

## Step I: Identification

### Who are students with Exceptional Learning Needs (ELNs)?

- Students with Exceptional Learning Needs (ELNs) are those students with or without disabilities who cope with more difficulties in education than other students of their age; they present special talents and need to be provided with support, resources, modifications, an/or accommodations to one or various aspects of the school environment.
- Exceptional Learning needs are classified in the following Service Categories used by the NaRCIE:
  - **Learning Disabilities**
  - **Speech or language Disorders**
  - **Emotional/Behavioral Disorders**
  - **Health Disorders**
  - **Deaf / Hard of Hearing**
  - **Visual Impairments**
  - **Physical Disabilities**
  - **Multiple Disabilities**
  - **Autistic Spectrum**
  - **Intellectual Impairments**
  - **Slow Learner**
  - **Gifted or Talented**

### Who can refer students with Exceptional Learning Needs?

#### In the School:

- Teacher(s) in charge of the student
- Support Teachers or Teacher Aides
- Staff members of NaRCIE

#### In the Community:

- Medical Personnel- E.g., Physicians, Nurses, Psychologists, Counselors etc.
- Other teachers, educators or principals

#### In the Home:

- Parent(s) or guardian(s) of the student
- The Student him/herself
- Other family members: Grandparents, Uncles, Aunts, Siblings and others

**What are some of the signs to look for which may tell you if a child has an ELN?**

Look for the following:

- Difficulties in performing educational activities
- Difficulties attaining developmental milestones
- Poor performance in school
- Health Factors affecting the performance of students (Physical, emotional, consequences of illnesses that causes brain damage etc.)
- Lack of concentration and forgetfulness of tasks / chores that they are responsible to complete
- Evaluation reports of student by teachers, physicians, psychologists, psychiatrists etc which provide information about the child's difficulties.

**If any of the above conditions exist, then parents should seek further clarifications through an educational assessment.**

## Step II: Determining Educational Support

### Who determines what kind of educational support a student needs?

- The educational support needed by the student is determined by: the Multidisciplinary Evaluation Team (MET) so that the curriculum becomes accessible to the student.
- The teacher in charge of the student, in collaboration with Officer(s) of NaRCIE and the parent(s) will make the decision when there are significant modifications to be made to the curriculum.
- After a Comprehensive Evaluation, the MET may make recommendations for the kind of support that the student may need

### What is an Educational Assessment?

A Comprehensive Evaluation is the formal process of collecting information about a student which will be used in forming judgments and making decisions concerning that student. The major purpose of a Comprehensive Evaluation is to improve instruction to help the student learn.

### What is the Comprehensive Evaluation process?

- Parent / Teacher recognizes that the student is experiencing difficulties. School Principal provides the Referral Forms (Parent Information Form, and Teacher Information Form). The Principal ensures that all forms are completed and notifies the NaRCIE that the forms are ready to be picked up.
- The Comprehensive Evaluation is then scheduled and conducted.
- The Evaluation Officer gathers and analyzes all the information obtained from the assessment and from the referral forms. This is then compiled into a report.
- The parent is then called in for a case conference where the results of the assessments are discussed and suggestions on how parent(s) can assist their child are also addressed.
- The Itinerant Resource Officer then visits the student's school and again discusses the results of the Comprehensive Evaluation Report and engages the classroom teacher in making modifications to instructional environment so that the educational needs of the student can be effectively accommodated in the classroom.
- The Officer of NaRCIE continues to monitor and evaluate the effectiveness of the suggested modifications and makes suggestions for changes, if necessary.

### What happens during a Comprehensive Evaluation?

- During a Comprehensive Evaluation, the assessor makes the room welcoming to the student so as to provide a non-threatening environment in which the student will feel comfortable enough to perform at their best.
- The assessor then engages the student in discussion to elicit information about his/her oral language, listening comprehension and reasoning skills.
- Test Batteries are then administered to the student. The test battery to be used depends largely on the information being sought.

### How are the Exceptional Learning Needs of students identified?

The verification can be made by the Itinerant Resource Officers or other educational assessors (local or internationally) through an educational assessment in which the following aspects are considered:

(A) *About the student* - contemplate the following

- Physical development and health factors (Health history, present health)
- Educational factors (school experiences: skipped or repeated classes, change of teachers, preschool education, other schools, special help previously received, teachers reports, student attitude towards school)
- Level of performance (strengths and weaknesses)
- Interests and skills (hobbies and things that he/she does well in)

- Birth history conditions (mature or premature, duration of labour, weight, unusual circumstances)
- (B) *The social-familial background* (friends, sibling relationships, recreational activities, home and parent attitudes, acceptance of responsibilities, attitude towards learning problems)

**Is there legal support for the importance of determining the educational needs of students?**

Yes - In Belize, the legal support are founded in the following:

1. **The Education Act of 1991, Part VI – Section 24 A (1):** “The Education system shall ensure equitable access for both genders to all educational levels, shall be sensitive to the particular needs of the female gender and shall cater to the special needs of challenged pupils.”
2. **Education Rules 2000 –Part VI Schooling – Subpart A -112 (2) :** The Education Rules on the whole, and the schools in particular, shall take into account the needs of challenged students and shall provide schools with learning environments to address those needs, including teacher preparation.
3. **Education Act 1999, Part VI Section 25 (c)**  
The Chief Education Officer in consultation with the council shall with respect to government and government aided pre-schools, and primary schools and secondary schools: - approve or permit the managing authorities of such schools to approve alternative areas of study in lieu of or in addition to the prescribed areas of study.

The Belizean Law is supported by the several International Conventions and Declarations to which Belize is a signatory. Even though, Belize has not developed and put in practice laws that are consistent with the

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international laws, the convention or declaration assumes total force of the international law when the country becomes party to the convention.

The following are some of the conventions / declarations to which Belize is a party:

- The Standard Rules on the Equalization of Opportunities for Persons with Disabilities – Rule 6
- Convention on the rights of the Child (1990)
- The World Conference on Education For All(1990)
- CAMRODD’s Blueprint for Action
- The Dakar Framework for Action

### Step III: Attention

**What types of educational services are presently available for students with ELNs in Belize?**

The Ministry of Education established the Special Education Unit (SEU) in 1991 to respond to the special educational needs of our students. In 2007 the unit was renamed National Resource Centre for Inclusive Education (NaRCIE). NaRCIE is staffed by persons trained in various aspects of Special Education and thus facilitates the provision of the following tasks:

- Advocate for the provision of inclusive educational services to students with special educational needs.
- Conduct educational assessments and Hearing Screening for students referred to the Centre.

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- Develop and implement educational programmes for students with diverse learning needs
- Support the development of parent organizations and other support services
- Assist teachers to make modifications to teaching plans and programmes to make it pertinent to the diverse learning needs of students
- Make referrals to appropriate Government and Non-Governmental Organizations

NaRCIE serves to ensure that ALL students, regardless of their individual differences, receive appropriate educational services. It operates on the philosophy of inclusive education which proposes that the majority of students be served in regular schools. Itinerant Resource Officers collaborate with regular classroom teachers to make the necessary curriculum modification or adaptations so that students are effectively taught.

Although the goal of NaRCIE is towards the full inclusion of all children in the regular education system, NaRCIE recognizes that the most enabling environment for children requiring intensive and pervasive instructional support may be in special schools/centers. The progress of these students is monitored closely so that the possibility of transition into regular schools remains an option.

In Belize currently there are seven Special Education Centres and two Special Schools. The Special Education Centers are sited on and attached to regular primary school in each district. The centers are:

1. Mary Hill Sp. Ed. Center in Corozal Town
2. Patsie Brownie Sp. Ed. Center at St. Peters Anglican School in Orange Walk Town
3. Stann Creek Special Education Center at Sacred Heart School in Dangriga Town
4. Belmopan Special Education Centre at United Evergreen Primary School in Belmopan City
5. Garden City Sp. Ed. Center at Garden City Primary School in Belmopan City
6. Punta Gorda Sp. Ed. Centre at Punta Gorda Methodist School in Punta Gorda Town
7. Forest Home Sp. Ed. Centre at Forest Home Methodist School in Forest Home, Toledo

The Special Schools are:

Stella Maris School in Belize City

Cayo Deaf Education and Farm Center in Listowell, Cayo

In propelling the principle of inclusive education, parents are encouraged to enroll their students in regular schools and NaRCIE officers visit the schools to provide support to the students through teacher education and teacher collaboration. Students are also encouraged to enroll in alternative education programmes offered at institutions such as the YWCA, ITVET.

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### Are there other Organizations in Belize which provide Special Education Services?

Related Special Education services are also provided by CARE-Belize and BCVI. These organizations use the Community Rehabilitation Approach to provide services. CARE-Belize provides physical therapy mainly to children from birth to 6 years. The Belize Council for the Visually Impaired (BCVI) caters for students with visual impairment at any age by supplying equipment for students and training for teachers.

### How can these agencies be contacted?

**BCVI - 501-227-7776**

**Email: [bcvi@btl.net](mailto:bcvi@btl.net)**

**CARE Belize - 501-223-5986**

**Email: [carebelize@btl.net](mailto:carebelize@btl.net)**

### Why are Special Schools/Centers Necessary?

There are children who, at some point in their lives, may need a special education programme that is completely outside the purview of the regular classroom. Here are some of the reasons:

- Some children with disabilities need highly specialized skills taught by specially trained teachers in order not to become handicapped
- Some children with disabilities might never respond to the demands of an academic curriculum and will require alternatives.
- Some children with disabilities could participate in an academic curriculum but would require an inordinate amount of time and attention from the class teacher, such that it would be inequitable for the other children in the class.

- Some children with disabilities need the support of a peer group that is more like they are, rather than being thrust out into the “mainstream” and left to fend for themselves. Not all schools have appropriate centres.
- Some children with disabilities may experience school failure without a special education curriculum tailored to their needs.
- Some children with disabilities need a pipeline of services that begins with special education and proceeds through all manner of social agency and support services that may extend throughout life.
- Some children with disabilities have a greater opportunity to succeed in special education classes /schools /centers because there is greater emphasis on parental partnership, parental cooperation and active parental participation in the education of the child.
- Some children with disabilities need special education because without legal support, regular education teachers will not allow for different ways of responding to the dictates of a standardized curriculum.

#### What is the procedure for enrolling a student in a Special School / Center?

Any student 4 to 16 years who has been evaluated by officers of NaRCIE and it is found that his/her educational needs cannot be effectively met in the regular classroom is eligible for enrollment in a Special School/Centre. Students who are beyond this age limit may continue school under special circumstances.

All students must be educationally assessed before enrollment in a special school or center. This means that the proper assessment process must be followed.

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**Children shall not be denied placement to Special School/Centers for any of the following reasons:**

- **Not being toilet trained** – the teachers and parents should work together to toilet train the student. (The school's facilities and parental support will be critical to the successful placement of the student and must also be considered in this situation).
- **Lack of language** – many students require special educational support in order to learn to communicate better.
- **Aggressive/Unwanted behaviors** - some students need to be taught how to control their behaviors and replace unwanted behaviors with more positive ones.
- **Lack of mobility or use of wheel chair** – *All* Special Education Centers/ Schools should be adequately accessible to provide the necessary accommodations for persons with physical disabilities.
- **Lack of school fees** – No child should be denied an education due to financial reasons.
- **Lack of parental support** – *All* efforts should be made to enroll children with special needs despite parental resistance or lack of support. It is mandatory that *All* children ages 5 to 14 (inclusive) attend school, whether or not they have a special need.

### When is it necessary for students to be removed from regular schools and placed in Special Schools/Centres?

Students may be removed from the regular environment only when the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and support services cannot be addressed satisfactorily.

### Under what conditions may students be turned away from Special Education Centers/Schools?

- **The student is under the age of 5 (five) years in December of the school year.** Suggestions for possible preschools and home activities should be given to the family before turning the child away.
- **The student is over the age of 14 in September of the school year.** Suggestions for other places of learning should be given before turning the child away.
- **The student is still putting himself, classmates, teachers in danger** after every effort has been made to diminish aggressive, harmful or dangerous behaviors. Suggestions for other appropriate placement or services should be made.
- **The Special Education Center/School has been filled to its maximum capacity.** Securing placements will be based on age (younger given priority over older), and severity of special need (moderate or severe given priority over mild). Alternative options should be given before turning away a child.
- **Any other reason for refusing enrollment to a Special Education School/Center** should be reviewed and approved by NaRCIE.

*Removal of a student from a Special School/Centre will come only after extensive evaluation of the circumstances and consultation with NaRCIE personnel.*

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### What does the term Inclusive Education mean?

Inclusive Education is a system in which all pupils with special educational needs are enrolled in ordinary classes in their district schools, and are provided with support services and an education based on their strengths and needs. Inclusive Schools are based on the basic principle that all school children in a given community should learn together, so far as is practicable, regardless of their handicaps or difficulties. (UNESCO, 2002)

### What are the Characteristics of an Inclusive School?

In an inclusive school:

- Teachers hold high expectations for all students.
- Teachers provide opportunities to students to participate actively in the classroom learning activities
- Teachers provide all students with appropriate learning opportunities.
- Teachers expect all students to behave with respect for the learning of others.
- Teachers provide safe and orderly classrooms
- Schools place students in age-appropriate regular classrooms.
- Schools are inviting, pleasant and clean places, easily accessible to ALL students
- Schools provide a positive Inclusive Climate through policies, programmes and practices that are equitable for students.

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### Is there legal support for the Inclusive Education of Students with ELNs?

#### YES

##### **The Education Act (1991) Part VI - 24 (1) states:**

“No Citizen or permanent resident of Belize shall be refused admission to any school on account of religion ethnicity, language or political affiliation.”

##### **The Education Act (1991) Part VI - 24A. (2) states:**

“Schools shall be free of gender, racial, or other biases, and shall be maintained in such a way as appropriate.”

### Don't children with ELNs require special teachers and teaching techniques?

Starting from the perception of children with disability as a distinctly different group of children when compared with non-disabled children, it seems common sense that they must require special forms of teaching. Researchers have spent considerable time and energy attempting to find special approaches and techniques. The latter do not result to be, after all, in themselves the means by which children with disabilities experience educational success. Good teaching in general, based on a child centered pedagogy, and a stimulating educational environment seem to be far more important than so-called special techniques and are not exclusive of special teachers. These findings, together with the changed view on the nature of

learning difficulties, lead to the conclusion that instead of the traditional search for specialist technique to ameliorate the learning difficulties of individual pupils, the focus should be rather on finding ways of creating the conditions that will accommodate pupil diversity and facilitate the learning of all children.

**Won't inclusive education have a negative effect on the learning of non-disabled children?**

Looking at research findings, no study seems to report lowering of achievement of non-disabled children in schools with inclusive programmes. On the contrary, it seems reasonable to assume that the consideration of the difficulties experienced by certain pupils and the efforts made to improve the learning conditions provided are likely to be to the advantage of others in the classroom, in this way, one can expect that so-called non disabled pupils profit by inclusive education, as this is conceived in terms of an education that responds to pupil diversity in general and facilitates the learning of all children. In other words, widening our perspective with respect to educational difficulty and integration can be seen as a means of improving schooling for all. And indeed, recent research shows that, by catering to diversity, teachers and schools become so versatile and creative in their pedagogical approaches that it actually enriches the quality of education in general.

### What are the reasons for Inclusive Education

**Inclusive education is a human right, it's good education and it makes good social sense.**

#### **HUMAN RIGHTS**

1. All children have the right to learn together.
2. Children should *not* be devalued or discriminated against by being excluded or sent away because of their disability or learning difficulty .
3. Adults with disabilities, describing themselves as special school survivors, are demanding an end to segregation.
4. There are no legitimate reasons to separate children for their education. Children belong together with advantages and benefits for everyone. They do not need to be protected from each other.

#### **GOOD EDUCATION**

5. Research shows children do better, academically and socially, in integrated settings.
6. There is no teaching or care in a segregated school which cannot take place in an ordinary school.
7. Given commitment and support, inclusive education is a more efficient use of educational resources.

#### **GOOD SOCIAL SENSE**

8. Segregation teaches children to be fearful, ignorant and breeds prejudice.
9. All children need an education that will help them develop relationships and prepare them for life in the mainstream.
10. Only inclusion has the potential to reduce fear and to build friendship, respect and understanding.

### What is the difference between Traditional and Inclusive Education practices?

<b>Traditional Approach</b>	<b>Inclusive Approach</b>
Education for some	Education for all
Static	Flexible
Collective teaching	Individualized teaching
Learning in segregated settings	Learning in integrated settings
Emphasis on teaching	Emphasis on learning
Subject-centered	Child-centered
Diagnostic/prescriptive	Holistic
Opportunities limited by exclusion	Equalization of opportunities for all

### In Inclusive Education, what do Adaptations/Modifications mean?

Adaptations / Modifications are adjustments that teachers make to provide students with the systems and support they need to be successful learners. These adaptations might be routine or incidental, short term or long term, individualized or not. (Kame'enui and Simmons, 1999)

One approach is to consider that there are three major types of curriculum modifications that can be made for a student. These are: Significant Curriculum Modifications, Non-Significant Curriculum Modifications and Modifications to Access.

### What are Curriculum Modifications?

Curriculum modifications are the plans made regarding the goals, objectives and content of the school's curriculum in relation to the learning styles, interests and educational needs of students. The plan states the specific types of methods, teaching strategies, activities, time, resource materi-

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There are four major elements which may be considered when making curriculum adaptations / modifications. These elements are: Content, Instructional Strategies, Classroom Instructional Settings, and Student Behaviors.

### What are Significant Curriculum Modifications?

- These are major modifications to the curriculum, in which basic content and general objectives are eliminated. The content which corresponds to the particular characteristics of each student and which will be useful for him to lead a happy and productive life, is selected and compiled into a working document from which the educational goals and objectives are drawn. These functional objectives and content are adequate for the capacities and skills of the student. In some situations, the adaptations may include addition to the content or educational practices so as to deal with absent curriculum.
- All teachers who work with the student should participate in making the curriculum modification because they are able to plan for or project changes and adjustments in the methods and evaluation that are to be applied.
- Significant curriculum modifications are made by the teacher in consultation with parents, the principal, other teachers and an officer of NaRCIE.

### What are Non-Significant Curriculum Modifications?

- This type of modification is made by the teacher in charge of the student in collaboration with other teachers of the school, the IRO, and the other members of the student's service team..

- The non-significant curriculum modifications are the responsibility of the teachers; however the Itinerant Resource Officer may support the teacher in making curriculum adaptation materials.

The non-significant curriculum adaptations do not change or alter the curricular objectives, although such adjustments can be made to the content of the topic / unit being studied. This takes the form of minor modifications to presentation, explanations and the evaluation. e.g giving handouts / worksheets instead of having student copy notes or problems from chalkboard or providing a specific test that is of lesser difficulty level than that of the regular test. This can be done by limiting the number of items (types of questions) or changing the structural design of the questions. It will contain the same quantity of points like the ordinary test and both showing the same percentage value of mastery.

### What are Modifications to Access?

The modification of access can be seen as the adjustments, delivery and the use of alternative systems of communication, resource materials or forms of material presentation which are adequate to the characteristics and needs of the students and guarantee their ability to continue the educational process independently. Some examples of modifications to access are:

1. The construction of ramps in offices (access to the institution with wheelchairs, crutches, walking sticks, or other types of mobility prostheses / vehicle).
2. Making texts with larger print.
3. Using hearing aids
4. Using thick pencils( to help students write better)

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5. Adapting the furniture according to the physical and mobility needs of the students (change desks for the student who is left handed, providing larger tables and putting in rails etc.)
6. Employ the Braille system to allow persons who are blind to read and write.
7. Use magnifying glass and special lamps and other adaptations for the visual needs of students.
8. Use a tape recorder to record notes in classes and to review at home (this is when the student has difficulties to write, to see or when the student has difficulties controlling hand or body movements. This strategy may also be used as a study skill.
9. Employ assistance for communicating with others, like drawings, different language, electronic apparatus with sounds etc.

#### How would you know if your student needs Curriculum Modifications ?

The presence of several indicators mentioned earlier provide the evidence that there is need for curriculum modifications. This is especially necessary if there is substantive information proving that the student is not coping with the regular curriculum.

There are times when students may be experiencing difficulties in school. This may result in student being granted temporary curriculum modifications until the situation is resolved. The factors which may warrant that a student receives temporary curriculum modifications are:

- Cultural differences, the family has difficulty in comprehending the vocabulary because it is not their native language
- The academic training from which the student comes from does not correspond with the ones being offered.

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### Who can request Significant and Non Significant Curriculum and Access Modifications?

*For the different types of modifications, there are similar processes.*

Requests for non significant curriculum adaptation can be made by the student in consultation with the teacher, parents and guardians. It is important to clarify that the teacher does not have to request non significant curriculum adaptations because these are teaching techniques that the teacher does by using his or her initiative in attending to the students in accordance with the needs detected in the educational assessment or detected at any time of the year.

### Who can request for Modification to Access?

- The Student with the teacher or the IRO
- Parents and Guardian with the teacher or the IRO

Again it may not be important for the teacher to request for non significant modifications to access because these are everyday instructional practices which the teacher does in meeting the needs of students. It is also in agreement with the recommendations during the Comprehensive Evaluation done at the beginning of the course or detected at anytime during the year. In cases where the School has to make infrastructural modifications, to guarantee the admission and mobility of the student(s), or to be able to purchase special equipment which will allow access to information, the principal shall coordinate the necessary procedures with the NaRCIE.

### Who can request for Significant Curriculum Modifications?

- The student with the teacher or with the Itinerant Resource Officer
- Parents and guardian with the teacher or with the Itinerant Resource Officer.

The IRO, in collaboration with the Multidisciplinary Evaluation Team, proposes that adaptations be made to the curriculum, in accordance with the needs of the student.

### How do you request for Significant Curriculum Adaptations?

At any time, any member of the student's service team, or Multidisciplinary Evaluation Team (MET) may request adaptations to support the student's educational programme.

However, most recommendations or suggestions for adaptations will occur following the student's Eligibility Meeting where the Comprehensive Evaluation & Recommendations Report is discussed.

### Are Special Arrangements provided for students with ELNs sitting national and international examinations?

**Yes.** The Ministry of Education has approved the “*Guidelines for the Provision of Special Arrangements in National Examinations for Candidates with Special Educational Needs*”. This twenty page booklet outlines the special arrangements that are available for various types of students with Exceptional Learning Needs. All schools throughout the country of Belize have a copy of this document. Parents are therefore encouraged to consult with their child’s school principal regarding the provision of special arrangements.

### How can families assist?

- As soon as parents suspect that their student is not performing as expected, they should visit the class teacher to discuss their concerns.
- If, both teacher and parent concur that there is reason for concern, then the parents **MUST** initiate a referral and follow through to ensure that an Comprehensive Evaluation is conducted. (See Comprehensive Evaluation process on page 5)
- The families and those responsible need to become familiar with curriculum modifications, especially those which apply to their student; this will enable them to follow what is taking place in school and thus be in a better position to help at home.
- Visit the school and ask for a meeting with the class teacher and the principal.
- At this meeting discuss your child’s needs and give suggestions for improvement.

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- Do not feel bad if you do not understand everything that was said. You have the right to ask questions until you are clear about the information discussed at your meetings with the school or NaRCIE.
- Attend Parent -Teacher Meetings and express your concerns openly. There may be other parents with the same concerns who need your prompting.
- Familiarize yourself with literature on your child's ELN.
- Visit NaRCIE and seek information.
- Use the internet to access information on your child's needs. Parent Resources are available on [www.NaRCIE.net](http://www.NaRCIE.net)
- Assist in advocating for improvement of Special Education services and the development of Special Education resources.

**List of Acronyms commonly used by NaRCIE**

<b>BCVI</b>	Belize Council for the Visually Impaired
<b>CARE</b>	Community Agency f/ Rehabilitation and Education
<b>PAHO</b>	Pan American Health Organization
<b>MOE</b>	Ministry of Education
<b>COMPAR</b>	Community and Parent Empowerment
<b>MOH</b>	Ministry of Health
<b>NCFC</b>	National Committee for Families and Children
<b>NOPCAN</b>	National Organization for the Prevention of Child Abuse and Neglect
<b>NDAAC</b>	National Drug Abuse Control Council
<b>NGO</b>	Non-Governmental Organization
<b>HECOPAB</b>	Health Education and Community Participation
<b>HFLE</b>	Health and Family Life Education
<b>UNICEF</b>	United Nation Children Education Fund
<b>UNESCO</b>	United Nation Education Scientific and Cultural Organization
<b>CAMRODDD</b>	Caribbean Agency for Mental Retardation and other Developmental Disabilities and Delays
<b>PACSN</b>	Parent Association for Children with Special Needs
<b>ETES</b>	Employment Training and Education Services
<b>ITVET</b>	Institute for Technical/ Vocational Education Training

**List of Acronyms commonly used by NaRCIE**

<b>SCL/S</b>	School Community Liaison/Security
<b>QADS</b>	Quality Assurance Development Services
<b>II</b>	Intellectual Impairment
<b>ADD</b>	Attention Deficit Disorder
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>EBD</b>	Emotional Behavioral Disorder
<b>LD</b>	Learning Disability
<b>PD</b>	Physical Disability
<b>BD</b>	Brain Damage
<b>SLD</b>	Speech/Language Disorder
<b>CP</b>	Cerebral Palsy
<b>HH</b>	Hard of Hearing
<b>VI</b>	Visual Impairment
<b>DD</b>	Developmental Delay
<b>PDD</b>	Pervasive Developmental Disorders
<b>OT</b>	Occupational Therapist
<b>PT</b>	Physical Therapist
<b>SLP</b>	Speech/Language Pathologist
<b>ELN</b>	Exceptional Learning Need

Attention

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