liam's education feels like a collaboration between us his parents and the school.

Parent of Y3 child - The school have gone way beyond our expectations to help our really bright, fun, caring, vivacious boy. Understanding that Jack was not 'naughty', rather that he just experiences the world and learns in a different way. It was the collaboration of the school, where as parents we were overwhelmed. There is a dedicated counselor with whom Jack has developed such trust, it is a space he can express himself emotionally added to the already dedicated teaching and management staff and the ever hard-working Oasis team who offer learning support and so much more than that. With guidance, we now realise we have one of the 'special ones' - Jack has skills in spades that others may struggle to muster and we feel that he is developing those social, communication, inter-personal and independence skills that some others may struggle with.

Describe any special incidence wherein the school's support has made a significant change in your child's life.

Parent of Y2 child - It's difficult to describe anything specific as there have been too many to note! Although I believe the schools efforts to keep Liam excited and engaged whilst learning is significant- We work together with school to get the best from Liam recognising his challenges as well as his strengths. Understanding Liam as a learner is key therefore the in-depth and consistent evaluation of him means that we are confident that's he's getting what he needs and being the best he can be what else could a parent ask for!

Parent of Y3 child - When the Head Master takes time to sit with your child and explain that making mistakes is how we learn; utilising personal stories from his own childhood (one story involving a Star Wars light saber and a chandelier!), or to stop and chat with him as he greets us at the school gates, Jack realises that we don't have to be perfect. It's OK to make mistakes, this is how we learn.

The school created a dedicated video just for Jack to show him how 'awesome' he is. The result was truly over whelming, something to use as a reminder to Jack and a wonderful keep-sake for us! As parents this collaborative approach, with genuine care and open communication, has totally changed our experience of Jack's school years. Thank you JESS Jumeriah.



Response from Mark S. Steed:

How do you ensure that SEND learners are given equal opportunity in all walks of life at your school?

JESS is a school that has a holistic approach to education. As well as the academic development, we value, consider and provide opportunities for ALL our students to develop socially, emotionally and physically. We are effectively providing the building blocks for our students to make positive contributions in tomorrow's world. All students, including SEND learners, are encouraged to take risks, drive their own learning and challenge themselves. We recognise that we all have strengths and areas for development and with the a personalised support and guidance we can overcome learning obstacles. I like using the analogy of a tool box when it comes to learning. For a person to use a tool box effectively they must know which tool to use and the specific purpose. You can't use a hammer for every job. Our teachers with the support of our Oasis staff are experts at providing opportunities for ALL our learners to independently select the right tool for the right job.

The personalisation of the academic pathways extends beyond the primary school and our secondary colleagues have created multiple pathways to ensure students can make informed choices based on their preferences and areas of strength.

If you were to bring in one change or improvement in the present education system for the betterment of SEND learners, what would it be and why?

Re-design the assessment system to ensure SEND learners achievements can be fully recognised externally.

How do you visualize school's responsibility to make world a better place for SEND community?

Society is formed by a myriad of viewpoints, approaches, styles of interactions which shape the world we live in today. The way we tackle academic, social and emotional challenges is just what shape us as individuals. We must then celebrate, support and collaboratively help students overcome those challenges independently. This level of student independence and empowerment will generate new avenues with opportunities for success.



Andaleeb Ishteyaq
Head Inclusion and Pastoral Care
JSS Private School, Al Safa, Dubai



Early Intervention – A Parent's Story

We at Behaviour Enrichment, instituted a novel early intervention program for very young children (with some as young as 18 months) which we found was effective for improving IQ, language ability and social interaction. By starting as soon as the toddler was diagnosed, we hoped to maximize the positive impact of the intervention. So let's hear one of the success stories from a mother:

'I am a mother of a 3 year 9-month-old boy named Ardy*. He was suspected to be a child with autism when he was 1 year 9 months in India. Since my son was too young to be diagnosed, the doctors and psychiatrist in India recommended us to start with early intervention through ABA as that was the best for our child. At that point in time his mental development was that of a 9-month-old (a lack of a year).

We moved to Dubai when Ardy was 2 years 2 months and happened to meet Ms. Meera Ramani for an assessment. After observing the child, she agreed to start his program under her guidance. At the start of the intensive therapy our son had no language- not even babbling or minimal sounds. All his demands were expressed in the form of crying. Therapy was continued for ten hours every week without fail. As parents we would understand the reason for his crying and provide what he wanted. He seldom had eye contact and had a few behavioral issues.

After 2 months of therapy we noticed Ardy starting to pick up on a few sounds and the sounds slowly shaped up to

words. As months progressed the words shaped up into sentences. As parents we were always curious about his ability to manage in a normal school set up and admitted him in a special needs school. But observing Ardy's progress the school recommended us to move him to a normal nursery set up within 4 months of his time at the special needs school.

We were surprised watching our son's progress and we were able to get out of our state of depression in which we were from the day our son was diagnosed with ASD. Now Ardy has language to an extent where he can ask for what he wants and answer to most of the general questions posed to him. He is currently a child with excellent academic skills and will continue his education in a normal school set up. He is still under the ABA training program of Ms. Meera Ramani and I am sure our life has changed beyond our expectations. As days progress, the insecurity that we had earlier is slowly being replaced by our pride in our son.'

We are also proud to state that Ardy's mother underwent the training provided by Behaviour Enrichment and is a successful therapist today helping many children and families.

*Name of the child has been protected



Ms. Meera Ramani

MS (Edu. Psy), BCBA (USA)
Board Certified Behaviour Analyst
Program Director - Behaviour Enrichment
Email: applications.beenriched@gmail.com

WE SHINE

Let's meet Krishna and Ashu two amazing Determined Ones. Also featuring some of the brilliant art works of unappreciated geniuses of our Determined Ones across UAE.



AUTISM ART & ASHU

Anshuman Kar (Ashu) is a fun loving non-verbal 20 year young adolescent with Autism. Ashu is currently a resident at Autism Friendly Village in Hyderabad. Ashu is getting trained to live his life independently like any other boy his age. Ashu is actively involved in several Vocational Activities throughout the day along with music, yoga, dance and other holistic activities.



Ashu's artwork is warm, vibrant, bright, radiant, heartfelt and soothing to the eye and soul alike. Ashu mainly uses his fingers and thick brushes with washable water colours on paper and canvas. Painting tends to have a calming effect on him and makes him very happy. Ashu seems to have an amazing sense with colours without using any words since he is completely non-verbal, communicates via i-Pad and other augmented assistive devices. Ashu has been attracted to bright colours since the age of 10 when he picked up the skill of colouring on paper using crayons. Ashu's favourite painting seems to include flowers and fishes. Ashu's motor skills seem to have improved over time through his fascination towards painting. He expresses himself through his art. Art and Autism are two very big parts of who Ashu is. It is almost like communication for Ashu has taken the form of Art. Ashu continues to learn everyday not just from the multi pronged programme that he is a part of at The Autism Friendly Village - the assisted living centre but also through the experiences of living away from his mom and dad for the first time in his life.



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HELPING YOUR CHILD CHOOSE
RIGHT CAREER, WITHOUT BEING OVERBEARING

Mehak Garg
JSS Private School





Rohan

Mansha Advani (SNF, Dubai)



Jonathan Anthony Paul (SNF, Dubai)





Do it with **KRISHNA**

Krishna Kisani is a 19 year old influencer with autism who enjoys being engaged in art, cooking, dance, playing piano and doing practical life activities. He finds ways to help people have an uplifting experience to boost ones creativity. As a teen, who grew up in Dubai, United Arab Emirates he and his team are now working to launch his blog entitled “Do it with Krishna” that will help people enhance their creativity through recyclable materials that he uses in his daily life. He has a strong passion for painting while spreading positivity in his belief that all people are beautiful and not broken, different and definitely not less.





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WHAT'S UP

CHILD EARLY INTERVENTION MEDICAL CENTER  مركز الطفل للتدخل الطبي

3 TO 5 MAY

Child Early Intervention Medical Center in collaboration with King Salman Center for Disability Research, Dubai Healthcare City and Maharat Learning Center has the pleasure to welcome you to The Annual Autism Around the World Conference 2018 under the theme of "Behavioral Science, Technology and Strategies for Successful Inclusion".

Our Program is interactive and our conference is one of the major events supporting Autism services development in the region.



SNF Development Center collaborates with a Multinational Company to achieve His Highness Sheikh Mohammed Bin Rashid Al Maktoum's (Ruler of Dubai) vision of an inclusive society. Two of the students at the Center have undergone an extensive pre-requisite training to help them get into an internship program for 3 months with the company.



Modern Alternative Education SUMMER CAMPS

Academic Camp
Academics, Social Skills, Yoga, Hand Writing, typing, water play, Arts & Crafts...

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JSS PRIVATE SCHOOL

16th May Well being for bus monitors - Thajneed at 8.00 a.m.

21st May (Grade 1 - 12) World Culture Wall – e- Pedia (Walls of Learning) Each child designs a book mark in the theme of a book that is closest to their heart. These book marks will have the name of the book written alongside the author and in a line or two the message received. These will then be pasted on to a wall, showcasing their learning from the book. The activity will be conducted for students in different languages.




SCHOOL READINESS PROGRAM

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AUTISM ROCKS
Autism Rocks Support Centre, Dubai Healthcare City



SAMBHAVANA

To honour the Year of Zayed, Eduscan Group organized a week-long annual event Sambhavana : A Ray of Hope. Sambhavana promotes the inclusion of Children with Determination and addresses the challenges faced by parents and members of the family. Eduscan has pioneered the training program for Children with Determination in 1993, training over 25,000 students in the UAE until now. Many of these children are now established professionals in their respective fields. Dr Alka Kalra, the founding director of Eduscan, believes that each individual has a unique quality which needs to be identified and fostered with the right spirit. Sambhavana was conceived with this objective in mind. Her Highness Sheikh

Hend Faisal Al Qassemi graced the Finale occasion on May 10, 2018. Sambhavana consisted of an inter-school Walk of Confidence, talent show, fashion show and dance performance, at the Ismaili Centre, Dubai. The winning students were given awards in various categories. This is a unique initiative that Eduscan has begun to acknowledge the efforts of the parents of Children with Determination.



EDUSCAN Summer Camp 2018

Eduscan courses are all designed by renowned educational psychologist Dr. Alka Kalra. Our holiday camps are designed to develop successful leaders and ensure that children are exposed to a variety of activities to boost their overall personality enhancing their academic and overall performances. Eduscan will conduct the Summer Camp 2018 from 1st July to 31st August 2018 (9 weeks) in 4 different locations in Dubai and Sharjah. The activities conducted will be Public Speaking, Memory aid concentration, swimming, Ice skating, Aerobics, Karate, Yoga, Sport, Dance, Singing, Arts & Craft, Creative Thinking, Pottery, Clay play, Night Camp and Stage Performance.

- **Progressive Academic Training** : It focuses on linguistic and logic to enhance academic achievement and pre-and post-assessment is done to understand the progress of your child at the end of the camp.
- **Skills development course** : This is an additional course offered only in our summer camps. It is more activity oriented and focuses on gross motor skills like the co-ordination of arms, legs and large body parts.
- **Leadership Training Program** : It focuses on developing the interpersonal and intrapersonal skills of a child

Early bird registrations will avail an attractive discount of 10%.

For further details please contact
Dubai – 04-2562770, 0562652244, 0559776080
Sharjah – 06-5515118, 0508417994
Website: - www.eduscan-group.com

TECHLUSION

The ever-evolving field of technology continually brings forth advancements in the field of SEND education, and below is a roundup of the latest exciting happenings

Virtual Immersive Playground



Cindee Quake-Rapp, chair at the Auerbach School of Occupational Therapy adds that i-pads are a much easier format of communication for some children than face-to-face interaction; hence, this dynamic new space is tailored to suit the needs of these children.



(Courtesy WDRB Media, 2018)

In an attempt to truly refurbish a defunct band room, Spalding University, Kentucky, has converted the space into a Virtual Immersive Playground for children with special needs.

The playground boasts sensory and video toys that cover concepts relating to the solar system, to numbers, to body parts in a fun way, and for students who face difficulties in interacting with others, this format of learning is very helpful.



Video self-modeling as a tool for enhancing SEND education

Who would have thought that a practice as simple as children viewing themselves successfully completing a task would have the potential of creating observable changes in their behavior in merely 3 views? Williard Elementary school in Berlin, through its BLAST (Berlin Learning and Succeeding Together) program has been successfully implementing a model based on this concept, and the results have been nothing short of remarkable.

Preschoolers who earlier faced difficulties in forming comprehensible responses, to those facing trouble with impulsivity, aggression and hyperactivity (among others) have shown clearly demonstrated progress as a result of these easy-to-edit videos, using softwares such as Imovie

Audio books and publications

Reordered books allow users to listen to text and are available in a variety of formats, such as audio cassettes, CDs, and MP3 downloads. Special playback units allow users to and search and bookmark pages and chapters. Subscription services offer extensive electronic library collections.



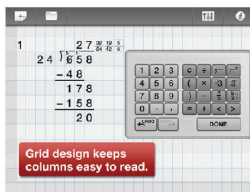
Audiobooks can help children become better readers and more effective learners. If any child is having trouble learning to read or is struggling to keep up with homework, audiobooks can be a powerful tool that can improve reading comprehension, boost confidence, save time on schoolwork and lead to better grades.



Abbreviation Expanders

An abbreviation expander is a program or part of a program that improves your typing speed and efficiency while you are working in word processing software.

Used with word processing, these software programs allow a user to create, store, and re-use abbreviations for frequently-used words or phrases. This can save the user keystrokes and ensure proper spelling of words and phrases he has coded as abbreviations.



Electronic Math worksheet

This will be particularly helpful for students that have difficulty with their fine motor skills and find it difficult to align the problems correctly. This software will also read the math problem aloud to the student. This will be very helpful for the students that may have some difficulty in reading.

Electronic math worksheets help the student to align math problems.

This will be particularly helpful for students that have difficulty with their fine motor skills and find it difficult to align



Talking spell checkers and ELECTRONIC DICTIONARIES

Talking spell checkers and electronic dictionaries.

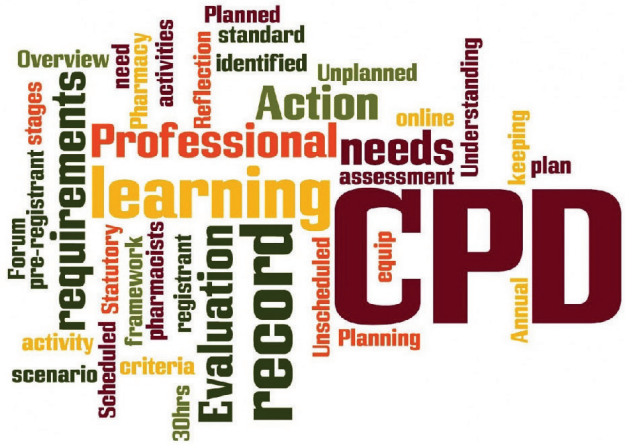
This device helps a poor speller select or identify appropriate words and correct spelling errors during the process of writing and proofreading. Talking devices “read aloud” and display the selected words onscreen, so the user can see and hear the words.



Shruti Sharma

Student, B.A(Hons.) Applied Psychology
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CPD ROUND UP



Promoting Positive Behaviour

Venue. Conference Center, Knowledge Park
Date. June 20th 2018

About. The focus on this session will be to understand the way in which children learn and how they behave as a result of the actions of the adults around them and the expectations we have of them. Often we ask a child to behave in a way that doesn't take into consideration their age and stage of development.

Mental Health First Aider

Venue. Lighthouse Arabia Center
Date. June 5th 2018

About. This is a support session for individuals who have been trained by The Light House in Adult or Adolescent MHFA. The session will offer support to Certified Mental Health First Aiders De-brief & reflect on first-aid situations you've experienced

Working with Grief: Clinical Seminar Series- Continuing Education in a clinical context

Venue. Lighthouse Arabia
Date. June 27th 2018

About. Understanding general grief reactions
How the UAE and expat life influences grief
Principles of guiding grief; dos and don't's
Grief Recovery Models
How to provide culturally competent care
Identifying complicated grief – what to do.

Mental Health First Aider

Venue. Lighthouse Arabia
Date. July 3rd 2018

About. This is a support session for individuals who have been trained by The Lighthouse in Adult or Adolescent MHFA. The session will offer support to Certified Mental Health First Aiders. De-brief & reflect on first-aid situations you've experienced

School Mental Health Improvement Programme for Senior School Leaders

Venue. Latifa School for Girls, Dubai
Date. June 25th-26th 2018

About. Aimed at all Primary and Secondary Senior Leaders who currently hold or are interested in taking on a role focused on well-being or school mental health. This may include but is not limited to Head Teachers or Deputy Heads with a well-being remit.

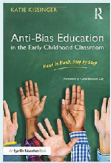
School Nursing

Venue. Dubai-TBC
Date. June 25th 2018

About. Aimed at School Nurse and Nurses. DHA Accreditation Points being applied for.



LET'S READ

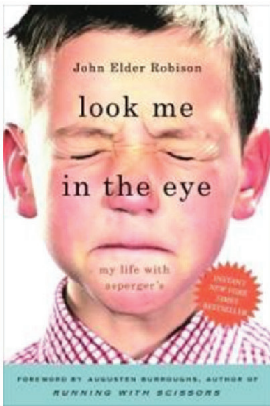


Anti-Bias Education in the Early Childhood Classroom: Hand in Hand, Step by Step edited by Katie Kissinger

This is an opportunity to do some serious searching deep within yourself. You know the searching we mean. We mean, checking in and asking “do I have biases and do I act on them?” That’s not an easy thing to detect in oneself, but when we’re honest with ourselves, we get there. If you’re ready to have that discussion, you’re ready for this book. We teach what we believe. If you’re looking for social justice to prevail in a major way, understand that you

are an incredible influence who will shape the prospects of diverse children’s futures, then this is the book for you! This book touches on race, disability justice, justice regarding means, institutions, and what could be getting in the way of learning for people who experience any number of those very critical issues in education. Would you agree that part of education reform should include a hopeful and bright future for every single student whatever that looks like? Great! This book will give you tools to enact hope for you students. This important work is not magical, does not just take that “special someone” and Katie Kissinger understands that this is going to take modeling to demonstrate how to enact anti-bias education effectively. This is an essential addition to your education collection.

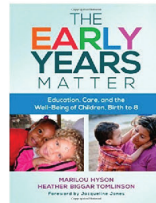
 **Katie Kissinger**



look me in the eye: my life with asperger's by John Elder Robison

I first picked up this book because I was a fan of Augusten Burroughs, memoirist and brother of the author. It ended up being one of the most life-changing books I ever read because it introduced me to Asperger Syndrome (which is no longer defined separately from the autism spectrum) and led to my realization that I have Asperger’s. Robison discusses his life growing up and how he had to overcome setbacks from a condition he didn’t even know he had until middle adulthood.

 **John Elder Robison**



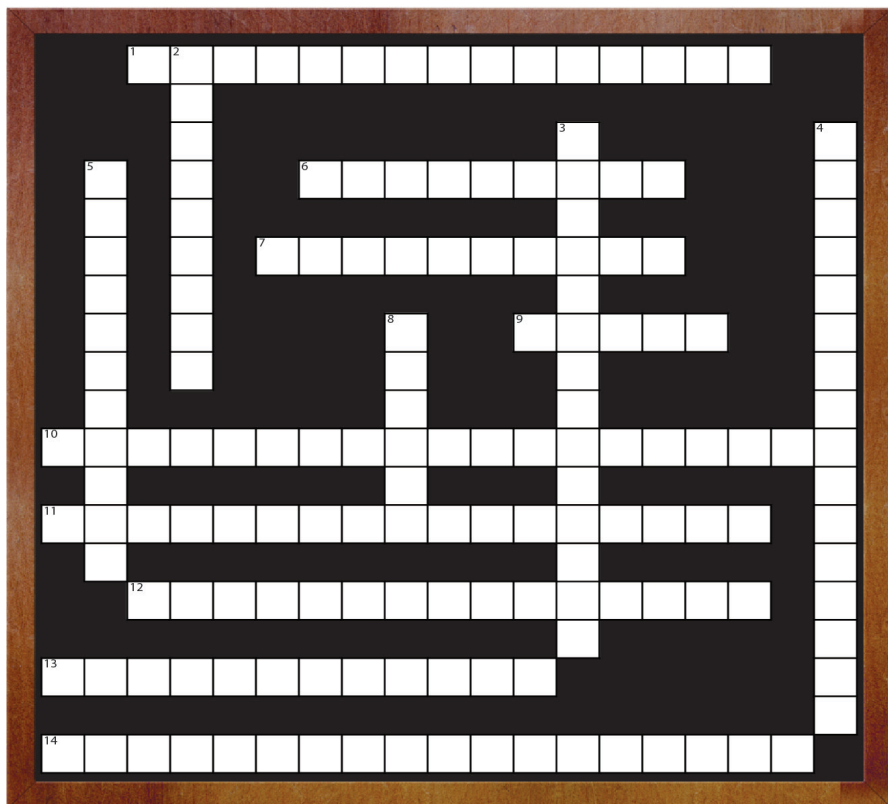
The Early Years Matter: Education, Care, and the Well-Being of Children, Birth to 8 by Marilou Hyson and Heather Biggar Tomlinson

In *The Early Years Matter* Marilou Hyson and Heather Biggar Tomlinson include children of all abilities and backgrounds for their book. Hyson and Tomlinson start in the home with early care and learning for families. They move through the growth and development of babies and toddlers and examine ways to form relationships in the home and in the classroom without forgetting advocacy towards improved infant and toddler services. The book progresses through ages in school starting with preschool and expresses various options and ways to select the best program. The kindergarten through 3 year section continues to examine child development and how to create an educational experience that is truly positive for these young learners. We truly appreciate the attention Hyson and Tomlinson pay towards matters involved with low income families, children who experience trauma, children with disabilities, and children who have immigrated. When it comes to content, *The Early Years Matter* is thorough, and truly addresses contemporary issues found in today’s early childhood education classrooms.

 **Marilou Hyson and Heather Biggar Tomlinson**

SENDutainment

Early Childhood Crossword Puzzle



Question for crosswords

ACROSS

- 1) A service who hires workers who call the home to check whether the child has arrived safely
- 6) People who see needs and attends to solve them
- 7) A national credential that requires post secondary courses in childcare education and a minimum of hours of childcare experience
- 9) Provides care in a child's home
- 10) Children can be proved to learn by this
- 11) Tools that are agreed upon by state boards of education with the assistance of educators in the fields
- 12) University, college affiliated programs, are located on a post-secondary or college campus
- 13) A child who lacks a regular, fixed, or night time residence
- 14) Preschools, usually serving children 3-5 years old

DOWN

- 2) Comprehensive child development program that provides a variety of medical and social services to promote healthy development for children in low-income families.
- 3) The exercise of responsible behavior
- 4) State-provided certificate granting permission to operate an early childhood center or a family child care home
- 5) Responsible for aspects of class functioning
- 8) A guiding set of moral principles

MUSINGS



The cloud's Bane

 **Anjana Sunil Kumar Nair**

A proud home maker and a
freelance writer

The big grey cloud,
Sighs out very loud!
She can only float in air,
Which she thinks isn't fair,
She wants to run and play,
Be cheerful, happy and gay,
She wants to run like a stream,
Let her hair down and scream!
She wants to climb a tree,
Play truant and yell with glee!
She wants to play with the kids,
And be one in their midst.
But, she has to stay alone,
Which is why she is forlorn!
When the pain is too much to bear,
She lets out many a tear,
Her tears fall down as rain,
And eases out her pain.
With every tear that she sheds,
Her frame is distorted into shreds,
Till she completely falls apart,
Due to the poignant pain, in her heart.

ASK OUR EXPERT

What is early intervention? What services do you provide?

Early intervention is a system of services that helps babies with any delays in their development or having any disabilities. Early intervention services can help infants and toddlers with disabilities or delays to learn many key skills and catch up in their development.

If the baby has a delay in one or more of the developmental areas, it will be good if the parents can take necessary steps to get early intervention services. These services could be tailor made to meet the child's individual needs. "Providing services early helps children catch up and increases their chances for success in school and life overall."

Austin center for rehabilitation is a pediatric therapy center and we focus on providing all the necessary early intervention services. Special attention is given to make sure that the parents are an integral part of the program. This team work has really helped in mainstreaming the kids.

Which test should parent take for their child regarding early intervention? Who evaluates the child?

The initial screening is the first step in finding out if the child needs early intervention and, if so, which services may serve him best. The parents can approach a Developmental pediatrician or any early intervention center for the initial evaluation of the baby. Two or more professionals may evaluate your child. This is called a multidisciplinary evaluation. The team may include Behavior Analyst, Speech and Language pathologist, Occupational therapist and a Psychologist. An individualized educational plan will be made for the child which will include all the fundamental areas of development including communication or social-emotional milestones.

What are important communication, speech, and language milestones for young children?

Parents should have an awareness about the developmental milestones. Any regression in the early years of life should be taken seriously and considered as a warning sign. Babies will start babbling by 6 months and by 1 year they will be saying one words. By two years you can see that



they are able to understand more complex sentences and will be able to convey their needs. Occasional use of three word sentences can also be seen at this age.

What to expect during an early intervention evaluation?

An initial screening can determine if your child is eligible for early intervention. Depending on the decision of the evaluator, the baby and the family might undergo further assessments to find out which early intervention services may help the most. You must give your approval for any and all evaluations. Parents are a critical part of the team working toward what's best for your child. Counselling will be given after the evaluation which informs the family members about the delay in development. Guidance will also be provided on how to help the child and next steps to be taken. They have to get written permission from parents in order to release information about your child. Parents can change their mind at any time about who has access to this information.

Does your program have staff trained to work with very young infants and toddlers with hearing loss?

For children with hearing loss, an audiological evaluation is recommended to find out the extent of hearing loss. After that, a speech and language pathologist will be training the child to help him acquire the age appropriate language. Austin center has dedicated speech pathologists who will help the children and families.

What will happen when my child is too old for your program? What do you mean by transition?

Toddlers transition happens at various ages in different child care centres depending on a variety of factors. Whenever this transition happens, it may feel as stressful to us, as parents, as it might to our children. Whenever possible, it is better if your toddler can gradually ease into his new room. It is important to follow your child's lead. Some children have trouble going back and forth and the program should be flexible enough to adjust as needed. It is important to give yourself and your child a chance to get comfortable with the new classroom and to develop a bond with the new teachers. This process won't always happen instantly. Give time for the new relationship to develop among you, your child and the new caregiver as you all adjust to a different style.

If the child is too old for our program, we give guidelines to parents for choosing appropriate therapies for the child.

How long and how often are the intervention activities?

Early intervention services usually last up to age 3. We may need to extend early intervention services beyond your child's third birthday if needed.

What if the child is over 3 years old?

By the time they are three, most kids can utter complete sentences. If your child is already 3, it's not too late for help. Intensive therapy services are recommended for children as they get older. The key is to get your child the help he needs as soon as you think there's a problem. If you wonder whether your little one is falling behind in emotional, mental, or physical growth, "DON'T WAIT". Identifying these delays early is also important because the most critical time for brain development is before the age of three. The brain develops in an experience-dependent process. If certain experiences are not triggered, the pathways in the brain relating to this experience will not be activated. If these pathways are not activated, they will be eliminated.

Asha Susan Mani

Autism and behavioral consultant,
Austin center for rehabilitation
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971553119743



VITAL INFO

ABA Center for Special Needs

Specialization : Developmental disabilities, autism, pervasive developmental disorder
 Address : PO Box 29345, Ras Al Khaimah, UAE
 Tel : +971-7-2965542, Fax : +971-7-2965057
 Email : info@abacenter.org

Abu Dhabi Autism Center

Address: PO Box 6908, Abu Dhabi, UAE
 Tel : +971-2-5821621, Fax : +971-2-5822068

Abilities Development Centre

Address: PO Box 109086, Abu Dhabi, UAE
 Tel : +971-2-6417996, Fax : +971-2-6417994
 Email : a.d.centre@hotmail.com

Abu Dhabi Center for Language and Speech Disorders

Address : PO Box 5962, Abu Dhabi, UAE
 Tel : +971-2-6656222, Fax : +971-2-6655236
 Email : adc.speech1@gmail.com

Al Amal Special Needs Center

Address: PO Box 58408, Abu Dhabi, UAE
 Tel : +971-2-8847919, Fax : +971-2-8847929
 Email : asawxia4@yahoo.com

Al Khaleej Autism Center

Address: PO Box 59815, Abu Dhabi, UAE
 Tel : +971-2-6652004, Fax : +971-2-6652005

Al Noor Speech Hearing Capacity Day Centre

Address: PO Box 3937, Abu Dhabi, UAE
 Tel : +971-2-4493844

Al Noor Centre for Children with Special Needs

(Departments for Autism, Occupational Therapy, Speech & Language and Physiotherapy)
 Address : Al Barsha, behind Mall of the Emirates PO Box 8397, Dubai, UAE
 Tel: +971-4-3404844, Fax : +971-4-3417274
 Email : alnoor00@emirates.net.ae
 Website : www.alnooruae.org

Assistive Technology Learning Resource Center UAE

Areas: Deals with mental and physical handicaps and disabilities including Asperger's syndrome, attention deficit disorder (ADD), autism, vision and locomotive disabilities)
 Address : Abu Dhabi Women's College, Al Dafrah PO Box 41012, Abu Dhabi, UAE

British Institute for Learning Development

Address: Off Al Wasl Rd, between Park 'n' Shop and Spinneys PO Box 65725, Dubai, UAE
 Tel : +971-4-3945907, Fax : +971-4-3944169
 Email : reception@british-ild.com
 Website : www.british-ild.com

British Institute for Learning Development Sharjah

Address: Abdullah Al Salem St, Ramakiya/Ramakiah Sharjah, UAE
 Telephone : +971-6-5388262,
 Fax : +971-6-5382977
 Email : reception@british-ild.com
 Website : www.british-ild.com

Awladouna Center

Areas : Speech, Language and occupational Therapy
 Address: PO Box 2751, Sharjah, UAE
 Tel : +971-6-5387538, Fax : +971-6-5388952
 Email : awe72002@emirates.net.ae
 Website : www.awladouna.net

British Institute for Learning Development Abu Dhabi

Address: 22nd Street, Khalifa City A Abu Dhabi, UAE
 Tel : +971-2-5566078, Fax : +971-2-5561176
 Email : reception@british-ild.com
 Website : www.british-ild.com

Child Early Intervention Medical Center

Address: Al Razi Building, Block B, DHCC PO Box 505122, Dubai, UAE
 Tel : +971-4-4239667, Fax : +971-4-4298474
 Email : info@childeime.com
 Website : www.childeime.com

Dubai Center for Special Needs

Areas : Physiotherapy, OT and Speech therapy
 Address : Dubai, UAE
 Tel : +971-4-3440966, Website : www.dcsneeds.ae

Dubai Autism Center

Address: St 6B, off Al Diyafa Street, Satwa PO Box 103737, Dubai, UAE
 Telephone : +971-4-3986862,
 Fax : +971-4-3988262
 Email : info@dubaiautismcenter.ae
 Website : dubaiautismcenter.ae

Dubai Community Health Center

Areas : Specializes in Asperger's syndrome support group
 Address : Jumeirah PO Box 73810, Dubai, UAE
 Tel : +971-4-3953939, Fax : +971-4-3954343
 Email : dhc73810@hotmail.com
 www.dubaicomunityhealthcentre.org

Emirates Autism Center

Address : PO Box 37497, Abu Dhabi, UAE
 Telephone : +971-2-6427557,
 Fax : +971-2-6427558

First Steps Montessori Nursery

Areas: Caters to slow learners and those with ADD
 Address: Dubai, Umm Suqeim3 Community 366, Street no 15, Villa no 10, Opposite Burj al Arab
 Tel : +971-4-3483901/02, Mob : 0506524728
 Email : firststepsdubai@gmail.com

Dyslexia Dubai

Address : Dubai, UAE, Tel : +971-4-3446657

Emirates International Center

Address : PO Box 27474, Abu Dhabi, UAE
 Tel : +971-2-446580

Future Centre for Special Needs

Areas : Specialises in ADD, Down Syndrome, Cerebral Palsy, Traumatic Brain Injury
 Address : PO Box 5859, Abu Dhabi, UAE
 Tel : +971-2-6669625, Fax : +971-2-6651912
 Website : www.future-centre.com



Ramadan
Kareem
and
Eid Mubarak



JSS INSTITUTIONS
Dubai

