

Triad of Programs

RAK team

Introduction

- **“Fostering at all levels of the education system, including in all children from an early age, an attitude of respect for the rights of persons with disabilities” –WHO**
- It is estimated that worldwide 1 in 160 children has an Autism Spectrum Disorder (ASD)
- The published rates of bullying in children with Autism Spectrum Disorder (ASD) vary considerably **from 46% to 94%**

Table 1 Prevalence of autism cases among Dubai population by their nationality and years.

Year	Nationals	Non–Nationals	Total
2011	60	119	179
2012	61	130	191
2013	60	138	198
2014	58	141	199

Al-Abbady, K., Hessian, H., & Alaam, M. (2017). Prevalence, Trend, Determinants and Prediction of Autism Spectrum Disorders among Dubai Population, Diagnostic Approach and Management Contexts. *Pediatrics & Health Research*, 2(2). doi: 10.21767/2574-2817.100016

Problem statement

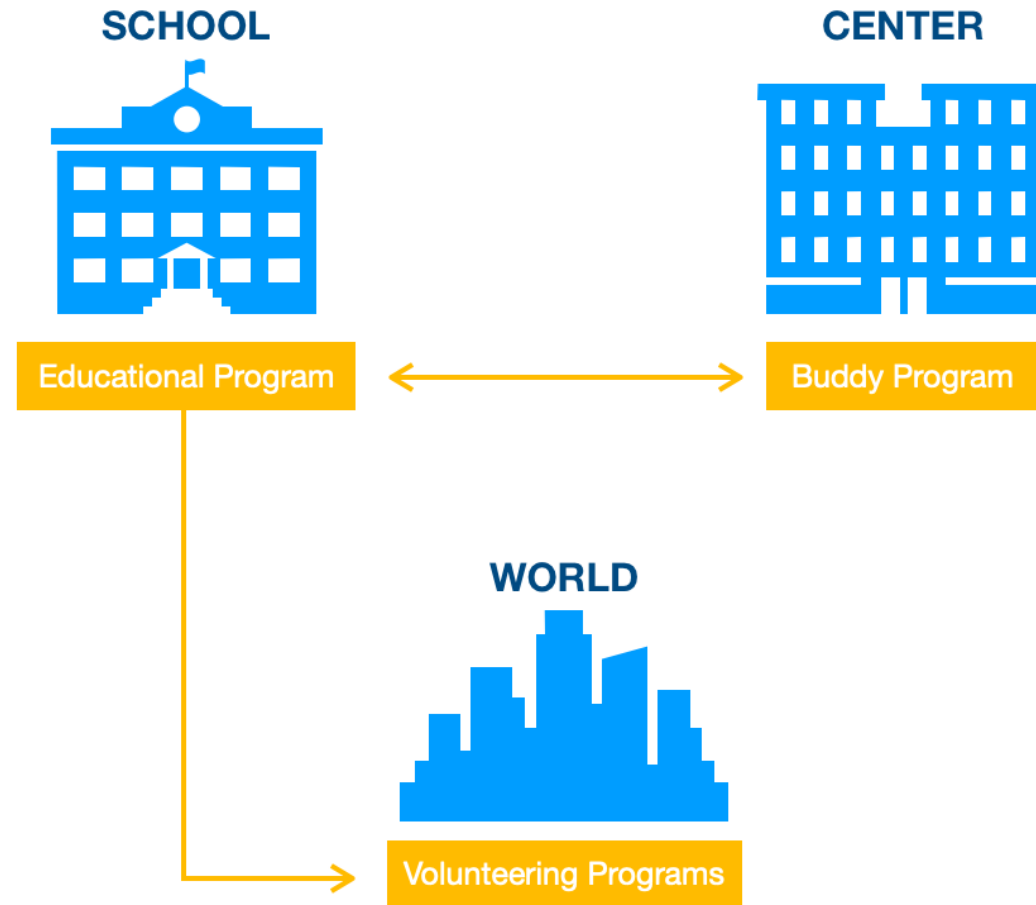
- Gap of communication and interaction with people of determination in the UAE.

Program statement

- Introducing a model that help to familiarize School children with people of determination specially people with autism

Input/ Model


- Three programs



Educational program

EDUCATIONAL PROGRAM

- **Who?** 9 to 13 years old children
- **Where?** Elementary schools
- **When?** semester-long programs
 - Weekly: one-hour session
 - Each month will open a new module
- **How?**
 - Mentors from Special centers
 - Professionals in Special education
 - **Guest speakers** (People of Determination or their family members)
 - Interactive activities, Example: hand-written letters and drawing ... ect
 - After each module, evaluations will be carried out

GRADE 4	GRADE 5	GRADE 6
PHYSICAL		MENTAL
• General Module	• Down's Syndrome	• Autism
• Physical Impairment	• Visual Impairment	• Intellectual Disability
• Hearing Impairment		

Buddy Program

- **Who?**
 - Children of determination,
 - Students enrolled in the educational program;
 - Both parties' parents
- **When?**
 - starts midway through educational program
- **How?**
 - Spending time in social activities
 - Fund raising activities

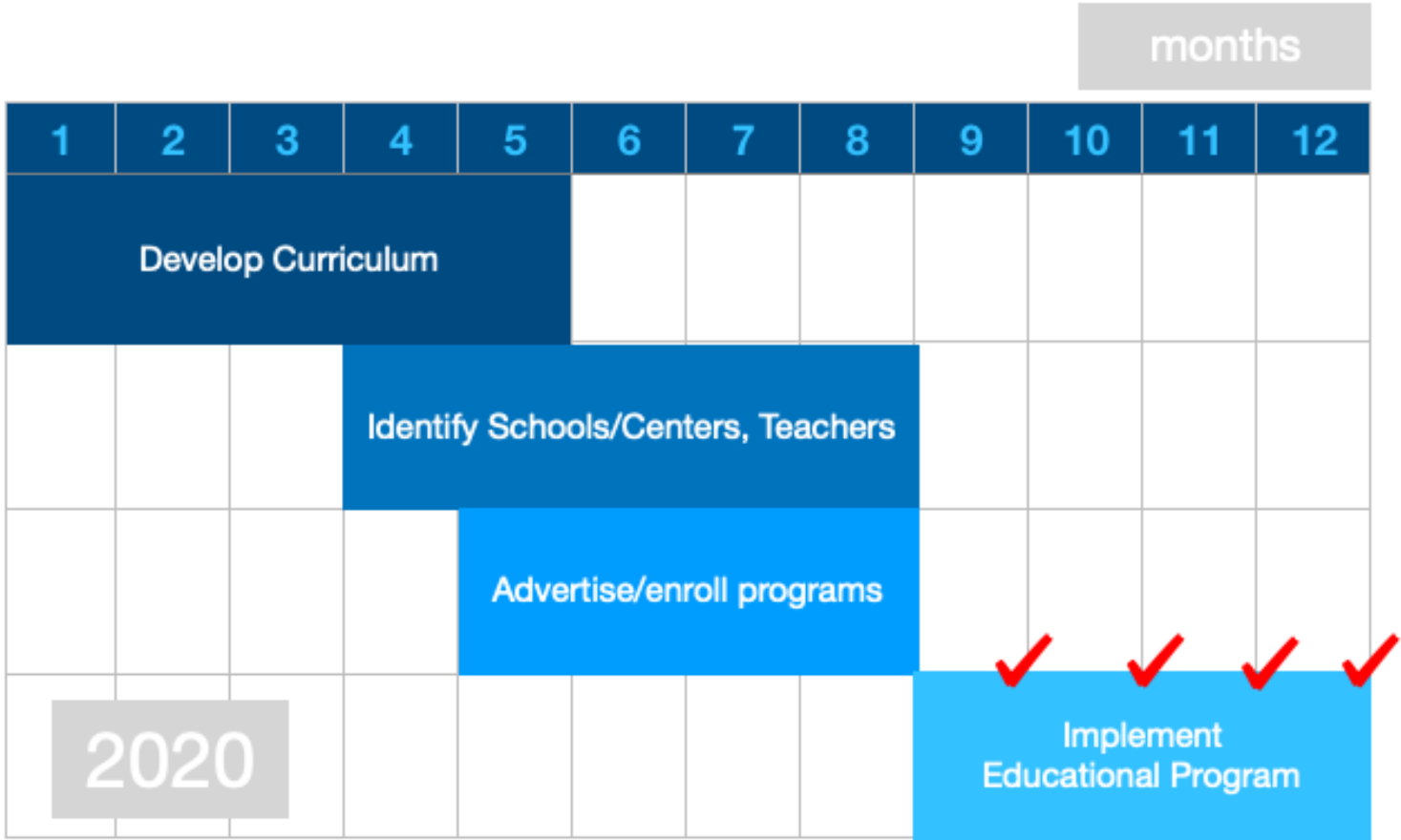
Volunteering Program

- **Who?**
 - students who have completed the educational program
- **Where?**
 - Other organizations, associations and clubs for PoD and **Special Olympics**

Short- and long-term goals

- Educate 9-13 years old about People of Determination
- Encourage Implementation and Inclusion from a young age
- Build up an environment with more interactive and easy activities for PoD and their parents
- Conclusive educational program that can reach all aspects of the society, starting from the youth
- Educating and increase the awareness of parents about the inclusion of PoD

Time line



✓ MODULE EVALUATIONS

Stakeholders

- Abu Dhabi Educational Department
- Community schools (Governmental)
- Zayed Higher Organization for people of Determination
- Abu Dhabi center for care and Rehabilitation
- Parents

Challenges and Solutions

- Difficulty of reaching the parents
- Solution:
 - Take home messages/brochures to engage the parents with the Program

Challenges and Solutions

- Putting more stress and load on the school curriculum

- Solution:
 - Make 1-hour session per week
 - Schedule and organize the sessions with collaboration of the school
 - Provide after school session if needed

Measuring the outcomes

- Qualitative: Interviews and surveys with:
 - Students
 - Children of determination
 - Teachers and parents
- Quantitative: Number of
 - Schools participating in the educational program
 - Children signing up for the buddy program
 - Children volunteering

Next step ?

- Implement these programs in all private and international schools around the Emirates

Conclusion

- Improve the implementation of PoD across all schools in the UAE
- Involving parents with children education and implementation activities

References

- <https://www.who.int/>
- Rose, C., & Gage, N. (2016). Exploring the Involvement of Bullying Among Students With Disabilities Over Time. *Exceptional Children*, 83(3), 298-314. doi: 10.1177/0014402916667587
- Lereya, S., Copeland, W., Costello, E., & Wolke, D. (2015). Adult mental health consequences of peer bullying and maltreatment in childhood: two cohorts in two countries. *The Lancet Psychiatry*, 2(6), 524-531. doi: 10.1016/s2215-0366(15)00165-0
- Sreckovic, MA, Brunsting, NC, Able, H (2014) Victimization of students with autism spectrum disorder: a review of prevalence and risk factors. *Research in Autism Spectrum Disorders* 8(9): 1155–1172.
- Lereya, S., Copeland, W., Costello, E., & Wolke, D. (2015). Adult mental health consequences of peer bullying and maltreatment in childhood: two cohorts in two countries. *The Lancet Psychiatry*, 2(6), 524-531. doi: 10.1016/s2215-0366(15)00165-0
- Al-Abbady, K., Hessian, H., & Alaam, M. (2017). Prevalence, Trend, Determinants and Prediction of Autism Spectrum Disorders among Dubai Population, Diagnostic Approach and Management Contexts. *Pediatrics & Health Research*, 2(2). doi: 10.21767/2574-2817.100016
- Autism spectrum disorders. (2019). Retrieved 2 November 2019, from <https://www.who.int/news-room/fact-sheets/detail/autism-spectrum-disorders>

Questions?