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Entitled

*EXAMINING IDENTIFICATION PROCEDURES OF STUDENTS WITH SPECIFIC LEARNING
DISABILITIES IN UAE ELEMENTARY GOVERNMENT SCHOOLS*

by

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Defense Meeting Link

<https://eu.bbcollab.com/guest/66af6804e8a0498eadb240d7c02f45a0>

Abstract

Specific Learning Disability (SLD) is the most prevalent type of disability. Many students have been incorrectly identified as having SLD when, in fact, they have a different issue or disability. Other students with serious academic problems have been ignored and have not been evaluated. This study, therefore, examines the procedures used to identify students with SLD in UAE elementary government schools. The purpose of this study is twofold: (a) to examine the diagnostic procedures and steps that UAE elementary government schools follow to identify and place students with SLD and (b) to investigate school professionals' awareness of SLD. An explanatory sequential design was used in this study. Four hundred and six school professionals participated in this study. Results of the quantitative data indicated that the participants in this study follow the procedures set out by the Ministry of Education (MoE), and best practices, in referring and placing students with SLD. Both quantitative and qualitative results revealed that the participating school professionals have some misunderstanding about the accurate definition, nature, and/or diagnostic symptoms of SLD. Being unaware of the signs and symptoms of students with SLD may lead to unfair identification of these students. Therefore, teacher education programs should prepare school professionals to broaden their knowledge of students with SLD.

Keywords: Specific Learning Disability, school professionals, diagnosis, identification procedures, UAE elementary government school, awareness.