



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

Dr. Ali Salah Abdel Mohsen

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

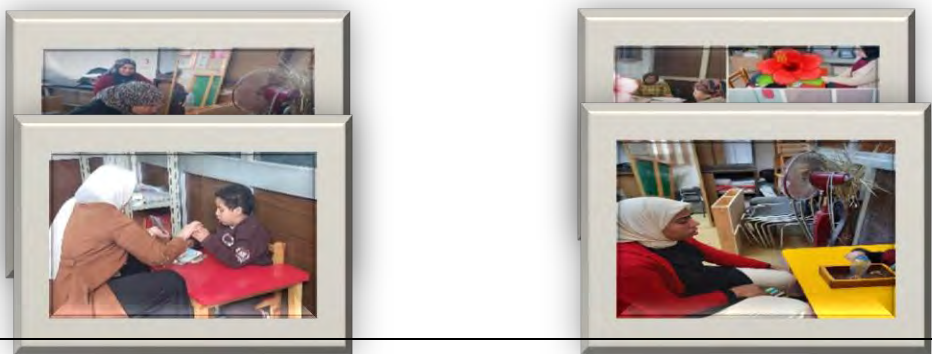
Center Director

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		ratio -Explanation of the profile scale
	Documentation photos	

Center Director
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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	 
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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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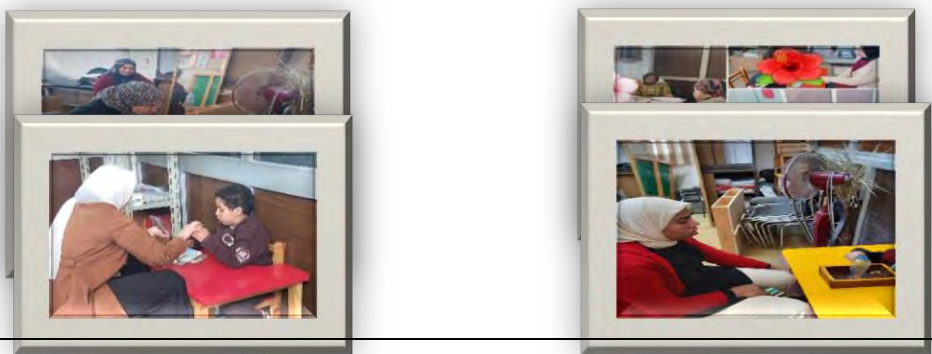
Session leaders	Ms. Shaimaa Mostafa – Ms. Marwa Ahmed
Target group	Children with special needs
Session location	A dedicated room equipped for skills development sessions at the Psychological and Educational Guidance Center
Period	Throughout October
Number of participants	10 children with special needs
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	 
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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	
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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

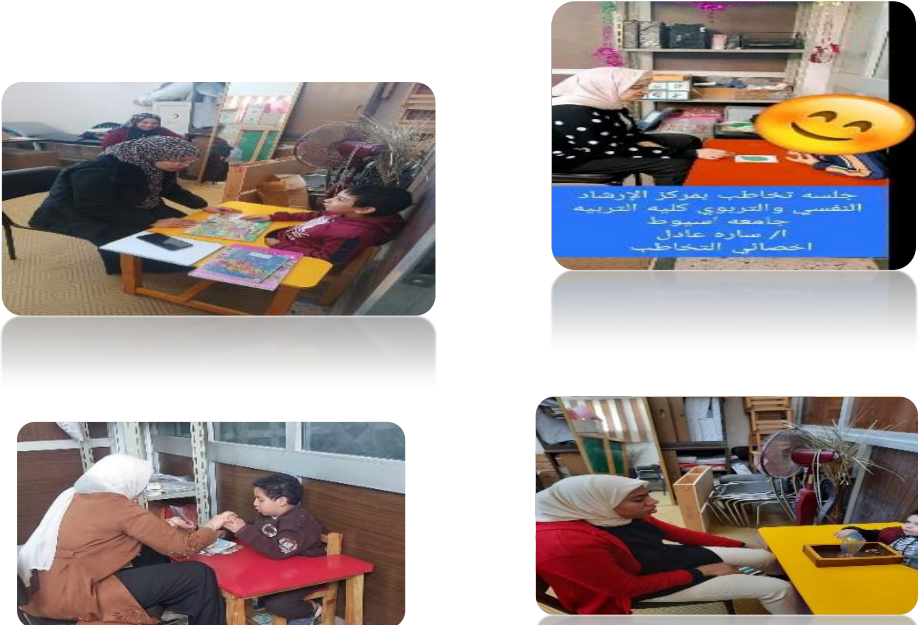
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	Objectives	Concept of communication -What is communication science? -When is communication effective? -Definition of communication problems -What are language disorders? -What are voice disorders -What are speech disorders? -Pronunciation of letters -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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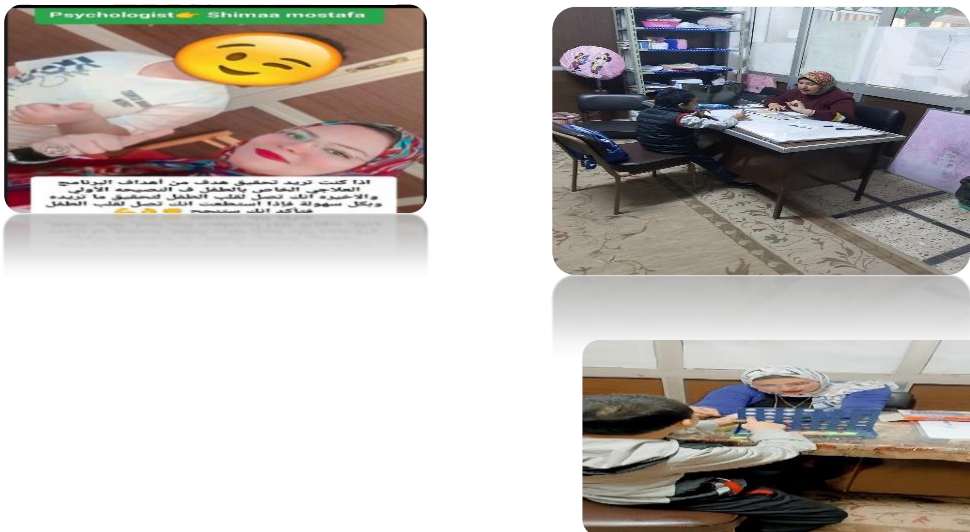
	participants	
	Number of days/hours	30 days during February, one day/hour per day for each child
	Participating entity	Faculty of Education
	Session objectives	Some of the objectives that are implemented and achieved within the communication sessions, depending on each child's condition and age, and 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	
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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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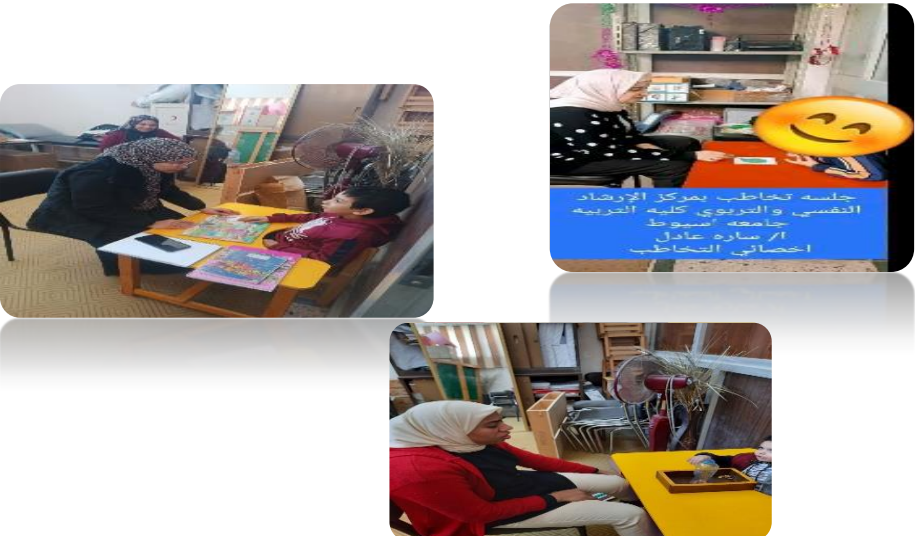
	Period	Throughout February
	Number of participants	10 children with special needs
	Number of days/hours	30 days during February per day/hour per day for each child
	Participating entity	Faculty of Education
	Session objectives	Some of the objectives that are implemented and achieved within the skill 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	
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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
	Documentation photos	

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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	  
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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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**Documentation
photos**



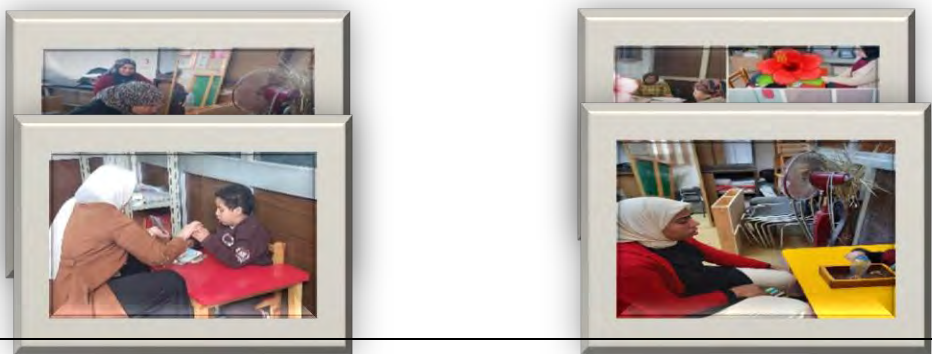
Center Director
Dr. Ali Salah Abdel Mohsen

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
	Documentation photos	 

Center Director

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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
	Documentation photos	

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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

Center Director

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	Documentation photos	 
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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
	Documentation photos	

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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	Documentation photos	 
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