



Foundation Program Department of English Manual for Inclusive Education

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By Conan Kmiecik



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Foreword

Dear FPDE faculty,

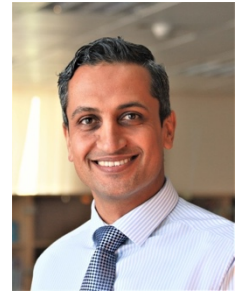
As a society, we have a moral and ethical responsibility to ensure that every individual is treated with dignity and respect, regardless of their abilities or disabilities. Inclusion in the classroom is critical for their growth and development, as it allows them to learn alongside their peers and acquire the necessary skills to succeed in life.

Language teaching is an essential component of this inclusive approach. Communication is the key to connecting with others, building relationships, and participating in society. For individuals with special needs, language learning can be a transformative experience, enabling them to express themselves more effectively, communicate with others, and navigate the world around them. Incorporating language teaching into special needs inclusion programs not only benefits the individuals with special needs but also enhances the learning experience for all students. It promotes a culture of diversity and inclusion in the classroom, fostering empathy and understanding among students.

In sum, promoting special needs inclusion and language teaching is crucial for creating an inclusive and equitable society. By investing in the education and development of individuals with special needs, we can ensure that everyone has an equal opportunity to learn, grow, and succeed in life.

Sincerely,

Musa Mohd Abu Huzaima
FPDE Head of Department



Dear Colleagues,

Welcome to the Qatar University Foundation Program Department of English Special Needs Procedural Handbook.

This document was prepared to give faculty easy access to the FPDE guidelines and procedures for special needs students. They are in accordance with strategic plans and policies of the State of Qatar, Qatar University, Qatar University Inclusion and Special Needs Support Center, and Qatar University Foundation Program.

This handbook is designed as a reference guide to explain the FPDE processes and our legal responsibility to our special needs students. It will be revised annually to account for any changes that may occur as well as document our ongoing efforts to provide services that are relevant to the current needs and realities of our students.

Sincerely,

Enita Elecia Barrett, ED. D, M.Ed., BCCS
Special Needs Liaison





Glossary of Abbreviated Terms

AD	Assistive Device
AL	Accommodation letter
FCQ	First Contact Questionnaire
FPDE	Foundation Program Department of English
FPDM	Foundation Program Department of Math
IEP	Individual Education Plan
ISNSC	Inclusion and Special Needs Support Center
SEN	Special Education Needs
SIF	Student Information Form
SN	Special Needs
SNS	Special Needs Student
SNSC	Special Needs Support Committee
SNSs	Special Needs Students
TAC	Testing and Assessment Committee

Part 1: Background

What is Disability?

The Americans with Disabilities Act (1990) defines a disability as a physical or mental impairment that significantly limits one or more major life activities of an individual. Although disabilities can be categorized as temporary or permanent, there are four main subcategories that are present among the QU FPDE SNS population:

1. **Chronic Health or Mental Health Disability:** This category includes conditions such as diabetes, multiple sclerosis, depression, anxiety, and arthritis.
2. **Cognitive or Learning Disability:** This category includes common conditions such as dyslexia, attention deficit disorder (ADD), and Asperger's syndrome.
3. **Mobility Disability:** This category includes impairments of one or more extremities or physical movement. Students with a mobility disability may use a wheelchair, a walker, prosthetics, or other types of assistive devices.
4. **Sensory Disability:** This category includes people with low vision or who are hard of hearing, as well as those who are deaf and/or blind. Speech impediments such as aphasia and Tourette's syndrome are also included in this category.

The following are the most common types of disabilities at FPDE:

- **Attention Deficit Hyperactivity Disorder (ADHD):** a chronic condition that makes it difficult to pay attention, control impulses, and regulate hyperactivity. It can contribute to low self-esteem and difficulties at school or work.
- **Autism Spectrum Disorder (ASD):** a developmental disorder that affects the nervous system and impairs the ability to communicate and interact with others.
- **Dyslexia:** a learning disorder that affects the areas of the brain responsible for processing language and results in difficulty reading.
- **Mobility Disorders:** conditions such as Cerebral Palsy (CP), Spina Bifida, and Muscular Dystrophy that can cause impairments in movement and mobility.

In summary, disabilities can affect individuals in a variety of ways and understanding and accommodating these disabilities is crucial for ensuring that all individuals have access to equal opportunities and can thrive in their personal and professional lives.

Special Needs at Qatar University – Qatar Vision 2030

Since a 2004 campaign encouraging locals to educate children with disabilities, the number of SNS at QU has continued to grow annually. In 2013, there were 81 SNS at QU, but today, that number has increased to approximately 500 students. Among all the colleges, the FPDE hosts the largest number of SNS. In 2013, the FP had 23 SNS, but in Fall 2018, it had 82 registered SNS, 73 of whom required special room accommodations. Though the number of SNSs fluctuate each year, the number is twice or three times what it was since 2013 (see Figure 1).

2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
23		35	46	53	83	83	70	66	67

Figure 1. Number of SNSs in the FPDE over the years



Qatar University Policy on Special Education

The Inclusion and Special Needs Support Center (ISNSC) at the university makes every effort to accommodate the individual needs of students with disabilities. As part of QU, the FPDE strives to provide fair and appropriate access to programs, services, facilities, and activities for students with special needs. To receive accommodations, every SNS must register at the ISNSC and obtain an AL outlining their needs. Students are encouraged to present the AL to their course instructor within the first week of class.

The Inclusion and Special Needs Support Center

Established in May 2007, the ISNSC serves students with special needs based on their particular situation or assessment, ensuring that they have an equitable environment to succeed. To receive accommodations, all students with special needs and disabilities must register at the ISNSC. FP collaborates with the ISNSC to provide services to SNS. A contact list for all ISNSC personnel is available in **Part 5: Useful Contacts**, and more information on special needs is available online at the following [LINK](#).

Foundation Program Special Needs Support Services

To fulfill its commitment to offer high-quality education to every student, including those with SNs and disabilities, the FP established the position of SN Liaison in November 2015. The role of the Liaison was to improve communication between the FP and ISNSC and stay up to date with effective strategies that would enhance the academic success of students with special needs.

In response to feedback from faculty and students, the FPDE assumed complete responsibility for assessing special needs students in November 2016. This was done to guarantee not only excellent service to special needs students but also impartial and dependable assessments.

Special Needs Liaison

The FPDE's SN Liaison serves as the main point of contact for inquiries related to SNS. Faculty members are encouraged to seek assistance from the SN Liaison for any concerns pertaining to their students with SN. The SN Liaison is a member of the Department Administration Committee (DAC), which reports to the FPDE Head of Department.

The SN Liaison fulfills the following responsibilities:

- Acts as a liaison between the FPDE and ISNSC
- Collaborates with coordinators, facilitators, and faculty members who have SNS in their classes and oversees the administration of assessments for SNS
- Distributes information regarding SNS rights and raises awareness among teachers regarding this student population
- Provides guidance and support to faculty, facilitators, and coordinators through regular communication on:
 - procedures for identifying special needs students
 - procedures for requesting and providing accommodations to SNS
 - procedures for managing SNS in class
 - procedures for conducting assessments for SNS
- Coordinates with the SN office and other QU personnel when necessary



- Requests and maintains follow-up reports from faculty, facilitators, and coordinators
- Designs surveys, conducts focus groups, and collects feedback (in partnership with the FPDE HoD, coordinators, and facilitators)

Part 2: Accommodations

Assessment Procedures Special Needs Assessment

To qualify for SN assessment accommodations, students must:

- Be registered as a SNS at the ISNSC
- Have an AL from ISNSC dated before the date of the assessment.
- Have presented their AL to the teacher and requested their accommodations at least two weeks in advance of a scheduled assessment.

Guidelines for Initiating Contact with SNSS

1. At the start of each course, faculty members should inform students about the services provided by the ISNSC and provide information on how students can contact them. This information should also be included in the syllabus and posted on Blackboard.
2. Students with an AL should be encouraged to see the teacher in private as soon as possible to present a copy of their AL and declare their accommodation needs.
3. Once the student has self-identified as an SNS and provided proof with their AL, the teacher should arrange a confidential meeting with the student and conduct an interview to better understand their needs. The First Contact Questionnaire (FCQ) may be used to facilitate the discussion.
4. Students with special needs who are registered at ISNSC and have an AL will not be eligible for accommodations if they do not present a copy of their letter to their teacher, as stated in (8.1.3) on page 17.
5. Accommodation requests for formal assessments must be made at least two weeks in advance of the scheduled assessment. Failure to adhere to this may result in the student not receiving accommodations for that assessment. In such cases, SNS may request a make-up assessment at a later date.
6. Students who have special needs but are not yet registered at ISNSC should be provided with the contact information for ISNSC and encouraged to register immediately.
7. Faculty members should send a list of their SNS to their course lead by the end of the add/drop period.
8. Faculty members should also submit their SNS's information on SharePoint, including all required information and a copy of the student's AL.
9. Course leads should provide the SN Liaison and the Exam Operations Coordinator with a list of SNS for each course in their section as soon as possible after the add/drop period.
10. Course leads should send their assessment schedule to the SN Liaison and the Exam Operations Coordinator, including the specific day, time, date, and start and finish time of each scheduled assessment.
11. Faculty members and course leads, in collaboration with the SN Liaison, should make appropriate arrangements for the delivery of course assessments, following the accommodation guidelines outlined in the AL for each individual student.



Explanation of Accommodations

Accommodation Letter: A legal document issued to students upon providing the required medical documents and determined by the ISNSC as having met the requirements to register as a student with Special Education Needs (SEN). The accommodation letter will list the student's individual accommodation needs. These may include extra time, helpers, scribes, separate rooms, and quiet rooms.

A3 Size, 24 Font: SNS who have low vision and other visual impairment use this accommodation requirement. Papers are printed on A3 size paper with size 24 or larger font.

Braille Sensor: A Braille sensor is a device used by blind or visually impaired SNS. It has braille characters on the keys thereby allowing the SNS to type their papers. The device produces Microsoft Word documents. The braille sensor allows the student to do assessments independently.

Extra Time: Means a SNS should be given additional time during an assessment or for in-class activities. Extra time is mostly 30 minutes extra for every hour, but there have been cases where one hour for every hour is required.

Helper: A helper a general term used for a registered QU student who is hired to assist a SNS in class and during assessments. It is possible that a SNS accommodation needs may include a helper who will both read (reader) and/or write (scribe) for the student during class sessions or during assessment.

Mentor/Tutor: Both terms are used because we offer a well-rounded service to provide academic and/or emotional support to SNS. A tutor offers academic support along course lines for the objective of supporting the student's academic performance. A mentor goes a step further and builds a professional personal relationship with the student. Often, a faculty who volunteered to tutor only, ends up becoming a mentor as the relationship between the teacher and the student develops. A tutor/mentor, therefore, is one who may perform a mix of the duties below.

Quiet Room: SNS who suffer from ADHD and other sensory disorders may require a quiet room on their own with the invigilator and or scribe/helper. A quiet room means that other students may not be placed in the assessment room. These students are sometimes highly sensitive to sound and are easily distracted. Therefore, especially for formal assessments, they should be assigned individual rooms.

Reader: A reader is a person assigned to read for the SNS during class sessions and during assessments.

Separate Room: SNS assigned to a separate room may not necessarily be affected by sensory conditions and may, therefore, be placed in a room with another student. Most students who require extra time do their assessments in separate rooms, meaning they do not do it in their regular classes due to the extra time requirement.

Scribe: A scribe is a person assigned to write for the SNS, most often students with physical disabilities.

Vizio: A Vizio is an assistive device that functions like a desktop magnifying glass. SNS can read the documents and write their own answers independently.



Part 3: Assessment Invigilation Procedures

Assessment Invigilation and Room Allocation Schedules

The DAC committee will provide invigilation and room allocation information at least one week prior to the assessment date. Instructors are expected to share room allocation information with their SNS.

Allocation of Helpers

The Exam Operations Coordinator will send the confirmed room allocation and invigilation list for the assessment to ISNSC at least five days prior to the assessment date. ISNSC should then insert the names of helpers and return the document to the and SN Liaison no later than three days before the assessment.

Invigilators

Invigilators will receive their assignment invitation from DAC at least three days prior to the exam date. They should either accept the invitation or contact DAC immediately to arrange for a substitute if they cannot attend. If a teacher declines the invitation, they should provide an explanation to DAC.

On the day of the exam, invigilators must retrieve their exam package from their mailbox or Course Lead. It is their responsibility to pick up assistive devices for students who need them. Assistive devices can be collected from Dr. Enita, and information about pick-up will be included in the exam invitation.

Assessment Envelopes

Course leads are responsible for accurately labeling all test envelopes for in-course and midterm assessments for SN. The TAC administration will provide envelope covers (labels) for final exams. For all significant assessments, course leads, through their assessment committees, will prepare and distribute the envelopes to invigilators (placing tests in mailboxes) in accordance with the information indicated on the envelope.

To ensure accessibility, tests should be formatted to accommodate the assistive devices required by students. For example, the braille sensor reads and interprets spaces, skipped lines, and bolded text. For a document to be considered accessible, it should be in Microsoft Word format, with no unnecessary spaces or bold fonts. Accessible documents may be required primarily by SN students who are blind or have other visual impairments.

Assistive Devices

Please note that the specifics of individual students' disabilities are strictly confidential. Therefore, we will rely on the ISNSC assessment and determination regarding which SNS will receive these accommodations.

Braille Sensor: The Braille Sensor was piloted in Fall 2018 and provides visually impaired students with independence by allowing them to read a Word document. Consequently, students using the Braille Sensor must be provided with an electronic form of the exam. For students using the Braille Sensor, tests will be provided as an electronic document on a USB by the course lead.



Guidelines for using the Braille Sensor, iPads, laptops, and other assistive devices (AD) are as follows:

Before the assessment date:

- The ISNSC will compile a schedule and list of SN students with visual impairments to distribute the required device in a timely manner.
- SN students will be required to collect the equipment from the ISNSC.
- SN students are responsible for arriving at the testing venue with their Braille Sensor and returning it to the ISNSC office after testing (as the Braille Sensor does not possess connectivity capabilities).
- Course leads should prepare and provide the invigilator with a soft copy of the exam on a USB, as well as a hard copy of the test.
- Course leads are responsible for liaising with the SN lead and/or ISNSC IT/Assistive Device (AD) specialists to ensure the exam is formatted for accessibility and compatible with the SN student's assistive device.

On assessment day, the following steps should be followed:

- Course leads should provide a soft copy of the test on a USB and a hard copy.
- Invigilators should upload the test onto the student's device.
- Invigilators should ensure that the assistive device is fully uploaded and functional before the exam start time, preparing the device at least 10 minutes before the starting time.
- Invigilators should ensure that the document is not saved on the assistive device.
- In cases where the student is writing their exam on the AD, invigilators should ensure that the soft copy of the student's exam answers are saved on the USB.
- In cases where the SN student will write their exam answers on a hard copy, helpers will write the student's responses on a hard copy of the exam, and invigilators should ensure that the hard copy is collected and placed in the teacher's mailbox.
- At the end of the exam, invigilators should ensure that the test is completely deleted from the student's assistive tool.
- USBs should be returned to the course lead, and the hard copy test paper with student's answers should be placed in the SN teacher's mailbox for in-course assessments. Midterm and final exams must be returned to the course lead.

Headphones: SNS who require headphones will be responsible for acquiring their own device from the ISNSC and arriving at the assessment room with the required device.

Recorder: Students with ASD (Autistic Spectrum Disorders), including ADHD, dyslexia, giftedness, or any other learning/cognitive disability, should be allowed to hear an audio prompt at least one time more than the regular population students, especially during assessments.

Vizio Book: The Vizio Book is a low vision magnifier used to magnify text. SNS with low vision are allowed to bring their Vizio magnifier to the exam room. The Vizio Book looks like a laptop. The student places the test paper flat on the desk, and it is then magnified on the reading screen.

Guidelines for using Vizio: Depending on the level of vision impairment, some SNS may require the test paper to be printed on A3 paper with a font size of 24, while others may be able to use a regular A4 copy of the test paper.

[48 hours Prior to Assessment Date](#)



Two days before the assessment, the SN Liaison will email teachers to remind them that their offices will be used for testing, giving specific dates and times. Then one day before the assessment, liaison will request security to open office doors by giving security the list of offices that should be opened at specific times on the day of the assessment.

Late Arrival

If the exam start time is delayed due to the late arrival of the scribe, the SNS will still receive the full exam time. However, if the SNS is late, the exam end time will remain as scheduled, and no additional time will be given.

Instructions for Scribes/Invigilators

1. SNS and helpers should arrive at the testing venue at least 15 minutes before the start of the exam, as per policy # 9.10. Time lost due to SNS late arrival will not be compensated.
2. During the assessment, interaction between helpers and SNS should be closely monitored to ensure that the student's test scores validly represent their known abilities.
3. Helpers are allowed to speak Arabic in the first two minutes of the exam, only to reiterate to the SNS the "no Arabic allowed rule" along with other rules, or to calm the SNS down in cases when the student may be agitated, especially if they have never worked together before.
4. Once the exam paper has been issued, SNS should speak English only. In cases where the student panics or gets emotionally agitated, scribes may request permission to speak Arabic to the student for the sole purpose of calming them down.
5. At all times, helpers and SNS should speak loudly enough for the invigilator to hear what is being said (there should be no whispering during the exam).
6. Helpers are allowed to read and reread instructions to SNS and explain the task in English to ensure student understanding of the instruction.
7. The scribe must not perform a task on behalf of the SNS in a manner that could provide an advantage in the assessment component.
8. All communication must be confined to clarifying instructions. No additional guidance, advice, or suggestions may be given to the SNS.
9. Translations of questions from English to any other languages are not allowed. Helpers should allow the SNS enough time to process the question/response prior to recording their responses and moving on to the next question.
10. Helpers should manage wait time on each question. They should know when too much time has been given and when it is time to move to the next question if the SNS does not have an answer yet (do not waste time waiting too long).
11. Helpers are expected to accept the SNS response and write the response word-by-word exactly the way they were uttered by the student. Helpers should not lead SNS to what they think are correct answers.
12. The SNS student is responsible for the correct spelling of unfamiliar and long words. They are also responsible for verbalizing punctuation marks.
13. If SNS is late, the invigilator is expected to remain in the exam venue for up to half the allotted exam time.
14. Invigilators should observe the interaction between the SNS and the helper to ensure that the SNS's exact words are presented on the test.



15. For in-course assessments, invigilators should return the test script to the teachers' mailboxes immediately after the exam. Invigilators should email the teacher indicating that the test has been placed in their mailbox.
16. For final exams, invigilators should return the test envelope to the course lead or as instructed by the SN Liaison guideline

After the Assessment

After the assessment, invigilators must return the exam envelopes to the teacher's mailbox immediately, unless instructed otherwise by the course lead. Invigilators should also send an email to the teacher, copying the SN and TAC chairs, to inform them that the envelope is in their mailbox. It is important to note that this step is mandatory, as the email can serve as evidence of task completion.

Part 4: Available Services

Helpers and Scribes

Students with disabilities may receive assistance from helpers or scribes if such support is included in their accommodation requirements. Helper training workshops are mandatory for student helpers. As helpers tend to change frequently, training sessions are conducted prior to both midterm and final exams for both male and female students. The workshops aim to emphasize the guidelines and restrictions in the assessment room, clarify helpers' roles, and establish clear expectations.

Tutoring/ Mentoring General Guidelines

Sessions for FP tutoring/mentoring will be held at both the ISNSC Male and Female campuses. The time and location of each session will be advertised on our tutoring/mentoring schedule. The ISNSC will receive a list of FPDE faculty tutors and a schedule indicating when they will be at ISNSC for tutoring/mentoring.

A cubicle has been assigned for FP tutoring at the ISNSC Female Section, and the schedule will be displayed on a signboard outside the cubicle. In case a tutor/mentor is unable to attend a scheduled session, they should inform the SN Liaison, Enita (enita@qu.edu.qa), via email about their absence. In addition, please copy the following ISNSC specialists on the email, so they may inform the students of the absence:

- Rim Baroudi (r.baroudi@qu.edu.qa) for female students
- Haya Alkuwari (h.alkuwari@qu.edu.qa) for male students

Tutoring Responsibilities

- Review specific assignment requirements
- Assist with homework
- Be familiar with the course syllabus and offer help for specific assessments (e.g., ENGL251 speaking test)
- Follow up with SNS after an assessment to discuss the test and encourage preparation for the next assessment
- Always be friendly and approachable with SNS



Mentor Responsibilities

- Check on SNS's emotional needs
- Follow up with the course lecturer for information and recommendations
- Be familiar with the course syllabus and offer help for specific assessments
- Follow up with SNS after an assessment to discuss the test and encourage preparation for the next assessment
- Discuss attendance and encourage participation in class activities and QU events
- Encourage SNS to visit other places on campus such as the food court, Writing Center, or Student Support Services
- Always be approachable and hold SNS to high standards

At the ISNSC

- Introduce yourself to SNS and explain your role
- Approach students and ask if they need help
- Engage in casual conversations to build rapport
- Make appointments with individual SNS to address specific needs
- Record visits on SharePoint to help FP assess service usage

If you have any questions or concerns, contact the SN Liaison at enita@qu.edu or 4403 5407.



Part 5: Useful Contact Information

Foundation Program Department of English (FPDE)

Dr. Enita Elecia Barrett – SN Liaison

Email: enita@qu.edu.qa

Phone: 4403 5407

Hamza Abbasi – Exam Operations Coordinator

Email: fpdetesting@qu.edu.qa

Phone: 4403 4088

Inclusion and Special Needs Support Center (ISNSC)

Haya Alkuwari - Section Head of Accommodation and Community Outreach

Email: haya.alkuwari@qu.edu.qa

Phone: 4403 5996

Fatima Alkawari - Information not yet available

Rim Baroudi - Special Needs Specialist

Email: r.baroudi@qu.edu.qa

Phone: 4403 7946

Shouq Al-Shahrani - Special Needs Specialist

Email: salshahrani@qu.edu.qa

Phone: 4403 7972

ISNC Assistive Technology Specialists

Rehab Dorgham - Assistive Technology Specialist

Email: rehab@qu.edu.qa

Phone: 4403 7941

Boutheina Djebbi - Assistive Technology Specialist

Email: boutheina@qu.edu.qa

Phone: 4403 3890

Appendix 1: Sample Accommodation Letter



مركز التمتع ودعم ذوي الاحتياجات الخاصة

INCLUSION & SPECIAL NEEDS SUPPORT CENTER

CONFIDENTIAL MEMO

Date: 16-8-2021

To: Qatar University Instructors

From: Inclusion and Special Needs Support Center

Academic Year: 2021 - 2022

Re: Academic Accommodations for [REDACTED] – QUID [REDACTED]

Please be advised that in accordance with Qatar University's Academic Policy on Students with Disabilities and Qatari applicable law, the Inclusion and Special Needs Support Center has approved the following academic accommodations for the abovementioned student:

1. Extra time in exams (half an hour for every hour)
2. Scribe for reading and writing in exams
3. Extended time on assignments and homework
4. Allow the student to record lectures
5. Providing studying materials electronically in a WORD format

The center administers course exams to students who require accommodations such as those approved for the student. For more information, please, contact us on specialneeds@qu.edu.qa. Our center requests that all arrangements are made as far in advance as possible, preferably not less than two weeks prior to the test date.

The aforementioned accommodations are general in nature and may need to be modified or may not be applicable for your specific class. After reviewing, please let me know how we can modify them to meet the student's needs.

Thank you for your appreciation to the sensitive nature surrounding this matter as well as your on-going collaboration with the Inclusion and Special Needs Support Center to ensure that all students receive an equal opportunity to achieve their higher education aspirations.

If I can be of any assistance with implementing the student's accommodations, please contact Male Campus: 44033854

Email: riyad.ayyash@qu.edu.qa

Best regards

Dr. Khalid Khader,

Advisor, VP Student Affair office

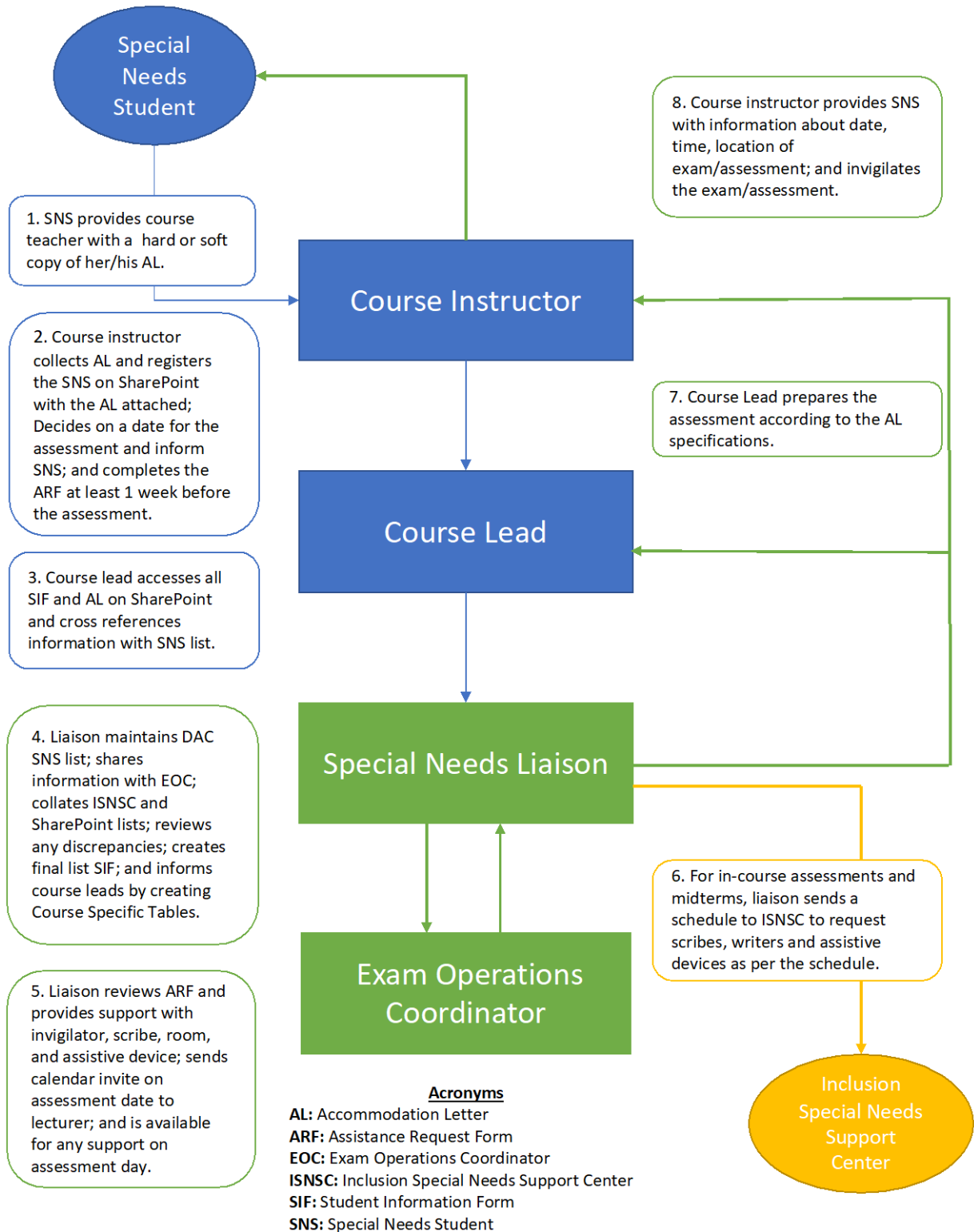
Acting manager/Inclusion and Special Needs Support Center

ص. ب : 2713 - الدوحة - قطر
Tel.: (+974) 4403 3854 / 4403 5106
E-mail : specialneeds@qu.edu.qa

تليفون: 44033854 / 44035106 (+974)
P.O.Box: 2713, Doha - Qatar
Website: [special Needs](http://specialNeeds)

Appendix 2: SN Assessment Procedure Flow Chart – Midterm Exams

Special Needs Assessment Procedure Flow Chart (for SNS Midterm Exams and Other In-class Assessments)





Appendix 3: SN Assessment Procedure Flow Chart – Final Exams

Special Needs Assessment Procedure Flow Chart (for SNS Final Exams)

