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Professor Dr. Howida Mahmoud Sayed

Vice Dean for Education and Student Affairs

Greetings,

We present to you a report on the training courses and sessions held by the Psychological and Educational Guidance Center

Psychological and Educational Guidance Center

during the year 2024

The following table shows the data required

Center Director
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Documentation of training courses and sessions

1	**Course title**	**Statistical analysis using SPSS software**
	Trainer	**Dr. Ali Salah Abdel Mohsen Hassan**
	Target audience	**Students – – Researchers -**
	Venue	**Training hall at the Psychological and Educational Guidance Center**
	Date	**From 31/12/2023 to 4/1/2024**
	Number of participants	**11 trainees**
	Number of days/hours	**One week/5 hours per day**
	Participating entity	**Faculty of Education**
	Objectives	**Introduction to statistical analysis using SPSS** **SPSS (Statistical Package for the Social Sciences)** **In short, it is one of the oldest statistical analysis programs, created in 1968** **Through this program, scientific researchers can** **• Analyze and understand data and solve complex research problems.** **• Manage data entry and analyze it in a simplified and uncomplicated manner.** **• Quickly understand large and complex data sets, helping to ensure high accuracy and quality decision-making.** **• How to use programming languages to integrate with open source statistical software.**
	Documentation images	

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2	**Course title**	**Comprehensive Early Childhood Development Program (Portage) Individual**
	Trainer	**Ms. Doaa Eid Badr**
	Target Group	**Students – Specialists – Parents**
	Venue	**Training hall at the Psychological and Educational Guidance Center**
	Date	**From January 14, 2024 to January 18, 2024**
	Number of participants	**1 trainee**
	Number of days/hours	**One week/5 hours per day**
	Participating entity	**Faculty of Education**
	Objectives	**-Historical overview of the Comprehensive Early Childhood Development Program (Portage)** **-Program components** **-Identifying the program's core areas and objectives** **-Benefits of the program** **How to use the program (evaluation, program development, program implementation, follow-up, and re-evaluation)** **-Explanation of the program components (infant development, socialization, language development, cognitive development, self-help)** **-How to implement the program with some implementation techniques** **-Calculating developmental age and developmental**

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		ratio **-Explanation of the profile scale**
	Documentation photos	

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3	**Session title**	**Communication sessions**
	Session leaders	**Ms. Doaa Eid Badr, Ms. Sara Adel, Ms. Al-Mayaa Abdel-Tawab**
	Target group	**Children with special needs**
	Session location	**A dedicated room equipped for speech therapy sessions at the Psychological and Educational Guidance Center**
	Period	**Throughout October**
	Number of participants	**15 children with special needs**
	Number of days/hours	**30 days during December, one hour per day for each child**
	Participating entity	**Faculty of Education**
	Session objectives	**Some of the objectives that are implemented and achieved within the communication sessions, depending on each child's condition and age, and setting those objectives after assessment and diagnosis of the condition, including:** **- Naming certain professions and their opposites** **-Using prepositions correctly when speaking** **- Naming objects in the environment - Carrying out commands** **- Requesting desired objects - Training on singular, dual, and plural forms** **-Training on dividing words into three syllables -Training on producing sounds** **-Training on understanding bodily functions -Training on tongue movement and other functions** **Various goals depending on each case**
	Documentation photos	 

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4	**Session title**	**Learning difficulties sessions**
	Session leader	**Ms. Marwa Ahmed – Ms. Shaimaa Mostafa**
	Target group	**Children with special needs**
	Session Location	**A room specially equipped for learning difficulties sessions at the Psychological and Educational Guidance Center**
	Period	**Throughout October**
	Number of participants	**15 children with special needs**
	Number of days/hours	**30 days during December, one day/hour per day for each child**
	Participating entity	**Faculty of Education**
	Session objectives	**Some of the objectives that are implemented and achieved within the learning difficulties sessions, depending on each child's condition and age, and setting those objectives after assessment and diagnosis of the condition, are on two sides Academic (reading, writing, arithmetic) and developmental (auditory and visual memory, attention and concentration, auditory and visual discrimination, etc.) -Training on how to hold a pen correctly -Training on writing and reading letters and words -Adjusting the direction of writing letters and numbers -Good reading comprehension and training on the correct spelling of words and reading various stories with correct writing -Linking visual symbols in a meaningful or significant way and connecting relationships with each other in the child's developmental part and other developmental training -Teaching the child arithmetic operations and numbers with correct writing and other different and varied goals depending on each case**

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	Documentation photos	 

5	**Session title**	**Behavior modification sessions**
	Session leader	**Ms. Doaa Fathy**
	Target group	**Children with special needs**
	Session location	**A room designated and equipped for behavior modification sessions at the Psychological and Educational Guidance Center**
	Period	**Throughout October**
	Number of participants	**10 children**
	Number of days/hours	**30 days during December, one hour per day per child**
	Participating entity	**Faculty of Education**

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	Session objectives	**Some of the objectives that are implemented and achieved within the behavior modification sessions, depending on each child's case and age, and setting those objectives after assessment and diagnosis of the case, including** **-Training the child to defend their rights without becoming aggressive or impulsive** **-Teaching and training the child to increase their self-confidence and abilities** **-Encouraging and affirming the self, so that they ask openly for what they want** **and how to overcome their fears** **-Teaching the child social skills in communicating with others** **-Teach children the boundaries of public and private property and how to ask permission and borrow if necessary, among other various goals depending on the child's needs and circumstances**
	Documentation photos	 

6	**Session title**	**Skill development sessions**

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	Session leaders	**Ms. Shaimaa Mostafa – Ms. Marwa Ahmed**
	Target group	**Children with special needs**
	Session location	**A dedicated room equipped for skills development sessions at the Psychological and Educational Guidance Center**
	Period	**Throughout October**
	Number of participants	**10 children with special needs**
	Number of days/hours	**30 days during December, one day/hour per day for each child**
	Participating entity	**Faculty of Education**
	Session objectives	**Some of the objectives that are implemented and achieved within the skill development sessions, depending on each child's condition and age, and setting those objectives after assessment and diagnosis of the condition.** **Training each child on a number of necessary skills according to the child's age and the skills they need in the following areas (self-help, cognitive development, motor development, socialization, infant development) and some of the objectives -Increasing attention span, concentration, and flexibility in shifting visual attention; teaching geometric shapes, signs, and signals; teaching colors; and teaching and recognizing vegetables, fruits, and animals. -Visual discrimination and training in matching and recognizing shapes in different ways.** **Training in logical thinking and training in placing something in a container, imitating others** **Training in forming balls from clay, training in opening the mouth when seeing a spoon filled with food, training in asking permission to use a toy played with by peers, and other different goals on each side, depending on the child's age**

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	Documentation photos	 

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7	**Session title**	**Speech therapy sessions**
	Session leader	**Ms. Duaa Eid Badr, Ms. Sara Adel, Ms. Al-Mayaa Abdel-Tawab**
	Target group	**Children with special needs**
	Session location	**A room designated and equipped for speech therapy sessions at the Psychological and Educational Counseling Center**
	Period	**Throughout February**
	Number of participants	**15 children with special needs**
	Number of days/hours	**30 days during February, one day/hour per day for each child**
	Participating entity	**Faculty of Education**
	Session objectives	**Some of the objectives that are implemented and achieved within the communication sessions, depending on each child's condition and age, and setting those objectives after assessment and diagnosis of the condition, including:** **-Naming some professions and their opposites** **-Using prepositions correctly when speaking** **- Naming objects in the environment - Carrying out commands** **- Requesting desired objects - Training on singular, dual, and plural forms** **-Training on dividing words into three syllables -Training on producing sounds** **-Training on knowing the functions of the body -Training on moving the tongue in and out, etc.** **Various objectives depending on each case**
	Documentation photos	 

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8	**Session title**	**Learning difficulties sessions**
	Session leader	**Ms. Marwa Ahmed – Ms. Shaimaa Mostafa**
	Target group	**Children with special needs**
	Session Location	**A room specially equipped for learning difficulties sessions at the Psychological and Educational Guidance Center**
	Period	**Throughout February**
	Number of participants	**15 children with special needs**
	Number of days/hours	**30 days during February, one day/hour per day for each child**
	Participating entity	**Faculty of Education**
	Session objectives	**Some of the objectives that are implemented and achieved within the learning difficulties sessions, depending on each child's condition and age, and setting those objectives after assessment and diagnosis of the condition, are on two sides Academic (reading, writing, arithmetic) and developmental (auditory and visual memory, attention and concentration, auditory and visual discrimination, etc.)** **-Training on how to hold a pen correctly** **-Training on writing and reading letters and words -Adjusting the direction of writing letters and numbers -Good reading comprehension and training on the correct spelling of words and reading various stories with correct writing -Linking visual symbols in a meaningful or significant way and connecting relationships with each other in the child's developmental part and other developmental training -Teaching the child arithmetic operations and numbers with correct writing and other different and varied goals depending on each case**

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	Documentation photos	 

9	**Session title**	**Behavior modification sessions**
	Session leader	**Ms. Doaa Fathy**
	Target group	**Children with special needs**
	Session location	**A room designated and equipped for behavior modification sessions at the Psychological and Educational Guidance Center**
	Period	**Throughout February**
	Number of participants	**10 children**
	Number of days/hours	**30 days during February, one day/hour per day for each child**
	Participating entity	**Faculty of Education**

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	Session objectives	**Some of the objectives that are implemented and achieved within the behavior modification sessions, depending on each child's case and age, and setting those objectives after assessment and diagnosis of the case, including** **-Training the child to defend their rights without becoming aggressive or impulsive** **-Teaching and training the child to increase their self-confidence and abilities** **-Encouraging and affirming the self, so that they ask openly for what they want** **and how to overcome their fears** **-Teaching the child social skills in communicating with others** **-Teach children the boundaries of public and private property and how to ask permission and borrow if necessary, among other various goals depending on the child's needs and circumstances**
	Documentation photos	 

10	**Session title**	**Skill development sessions**
	Session leaders	**Ms. Shaimaa Mostafa – Ms. Marwa Ahmed**
	Target group	**Children with special needs**
	Session Location	**A dedicated room equipped for skills development sessions at the Psychological and Educational Guidance Center**

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	Period	**Throughout February**
	Number of participants	**10 children with special needs**
	Number of days/hours	**30 days during February per day/hour per day for each child**
	Participating entity	**Faculty of Education**
	Session objectives	**Some of the objectives that are implemented and achieved within the skill development sessions, depending on each child's condition and age, and setting those objectives after assessment and diagnosis of the condition** **Training each child on a number of necessary skills according to the child's age and the skills they need in the following areas (self-help, cognitive development, motor development, socialization, infant development) and some of the objectives -Increasing attention span, concentration, and flexibility in shifting visual attention; teaching geometric shapes, signs, and signals; teaching colors; and teaching and recognizing vegetables, fruits, and animals. -Visual discrimination and training in matching and recognizing shapes in different ways.** **Training in logical thinking and training in placing something in a container, imitating others** **Training in forming balls from clay, training in opening the mouth when seeing a spoon filled with food, training in asking permission to use a toy played with by peers, and other different goals on each side, depending on the child's age**
	Documentation photos	 

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11	**Course title**	**Autism Spectrum Disorder**
	Trainer	**Dr. Maysara Hamdi Shaker**
	Target audience	**Students, specialists, parents**
	Venue	**Training hall at the Psychological and Educational Guidance Center**
	Date	**From March 3, 2024 to March 14, 2024**
	Number of participants	**25 trainees**
	Number of days/hours	**10 days/5 hours per day**
	Participating entity	**Faculty of Education**
	Objectives	**-What is Childhood Disintegrative Disorder?** **-Diagnosis of autism spectrum disorder** **-Stages of the diagnostic process** **-A brief history of autism spectrum disorder** **-What do we know about autism spectrum disorder?** **-Characteristics of autism spectrum disorder** **-Symptoms, traits, and characteristics of children with autism spectrum disorder** **-Characteristics of children with autism spectrum disorder** **-Forms of autism spectrum disorder** **-Tools and tests needed to diagnose autism**

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	Documentation photos	

12	**Course title**	**Speech and language disorders Level 1**
	Trainer	**Ms. Sarah Adel – Ms. Lamia Abdelazim**
	Target Audience	**Students – Specialists – Parents**
	Venue	**Training hall at the Psychological and Educational Guidance Center**
	Date	**From March 17, 2024 to March 28, 2024**
	Number of participants	**67 trainees**
	Number of days/hours	**10 days/5 hours per day**
	Participating entity	**Faculty of Education**

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	Objectives	**Concept of communication** **-What is communication science?** **-When is communication effective?** **-Definition of communication problems** **-What are language disorders?** **-What are voice disorders** **-What are speech disorders?** **-Pronunciation of letters** **-Requirements for a speech therapy room** **- Classification of speech therapy tools** **- Case study** **- How to evaluate** **-Developing a treatment plan** **-Speech therapist specifications**
	Documentation photos	  

13	**Session title**	**Speech Therapy Sessions**
	Session leaders	**Ms. Doaa Eid Badr, Ms. Sara Adel, Ms. Al-Mayaa Abdel-Tawab**
	Target group	**Children with special needs**
	Session Location	**A dedicated room equipped for speech therapy sessions at the Psychological and Educational Guidance Center**
	Period	**Throughout February**
	Number of	**15 children with special needs**

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	participants	
	Number of days/hours	**30 days during February, one day/hour per day for each child**
	Participating entity	**Faculty of Education**
	Session objectives	**Some of the objectives that are implemented and achieved within the communication sessions, depending on each child's condition and age, and setting those objectives after assessment and diagnosis of the condition, including:** **-Naming certain professions and their opposites** **-Using prepositions correctly when speaking** **- Naming objects in the environment - Carrying out commands** **- Requesting desired objects - Training on singular, dual, and plural forms** **-Training on dividing words into three syllables -Training on producing sounds** **-Training on knowing the functions of the body -Training on moving the tongue in and out, etc.** **Various objectives depending on each case**
	Documentation photos	   

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14	**Session title**	**Learning difficulties sessions**
	Session leader	**Ms. Marwa Ahmed – Ms. Shaimaa Mostafa**
	Target group	**Children with special needs**
	Session Location	**A room specially equipped for learning difficulties sessions at the Psychological and Educational Guidance Center**
	Period	**Throughout February**
	Number of participants	**15 children with special needs**
	Number of days/hours	**30 days during February, one day/hour per day for each child**
	Participating entity	**Faculty of Education**
	Session objectives	**Some of the objectives that are implemented and achieved within the learning difficulties sessions, depending on each child's condition and age, and setting those objectives after assessment and diagnosis of the condition, are on two sides Academic (reading, writing, arithmetic) and developmental (auditory and visual memory, attention and concentration, auditory and visual discrimination, etc.)** **-training on how to hold a pen correctly** **-Training in writing and reading letters and words -Adjusting the direction of writing letters and numbers -Good reading comprehension and training in correct spelling of words and reading various stories with correct writing -Linking visual symbols in a meaningful or significant way and connecting relationships with each other in the child's developmental part and other developmental training -Teaching the child arithmetic and numbers with correct writing and other different and varied goals depending on each case**

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	Documentation photos	  

15	**Session title**	**Behavior modification sessions**
	Session leader	**Ms. Doaa Fathy**
	Target group	**Children with special needs**
	Session location	**A dedicated room equipped for behavior modification sessions at the Psychological and Educational Guidance Center**
	Period	**Throughout February**
	Number of participants	**10 children**
	Number of days/hours	**30 days during February, one day/hour per day for each child**
	Participating entity	**Faculty of Education**

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	Session objectives	**Some of the objectives that are implemented and achieved within the behavior modification sessions, depending on each child's case and age, and setting those objectives after assessment and diagnosis of the case, including** **-Training the child to defend their rights without becoming aggressive or impulsive** **-Teaching and training the child to increase their self-confidence and abilities** **-Encouraging and affirming the self, so that they ask openly for what they want** **and how to overcome their fears** **-Teaching the child social skills in communicating with others** **-Teach children the boundaries of public and private property and how to ask permission and borrow if necessary, among other various goals depending on the child's needs and circumstances**
	Documentation photos	 

16	**Session title**	**Skill development sessions**
	Session leaders	**Ms. Shaimaa Mostafa – Ms. Marwa Ahmed**
	Target group	**Children with special needs**
	Session location	**A dedicated room equipped for skills development sessions at the Psychological and Educational Guidance Center**

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	Period	**Throughout February**
	Number of participants	**10 children with special needs**
	Number of days/hours	**30 days during February per day/hour per day for each child**
	Participating entity	**Faculty of Education**
	Session objectives	**Some of the objectives that are implemented and achieved within the skill development sessions, depending on each child's condition and age, and setting those objectives after assessment and diagnosis of the condition** **Training each child on a number of necessary skills according to the child's age and the skills they need in the following areas (self-help, cognitive development, motor development, socialization, infant development) and some of the objectives -Increasing attention span, concentration, and flexibility in shifting visual attention; teaching geometric shapes, signs, and signals; teaching colors; and teaching and recognizing vegetables, fruits, and animals. -Visual discrimination and training in matching and recognizing shapes in different ways.** **Training in logical thinking and training in putting something in a container imitating others** **Training to form balls of clay, training to open one's mouth when seeing a spoon filled with food, training to ask for permission to use a toy that one's peers are playing with, and other different goals on each side, depending on the child's age**
	Documentation photos	  

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17	**Session title**	**Speech therapy sessions**
	Session leaders	**Ms. Doaa Eid Badr, Ms. Sara Adel, Ms. Al-Mayaa Abdel-Tawab**
	Target group	**Children with special needs**
	Session location	**A dedicated room equipped for speech therapy sessions at the Psychological and Educational Guidance Center**
	Period	**During the month of April**
	Number of participants	**15 children with special needs**
	Number of days/hours	**30 days during February, one day/hour per day for each child**
	Participating entity	**Faculty of Education**
	Session objectives	**Some of the objectives that are implemented and achieved within the communication sessions, depending on each child's condition and age, and setting those objectives after assessment and diagnosis of the condition, including:** **- Naming certain professions and their opposites** **-Using prepositions correctly when speaking** **- Naming objects in the environment - Carrying out commands** **- Requesting desired objects - Training on singular, dual, and plural forms** **-Training on dividing words into three syllables -Training on producing sounds** **-Training on knowing the functions of the body -Training on moving the tongue in and out, etc.** **Various objectives depending on each case**

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	Documentation photos	

18	**Session title**	**Learning difficulties sessions**
	Session leader	**Ms. Marwa Ahmed – Ms. Shaimaa Mostafa**
	Target group	**Children with special needs**
	Session Location	**A room equipped for learning difficulties sessions at the Psychological and Educational Guidance Center**
	Period	**During the month of April**
	Number of participants	**15 children with special needs**
	Number of days/hours	**30 days during February, one day/hour per day for each child**
	Participating entity	**Faculty of Education**
	Session objectives	**Some of the objectives that are implemented and achieved within the learning difficulties sessions, depending on each child's condition and age, and setting those objectives after assessment and diagnosis of the condition, are as follows Academic aspects (reading, writing, arithmetic) and developmental aspects (auditory and visual memory, attention and concentration, auditory and visual discrimination, etc.) -Training on how to hold a pen correctly**

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		-Training on writing and reading letters and words - Adjusting the direction of writing letters and numbers -Good reading comprehension and training on the correct spelling of words and reading various stories with correct writing - Linking visual symbols in a meaningful or significant way and connecting relationships with each other in the child's developmental part and other developmental training - Teaching the child arithmetic operations and numbers with correct writing and other different and varied goals depending on each case
	Documentation photos	  

19	**Session title**	**Behavior modification sessions**
	Session leader	**Ms. Doaa Fathy**
	Target group	**Children with special needs**
	Session location	**A dedicated room equipped for behavior modification sessions at the Psychological and Educational Guidance Center**

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	Period	**During the month of April**
	Number of participants	**10 children**
	Number of days/hours	**30 days during February, one day/hour per day for each child**
	Participating entity	**Faculty of Education**
	Session objectives	**Some of the objectives that are implemented and achieved within the behavior modification sessions, depending on each child's case and age, and setting those objectives after assessment and diagnosis of the case, including** **-Training the child to defend their rights without becoming aggressive or impulsive** **-Teaching and training the child to increase their self-confidence and abilities** **-Encouraging and affirming the self, so that they ask openly for what they want** **and how to overcome their fears** **-Teaching the child social skills in communicating with others** **-Teach children the boundaries of public and private property and how to ask permission and borrow if necessary, among other various goals depending on the child's needs and circumstances**
	Documentation photos	 

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20	**Session title**	**Skill development sessions**
	Session leaders	**Ms. Shaimaa Mostafa – Ms. Marwa Ahmed**
	Target group	**Children with special needs**
	Session Location	**A dedicated room equipped for skills development sessions at the Psychological and Educational Guidance Center**
	Period	**During the month of April**
	Number of participants	**10 children with special needs**
	Number of days/hours	**30 days during February per day/hour per day for each child**
	Participating entity	**Faculty of Education**
	Session objectives	**Some of the objectives that are implemented and achieved within the skill development sessions, depending on each child's condition and age, and setting those objectives after assessment and diagnosis of the condition.** **Training each child in a number of necessary skills according to the child's age and needs in the following areas (self-help, cognitive development, motor development, socialization, infant development) and some of the objectives** **-Increasing attention span, concentration, and flexibility in shifting visual attention; teaching geometric shapes, signs, and signals; teaching colors; teaching and recognizing vegetables, fruits, and animals -Visual discrimination and training in matching and recognizing shapes in different ways** **Training in logical thinking and training in placing something in a container, imitating others** **Training in forming balls from clay, training in opening the mouth when seeing a spoon filled with food, training in asking permission to use a toy played with by peers, and other different goals on each side, depending on the child's age**

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	Documentation photos	  

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21	**Course title**	**Learning difficulties (individual)**
	Trainer	**Dr. Montaser Salah**
	Target Audience	**Students – Specialists – Parents**
	Venue	**Training hall at the Psychological and Educational Guidance Center**
	Date	**From April 15, 2024, to April 24, 2024**
	Number of participants	**1 trainee**
	Number of days/hours	**One week/5 hours per day**
	Participating entity	**Faculty of Education**
	Objectives	**-Identifying learning difficulties** **-Defining learning difficulties** **-Prevalence of learning difficulties** **-The difference between learning difficulties, academic delay, and slow learning** **-The importance of early detection of learning difficulties** **- Diagnosing children with learning difficulties** **-Application and knowledge of some measures for diagnosing learning difficulties** **-Difficulties in learning to read** **-Difficulties in learning arithmetic** **- Difficulties in learning to write** **- Treatment of learning difficulties** **- Different approaches to treating learning difficulties**
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22	**Course title**	**Speech and language disorders (individual)**
	Trainer	**Ms. Doaa Eid Badr**
	Target Audience	**Students – Specialists – Parents**
	Venue	**Training hall at the Psychological and Educational Guidance Center**
	Date	**From April 15, 2024 to April 24, 2024**
	Preparation of participants	**1 trainee**
	Number of days/hours	**10 days / 5 hours per day**
	Participating entity	**Faculty of Education**
	Objectives	**Concept of communication** **-What is communication science?** **-When is communication effective?** **-Definition of communication problems** **-What are language disorders?** **-What are voice disorders** **-What are speech disorders?** **-Pronunciation of letters** **-Requirements for a speech therapy room** **- Classification of speech therapy tools** **- Case study** **- How to evaluate** **-Developing a treatment plan** **-Speech therapist specifications**
	Documentation photos	

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23	**Session title**	**Speech therapy sessions**
	Session leaders	**Ms. Doaa Eid Badr, Ms. Sara Adel, Ms. Al-Mayaa Abdel-Tawab**
	Target group	**Children with special needs**
	Session location	**A dedicated room equipped for speech therapy sessions at the Psychological and Educational Guidance Center**
	Period	**During the month of April**
	Number of participants	**15 children with special needs**
	Number of days/hours	**30 days during February, one day/hour per day for each child**
	Participating entity	**Faculty of Education**
	Session objectives	**Some of the objectives that are implemented and achieved within the communication sessions, depending on each child's condition and age, and setting those objectives after assessment and diagnosis of the condition, including:** **-Naming certain professions and their opposites** **-Using prepositions correctly when speaking** **- Naming objects in the environment - Carrying out commands** **- Requesting desired objects - Training on singular, dual, and plural forms** **-Training on dividing words into three syllables -Training on producing sounds** **-Training on knowing the functions of the body -Training on moving the tongue in and out, etc.** **Various objectives depending on each case**

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	Documentation photos	

24	**Session title**	**Learning difficulties sessions**
	Session leader	**Ms. Marwa Ahmed – Ms. Shaimaa Mostafa**
	Target group	**Children with special needs**
	Session Location	**A room specially equipped for learning difficulties sessions at the Psychological and Educational Guidance Center**
	Period	**During April**
	Number of participants	**15 children with special needs**
	Number of days/hours	**30 days during February, one day/hour per day for each child**
	Participating entity	**Faculty of Education**
	Session objectives	**Some of the objectives that are implemented and achieved within the learning difficulties sessions, depending on the condition of each child and their age, and setting those objectives after assessment and diagnosis of the condition, are on two sides** **Academic (reading, writing, arithmetic) and developmental (auditory and visual memory, attention and concentration, auditory and visual discrimination, etc.)** **-Training on how to hold a pen correctly** **-Training in writing and reading letters and words -**

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		Adjusting the direction of writing letters and numbers -Good reading comprehension and training in the correct spelling of words and reading various stories with correct writing - Linking visual symbols in a meaningful or significant way and connecting relationships with each other in the child's developmental part and other developmental training - Teaching the child arithmetic and numbers with correct writing and other different and varied goals depending on each case
	Documentation photos	  

25	**Session title**	**Behavior modification sessions**
	Session leader	**Ms. Doaa Fathy**
	Target group	**Children with special needs**
	Session location	**A dedicated room equipped for behavior modification sessions at the Psychological and Educational Guidance Center**
	Period	**During the month of April**
	Number of participants	**10 children**

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	Number of days/hours	**30 days during February, one day/hour per day for each child**
	Participating entity	**Faculty of Education**
	Session objectives	**Some of the objectives that are implemented and achieved within the behavior modification sessions, depending on each child's case and age, and setting those objectives after assessment and diagnosis of the case, including** **-Training the child to defend their rights without becoming aggressive or impulsive** **-Teaching and training the child to increase their self-confidence and abilities** **-Encouraging and affirming the self, so that they ask openly for what they want** **and how to overcome their fears** **-Teaching the child social skills in communicating with others** **-Teach children the boundaries of public and private property and how to ask permission and borrow if necessary, among other various goals depending on the child's needs and circumstances**
	Documentation photos	 

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26	**Session title**	**Skill development sessions**
	Session leaders	**Ms. Shaimaa Mostafa – Ms. Marwa Ahmed**
	Target group	**Children with special needs**
	Session Location	**A dedicated room equipped for skills development sessions at the Psychological and Educational Guidance Center**
	Period	**During the month of April**
	Number of participants	**10 children with special needs**
	Number of days/hours	**30 days during February per day/hour per day per child**
	Participating entity	**Faculty of Education**
	Session objectives	**Some of the objectives that are implemented and achieved within the skill development sessions, depending on each child's condition and age, and setting those objectives after assessment and diagnosis of the condition** **Training each child on a number of necessary skills according to the child's age and the skills they need in the following areas (self-help, cognitive development, motor development, socialization, infant development) and some of the objectives -Increasing attention span, concentration, and flexibility in shifting visual attention; teaching geometric shapes, signs, and signals; teaching colors; and teaching and recognizing vegetables, fruits, and animals. -Visual discrimination and training in matching and recognizing shapes in different ways.** **Training in logical thinking and training in placing something in a container, imitating others** **Training in forming balls from clay, training in opening the mouth when seeing a spoon filled with food, training in asking permission to use a toy played with by peers, and other different goals on each side, depending on the child's age**

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28	**Course title**	**Learning difficulties**
	Trainer	**Prof. Montaser Salah / Ms. Shaimaa Mostafa Mohamed**
	Target audience	**Students – Specialists – Parents**
	Venue	**Training hall at the Psychological and Educational Guidance Center**
	Date	**From May 12, 2024, to May 22, 2024**
	Number of participants	**20 trainees**
	Number of days/hours	**10 days / 5 hours per day**
	Participating entity	**Faculty of Education**
	Objectives	**-Identifying learning difficulties** **-Defining learning difficulties** **-Prevalence of learning difficulties** **-The difference between learning difficulties, academic delay, and slow learning** **-The importance of early detection of learning difficulties** **- Diagnosing children with learning difficulties** **-Application and knowledge of some measures for diagnosing learning difficulties** **-Difficulties in learning to read** **-Difficulties in learning arithmetic** **- Difficulties in learning to write** **- Treatment of learning difficulties** **- Different approaches to treating learning difficulties** **-Explanation of diagnostic measures for people with learning difficulties**
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27	**Session title**	**Communication sessions**
	Session leaders	**Ms. Doaa Eid Badr, Ms. Sara Adel, Ms. Al-Mayaa Abdel-Tawab**
	Target group	**Children with special needs**
	Session location	**A dedicated room equipped for speech therapy sessions at the Psychological and Educational Guidance Center**
	Period	**Throughout June**
	Number of participants	**20 children with special needs**
	Number of days/hours	**30 days during February, one day/hour per day for each child**
	Participating entity	**Faculty of Education**
	Session objectives	**Some of the objectives that are implemented and achieved within the communication sessions, depending on the condition and age of each child, and setting those objectives after assessment and diagnosis of the condition, including:** **-Naming certain professions and their opposites** **-Using prepositions correctly when speaking** **- Naming objects in the environment - Carrying out commands** **- Requesting desired objects - Training on singular, dual, and plural forms** **-Training on dividing words into three syllables -Training on producing sounds** **-Training on knowing the functions of the body -Training on moving the tongue in and out, etc.** **Various objectives depending on each case**
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29	**Session title**	**Learning difficulties sessions**
	Session leader	**Ms. Marwa Ahmed – Ms. Shaimaa Mostafa**
	Target group	**Children with special needs**
	Session Location	**A room equipped for learning difficulties sessions at the Psychological and Educational Guidance Center**
	Period	**Throughout June**
	Number of participants	**20 children with special needs**
	Number of days/hours	**30 days during February, one day/hour per day for each child**
	Participating entity	**Faculty of Education**
	Session objectives	**Some of the objectives that are implemented and achieved within the learning difficulties sessions, depending on each child's condition and age, and setting those objectives after assessment and diagnosis of the condition, are on two sides Academic (reading, writing, arithmetic) and developmental (auditory and visual memory, attention and concentration, auditory and visual discrimination, etc.)** **-training on how to hold a pen correctly** **-Training in writing and reading letters and words -Adjusting the direction of writing letters and numbers -Good reading comprehension and training in correct spelling of words and reading various stories with correct writing -Linking visual symbols in a meaningful or significant way and connecting relationships with each other in the child's developmental part and other developmental training -Teaching the child arithmetic and numbers with correct writing and other different and varied goals depending on each case**

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30	**Session title**	**Behavior modification sessions**
	Session leader	**Ms. Doaa Fathy**
	Target group	**Children with special needs**
	Session location	**A room designated and equipped for behavior modification sessions at the Psychological and Educational Guidance Center**
	Period	**During the month of June**
	Number of participants	**15 children**
	Number of days/hours	**30 days during February, one day/hour per day for each child**
	Participating entity	**Faculty of Education**

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	Session objectives	**Some of the objectives that are implemented and achieved within the behavior modification sessions, depending on each child's case and age, and setting those objectives after assessment and diagnosis of the case, including** **-Training the child to defend their rights without becoming aggressive or impulsive** **-Teaching and training the child to increase their self-confidence and abilities** **-Encouraging and affirming the self, so that they ask openly for what they want** **and how to overcome their fears** **-Teaching the child social skills in communicating with others** **-Teach children the boundaries of public and private property and how to ask permission and borrow if necessary, among other various goals depending on the child's needs and circumstances**
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31	**Session title**	**Skill development sessions**
	Session leaders	**Ms. Shaimaa Mostafa – Ms. Marwa Ahmed**
	Target group	**Children with special needs**

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	Session Location	**A dedicated room equipped for skills development sessions at the Psychological and Educational Guidance Center**
	Period	**Throughout June**
	Number of participants	**15 children with special needs**
	Number of days/hours	**30 days during February per day/hour per day for each child**
	Participating entity	**Faculty of Education**
	Session objectives	**Some of the objectives that are implemented and achieved within the skill development sessions, depending on each child's condition and age, and setting those objectives after assessment and diagnosis of the condition** **Training each child on a number of necessary skills according to the child's age and the skills they need in the following areas (self-help, cognitive development, motor development, socialization, infant development) and some of the objectives -Increasing attention span, concentration, and flexibility in shifting visual attention; teaching geometric shapes, signs, and signals; teaching colors; and teaching and recognizing vegetables, fruits, and animals. -Visual discrimination and training in matching and recognizing shapes in different ways.** **Training in logical thinking and training in putting something in a container imitating others** **Training to form balls of clay, training to open one's mouth when seeing a spoon filled with food, training to ask permission to use a toy that one's peers are playing with, and other different goals on each side, depending on the child's age**

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