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The Program Special Education and Training of a Child with Mild Intellectual Disability (MID)

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Abstract **– The aim of this report is to understand the environmental social and learning difficulties of a child with mild intellectual disability (MID) in order to intervene through the Special Education and Training (SET) programs. The research is empirical and bibliographic. It carries on the field of special education and uses records from a case study conducted on a 9-year-old boy of Albanian origin with diagnosed learning disabilities by the Center for Mental Hygiene. The boy studies in a general 6th-grade primary school in the province of South Peloponnese. In this report presents the actions of the family and people of its friendly environment, as parents do not speak Greek well to address the childs' difficulties. Moreover, the methodology of this research refers to the 5-month Targeted Individual Structured and Integrated Program for students with Special Educational needs (TISIPfSEN), which was followed in a private center of the Peloponnese, following an assessment for the special educational needs (SENs). The results of this study are that the teacher of special education may "partially" understand the SENs by providing some educational and psychological examinations to a bilingual student with a mild mental disability (MMD) and finally the specialist pedagogue can intervene with TISIPfSEN for students with Special Educational needs in a bilingual child with mild intellectual disability.**

Keywords **– Mild Intellectual Disability (MID), Bilingual, TISIPfSEN, Special Education and Training (SET), Special Educational Needs (SENs), Teacher of Special Education.**

I. INTRODUCTION

In recent year in Greece, there are a lot of economic migrants from far-off Asian, African and other countries and more importantly, from our neighboring countries such as Albania, Bulgaria, Romania. Multi culture is common all over Greece. It affects the school and creates difficulties especially in the communication between teachers and immigrant children, in the design of educational programs as well as in the communication among teachers and parents of children-members [1].

The modern research has shown that in a classroom setting where the appropriate teaching techniques are applied and a climate of acceptance and positive attitude is established, it is normalized and the integration of all children, including migrants with diagnosed special educational needs, is achieved.

In multilingual societies it has been observed that students learn better language through play and interaction with their classmates. Thus, by enhancing this process, the target language becomes much easier [2].

A. *General Learning Difficulties*

The effort to understand, define, describe, justify and address learning difficulties has led to several descriptions and definitions of the concept of learning difficulties. The most recent and organized effort for defining learning difficulties has taken place in preparation for the revision of the IDEA (International Debate Education Association) and the law "No Child Left Behind", where the Office for Special Education Programs (OSEP) organized a series of meetings and debates on the major issues in the field of Special Needs Education (SEN) in order to find a common place and create a common understanding on the issues concerned.

A learning disability (LD) is a neurological disorder. In simple terms, a LD results from a difference in the way a person's brain is "wired." Children with LDs are as smart or smarter than their peers. But they may have difficulty reading, writing, spelling, reasoning, recalling and/or organizing information if left to figure things out by themselves or if taught in conventional ways.

A LD can't be cured or fixed; it is a lifelong issue. With the right support and intervention, however, children with LDs can succeed in school and go on to successful, often distinguished careers later in life.

Parents can help children with LDs achieve such success by encouraging their strengths, knowing their weaknesses, understanding the educational system, working with professionals and learning about strategies for dealing with specific difficulties [3].

The LDs of children are divided into three groups according to the causes that cause them. The first group of learning difficulties is due to mental delay, the second to emotional difficulties and the third to cognitive abnormalities attributed to structural-functional disorders of the nervous system [4].

B. *The Mild Intellectual Disability (MID)*

There is no unified legal definition of intellectual disability in Greek legislation [5] [6]. According to American Psychiatric Association's diagnostic and statistical manual, fourth edition (DSM-IV) [7] or the world health organization's international statistical classification of diseases and related health problems, tenth revision, (ICD-10) [8], "mental retardation" as a complex disturbance in the cognitive, speech, motor and social skills which leads to deviations' in adaptive functioning in everyday life. However, the majority of psychiatrists and psychologists in Greece do follow the DSM-IV and ICD-10 classification systems and use them as diagnostic tools. In addition, official documents issued by the interdisciplinary diagnostic teams in community mental health centers or diagnostic centers use the term "mental retardation", [9] accompanied with the degree of intellectual disability and sometime the IQ level as well.

Based on Kirk and Gallagher, the mild mental retardation, which is the subject of our study, is due to the combination of genetic and socio-economic conditions term cultural-family (or socio - cultural - family) mental retardation suggests that the child's mental retardation is

due either to environmental or genetic factors [10]. Cultural factors include contradictions between the child's family environment and the culture of the wider society, or environments that provide too many or too little stimulus [1]. Familial factors may also be involved in the sense that the child's family background is degraded or the genetic background of the family is inferior to the normal [11].

II. Theory of Learning Difficulties and Bilingualism

C. *Clarification of Bilingualism*

Bilingualism is the ability of a person to possess and use two languages, according to Triarxi-Hermann [12] and Georgogiannis [13]. The "bilingual first language development" or the "bilingual development" is the situation, that a child grows with two or more languages at the same time and within them there is a cognitive, linguistic and psychological development, as well as its socialization.

The definition of this term includes the person's linguistic competence in reading, writing, pronunciation, and speech. In his daily communication, depending on the message he wants to convey, he uses different language sets and habits, such as syntax, morphology, phonology and vocabulary, sometimes with more or less success, thus completely changing his communication code.

D. *Clarification of Reduced Performance in Language Courses*

The need for communication requires two or more language systems to be processed in order to achieve the appropriate linguistic process. In order to successfully complete this linguistic process of a linguistic system, either written or spoken, an appropriate cognitive process is required, which is the result of the neurophysiological infrastructure of the person making this form of communication [3].

Therefore, in order to assess the possible diminished performance in bilingual language courses, it should first be considered the absence of learning difficulties but also the socio-cultural background of these pupils. It has been shown to have a significant impact not only on the languages and capacities of learning children but also on their motivation for school learning, living conditions and family status [14].

E. *Clarifying Inter-Family Relationships*

Particularly important is the family environment where the child lives and grows the early years of their life. In families where negative conditions are observed, such as those mentioned above, children are neglected, their psychomotor needs are not met, and their linguistic and mental development is often slowed down. According to the views of American psychiatrists' [7] organic agents are more susceptible to heavy cases, while in mild cases intelligence appears to be less affected by organic and more than environmental factors.

In order to enable the smooth integration of children with disabilities into the common order, appropriate preparation should be made both for the parents of the child and for his classmates [1, pp. 118-154].

The parents of the child to be incorporated, if and when they want to integrate and seek for themselves, sometimes express anxiety. Sometimes they are disappointed with the first difficulties they encounter and regret accepting or asking their child to join the general school.

F. *Existing theories on the Assessment of Special Educational Needs*

The historical and cultural differences in perceptions about disability show that its concept in conditions corresponding to the disease is historically defined. This medication refers to the "medical model of disability", which is an important component of the individual disability model. Mediation refers to treating disability as a synonym for the disease. The diagnosis process holds an important place in the medical model, but not just the treatment target. It serves multiple purposes, such as description, categorization, classification, prognosis, treatment, and pathology. Treatment is understood in the general sense of intervention, including the restoration of functional limitations facing the individual [15].

Theoretically, special education appears to be controlled by the views that frame the medical and the individual model, with a predominant demand to provide and demand services. In the opposite, the social model for special education, despite the universal proclamations on the rights of people with disabilities, is constantly seeking those associations in the environmental and systemic theorem that will promote the "normal" concept of accepting disability. It deserves are reported in this point the role of professionals in regard to the psychiatrists, phycho-therapists, psychoanalysts that contribute the work of SET, participating and helping the schoolteachers in the process of incorporation [16, pp. 53-115].

For more than thirty years in Greece the special education with special training was significantly identical. While the special education is conceived as a broader concept in terms of its interdisciplinary field of action, special education is an inclusive concept. Special education in Europe, with the example of Italy [17] and more generally at international level, is becoming more and more acceptable as a fact, with the transition to integration policy and practice in education being imperative. However, understanding integration requires the understanding of classroom rules for its members, set by the school or the wider local community with the functional use of language skills [16].

G. *Existing Theories for Assessing Learning Difficulties*

According to modern pedagogical theories, especially that of ecosystems, the psychological qualities of a person (cognitive functions, emotions, behavior) are influenced by the individual parameters, namely ecological elements, social institutions, ties with individuals in the family and the community over the years. Human development is defined as the complex and two-way interaction of human-environment according the human ecology theory - bio-biological model.

The social life of a person begins from the time of their birth. Bronfenbrenner, studying the psychological and sociological research that had been formulated so far, found that they had a lack of understanding of the complexity of

the person's developmental path. Most researchers focused on mother-to-child relationship. Bronfenbrenner does not reject these theories or the relevant findings, but stresses the need to include them in a broader framework, including many other factors in the wider social environment, ultimately, they also shape the binary relationship itself.

According to the Bronfenbrenner ecosystem model, the child belongs simultaneously to several subsystems. Frequently, the difficulties faced by the individual are only problems that arise from its interaction with the different systems.

This model highlights the importance of micro-media, out-and macro-systems in which the individual is involved and that affect the life of a pupil with special educational needs. He stressed that the importance of these systems is often overlooked, resulting in adverse effects on the quality of special education and training provided [18].

H. *Critique of Theories on the Relation between Special Education and Bilingualism*

The use of a linguistic system is a complex process that requires complex neurological processes. Students who have difficulty effectively implementing these language rules in the area living, depending on their time of residence, are subject to appropriate assessments with weighted assessment criteria, by certified bodies and individuals, to be included or not in the category of people with special or non-training needs. However, based on the above-mentioned theory of the ecosystem model in order to give valid and timely evaluation results for special education, it is imperative to study and evaluate the systems involved with the child.

III. Purpose

I. *Purpose of the Study*

The ability to learn and gain knowledge, is a key element of social, professional and cultural recognition. It is essential that the education system and modern society provide the appropriate methods for addressing learning difficulties [19] and specific learning difficulties such as Dyslexia. The faculty of learning belongs in the basic genetic specifications of human beings and requires suitable natural a social environment to take its excellent development every time. This paper aims to highlight factors involved in the Special Education and Training Program of a bilingual student with a mild mental disability. All in all, we have taken note of the pedagogical principle and that all children lack the same degree of learning abilities and achievements.

J. *The Hypothesis*

Our study investigates whether the Specialized Education and Training Program in a bilingual student with a mild mental disability considers the complex economic and social environment of a particular student in combination with the form of mental disability. This is addressed in the following two conditions:

If a special teacher can understand the special educational needs by providing some educational and psychological examinations, a bilingual student with MID.

If the Specialist Teacher can intervene with a TISIPfSEN to a bilingual student with a MID.

IV. Methodology

Our research is empirical and bibliographic [20]. It refers to data in the field of special education and training. The methodology according to the observation methodology and the intervention methodology of people with special educational needs [21] evolves and is implemented in five separate stages for the creation of an TISIPfSEN program [22] with an emphasis on a case study of a male child in the third grade elementary school.

K. *Case study: Student history*

Andreas was born in 2009, going to third primary general school of the provincial town of the Peloponnese Region. Both his parents are of Albanian origin. His father is 42 years old and is engaged in agricultural work. His mother is 33 years old and works in the restaurant. His father speaks and understands quite a lot of Greek, while his mother, very little. The marital relationship is not the greatest. There are domestic issues present while everyone tries to treat Andrea favorably, which is not to the child's benefit.

As far as the student's medical history is concerned, he was born with a normal delivery at 9 months and the parents did not report any allergies or diseases. The parents reported that he sat and walked at 9 months, spoke at 12 months, and combined words when he was about 1.5 years old. He got a sense of tightness at the age of two. At home, Andreas is generally calm and obedient, especially to his father, and to his mother he expresses irritability. A friendly face of the mother, who helps Andreas read, said during an interview: "The boy presents learning difficulties. He does not read well, he spells very slowly (at 1st class of primary school level), when he reads he forgets what sentence he is on, confuses letters (eg. 3/e, θ/φ, etc.), he cannot remember what he just read and the next day he forgets it all. He cannot concentrate on anything ... He is very smart because he is hanging out with big people. He has not been exposed to interacting with other r children. "Finally, he said that his teachers have the same picture. After evaluating his potential in a private center of speech therapy, psychotherapy and special learning in the Peloponnese Region, he was referred to the Mental Health Center. The competent psychiatrist diagnosis revealed that Andreas suffered from difficulties in the cognitive and learning sphere due to mild mental retardation. (Figure 1).

L. *The Research Tools*

1) *Psycho-Technical tools for Observing Learning Difficulties*

The tools used to conduct our research were psychometric tools weighted in the Greek population. Initially, for the assessment of mental potential, a certified psychologist was used in the administration and interpretation of the Greek Wechsler Intelligence Scale for Children (WISC-III) [23].

Furthermore, the non-verbal trial-progressive RAVEN matrices were also administered. Raven's Educational CPM / CVS was designed to provide non-verbal and verbal estimates of the general mental capacity of children aged 4 to 12. It consists from coloured progressive matrices and

from crichton vocabulary scales [24].

The coloured progressive matrices measure the non-verbal ability of a person to draw conclusions in a visual context while vocabulary scales assess his verbal capability, which is related to familiarity with specific concepts and verbal information.

The combined use of coloured progressive with crichton's lexic test is the comparative advantage of Raven's Educational CPM / CVS, as it enriches the original non-verbal intelligence test with an important element of verbal intelligence [24].

For the assessment of learning abilities, the Athena test, the Detroit test of learning aptitude (DLTA-P3) and the Linguistic adequacy psychometric tool (LaTo-Linguistic Test a to z), which were awarded by a certified teacher in their delivery and interpretation. The Athena test is a batch of individual diagnostic tests, fourteen main and one complementary, which evaluate a wide range of cognitive, perceptual, psycholinguistic and motoric processes. The Athena test are in the form of psychometric scales and assess the level and rate of development of the child in both the 15 individual scales of the test and in five development areas, such as: mental capacity, direct sequence memory, integration incomplete performances, grapho-phonological awareness and neuro-psychological maturity [25].

Secondly, Detroit's psychometric learning instrument was used, which according to Anastasi, Urbina και Ebel is a criterion of acquired ability or competence. The Detroit (DTLA- P:3) consists of 115 questions covering a wide range of acquired competencies (mental-cognitive-learning). It evaluates 16 different abilities and is suitable for children from ages 4.0 to 7.11. The areas tested abilities for linguistic composition, including the area of Verbal and the Non- Verbal.

The performance is presented in a table where the left-perpendicular column shows the Typical Grades (TG) from 1-20 that the student gathers in each test composition examined, and on the horizontal side the test compositions (verbal, non-verbal, increased caution, limited attention, kinetic, non-mobile). The initial grades of the criterion are converted to Standard Degrees (SD) which allow for an equitable comparison of a person's performance in all the criterion's contextualities because the initial grades are not appropriate for evaluating the performance of individuals.

Finally, the psychometric criterion of Linguistic Adequacy, which is a language proficiency test suitable for children and adolescents aged 4-16 years, was granted. The objective of the criterion is to assess the adequacy of the linguistic elements of speech (phonological-morphological-semantic) at the level of recruitment, organization and expression, the assessment of the ability to understand and organize the oral and written speech associated with the learning process and the highlighting special student profiles so that appropriate programs are designed for students with weaknesses. This criterion presents the student's profile with a graphical representation as in Detroit, where in the left-vertical column the Typical Grades (TG) from 1-20 are computed by the student in each test composition examined, and on the horizontal side the compositions tested. The analyzed compositions in the LATO concern the Recruitment, the Organizational and Expression System, the Semantic and the Phonological Elements, and finally, the Morphosyntactic Element is examined.

2) *Targeted Individual Structured and Integrated Program for Students with Special Educational needs (TISIPfSEN) [26]*

The TISIPfSEN is applied as a pedagogical tool in a case study [27]. This negotiates the heterogeneity of learning difficulties and attempts to achieve solutions in conventional classes, united, because it is impossible, for economic, social and pedagogical reasons, to address the problem of education by setting up different schools [28].

The TISIPfSEN unfolds in five phases of a specific teaching methodology of systematic empirical observation and the data the teacher collects through the participatory teaching process in the classroom and refers to the individual, family, school history and the diagnosis of the individual.

The first phase refers to systematic empirical participatory observation. It considers the student's individuality, family and school history based on parents 'and teachers' reports. Also, the observations of the special educational training and the data of the learning disabilities have recorded in the diagnosis from the public services which are known in Greece as KEDDY (Centers of diaforodiagnosis diagnosis and support) [29].

M. *Informal Pedagogical Assessment (IPA)*

The Informal Pedagogical Assessment (IPA) is the second phase of TISIPfSEN. The observation method is used to gain information about the pupil's cognitive level and to record his difficulties. The observed behavior is encoded using an observation key, the so-called Basic Skills Checklists (BSC). These include in the educational book for the special teachers and the pupils with special educational needs with learning readiness activities in the topics from the oral speech, psychomotricity, mental abilities and emotional organosis [30]. Our lists help us to identify the student's differences in the expected development of his abilities.

The BSC is done in four levels, in terms of the levels of Learning Readiness developed by the learner, in terms of skills they have developed in order to meet the objectives of the other modules the Framework for the Curriculum for Special Education (FCSE), in specific learning difficulties and general learning difficulties based on the curriculum analytical program.

N. *The Process of Collecting and Processing Data*

The process of collecting data with the records according to the intervention methodology with TISIPfSEN and the third phase is based on the specific pedagogical and didactic methodology and focuses on the formulation of the teaching goal and the formulation of the curriculum. In the present research the goal is: "To be spoken or written in 2-line text with 10 words of vowel structure".

To achieve this goal has to be analyzed [16] in individual activities such as recognizing the upper and lower-case letters of the alphabet, learning how to write letters and gaining phonological awareness of the Greek language.

O. *Research Constraints*

The limitations of observation were found in the fact that it records information from parents and the results of psychometric tools. The intervention took place in 30 meetings of 50 seconds from June to October 2017, in a private center for speech therapy, psychotherapy and special education of which the four meetings were the delivery of psychometric tools. Furthemore in regards to Andreas, since November 2017, he did not attend an intervention program as the TISIPfSEN, in an integration section, nor has any new updated opinion from a public body.

V. RESULTS

After the study, the two-research question show that the specialist educational needs by providing some educational and psychological examinations to a bilingual student with a mild mental disability the achieved through intervention by TISIPfSEN.

P. *The Teacher of Special Education May "Partially" Understand the Special Educational needs by Providing some Educational and Psychological Examinations to a Bilingual Student with a Mild Intellectual Disability (MID.*

The first research case refers to the observation program of special educational needs by providing certain educational and psychological criteria provided to a bilingual student with a mild mental disability. In particular, from WISC III (Figure 2), 10 basic tests (5 words and 5 practices) and one supplementary were given.

It was found that three basic cognitions were extracted from the basic tests. The indices, (Intelligence Quote, IQ) which are measured with the same metric scale, in which the mean is 100 with a standard deviation of 15 units. The results showed that the Verbal Comprehension Index (VCI) is 67, the Practical Intelligence Index (PII) is 76, while the General Intelligence Index (GSI) is 68. The results show that the two indicators (VCI and PII) fall within the limits of Light Delay of Mental Delay, while DML in Marginal Intelligence. Immunogenicity is observed between the standard test scores, ranging from 1 to 10. In particular, it had a low performance in the "Arithmetic" (Standard Grade 1) and "Similarities" tests (typical Grade 2) while high performance in the "Coding" test (standard grade 10). The General Intelligence Index classifies him as a Light Mind Delay. Also, with the Non-Verbal Testing Progressive Raven Matrix tool, it was found that after the tests were completed, the intelligence index was defined as 81 and refers to marginal intelligence.

With the Athina Test, Andreas seems to be quite low in all trials. While his low mental capacity and clues of cultural deprivation are confirmed, the diagnostic assessment chart (Figure 3) is presented and it is noted that during the administration of Athena Test he was quite cooperative. The assessment was completed at a one-hour meeting. Results show his performance as inadequate at all scales except for three which show a marginally low performance.

With Detroit Test of Learning Aptitude (DLTA-P3), Andreas presents a relatively homogeneous profile in based on this. It collects a Learning Competence Quotient (MMS) equivalent to 66 points (with an average of 100). The curve of its profile (Figure 4) is not fluctuating. Almost all of the test results are far behind the average performance of his peers. More specifically, in the conjectures examining the Language Area ("Vertical") has a Standard Grade (SG) = 2- (with an average of 10) while in the "Non-Verbal" it has 5 SG. In the Attention Area, he gathers in the "Increased Attention" 3 SG and "Limited Attention" 6 SG. In the Kinetic Area, he presents in the "Kinitikos" 3 SG and "Non-motor" 3 SG. In the areas increased attention, kinetic and non-moving, which collects 3 TBs means that there are more than two standard deviations from the average performance of his peers.

With the Literacy Psychometric Instrument (Lato I), Andreas has a Language Competence Quotient (LCQ) that corresponds to 52 points with an average of 100 (Figure 5). In the examinations that study the test, Andreas is at a very low level for his age 2-SG, the recruitment system, the expression system, the semantic element and the morphosyntactic element. While it collects 3-SG the organizational system and the phonological element.

With the pedagogical tool and the Hetero-observation from TISIPfSEN, we recorded that at the beginning (first-fourth week of individual meetings) Andreas expressed strong negativity in any activity required writing and reading. In fact, he immediately lowered the tone of his voice and complained that he was tiny to do lessons and write. He was very familiar with finding ways to avoid things. Eye contact was not steady, as he constantly looked around the room as if looking for something and constantly inquired about things that were irrelevant to the lesson. He did not know his relations to his relatives. He considered his cousins living in Albania to be his brothers. Still, his place of origin was not clear to him. For instance, he thought he was from a region of island Crete.

Q. *The Specialist Pedagogue can Intervene with targeted Individual Structured and Integrated program for Students with Special Educational needs TISIPfSEN in a Bilingual Child with MID*

The second research case refers to the intervention program of Special Education and Training to a bilingual student with a mild mental disability and the results showed that the didactic interventions did support Andreas' special educational needs enough, but the problem was not addressed globally because it was interrupted the TISIPfSEN. The teacher in his class confirmed the child's progress. While in a small provincial town everyone was looking at Andreas' different. Dedicated pedagogical methodologies and applications targeted teaching interventions had the following objectives.

The didactic interventions had the following objectives

1) Teaching Intervention: Identify images with a common original voice, A and B, write letters A and B in upper and lower case characters and wait for a turntable to create a pie with 5 triangles.
2) Teaching Intervention: Assign images with a common initial phoneme, B and D. Writing of D with uppercase and lowercase characters. A game of concentration and attention.

3) Teaching Intervention: Distinguishing the letter ζ and the letter X. Writing of the letters. Read words from images containing z and ξ in either an initial or a middle position.
4) Teaching Intervention: Writing C and E. Completing words from images containing the letter C.
5) Teaching Intervention: Writing H. Phonemic word awareness and writing. Visual distinction of words of the same vocal structure.
6) Teaching Intervention: Writing Th (In greek Θ) and I. Visual distinction of words beginning with Th. Snake game.
7) Teaching Intervention: Visual distinctions B and I. Pictures starting from B and I, which should categorize them. Game
8) Teaching Intervention: Visual distinctions B and D-Cyclones with red letter B and green with letter D. Images to be named starting from B and D. Memory game from corresponding images.
9) Teaching Intervention: Writing K, L, M. Visual distinction of the word parcel in words starting with β, such as a step. Game of Practice of Abandonment (When the cat appears, you lose the cheese that has been picked up.
10) Teaching Intervention: N, O, P. Painting in labyrinths. Memory game with animals of the same category.
11) Teaching Intervention: X. Team play: Start / Continue dialogue, correct waiting and adherence to game rules.
12) Teaching Intervention: Creating a reading quote with words of the form. Voice awareness of reading words eg. Mum.

With the interventions, according to the pedagogical tool TISIPISET we recorded in our intercessions that in the Private Center it was usually with his father. His mother came a few times mainly to update the child's course. They needed to travel about 45 minutes from their home to go to the Center, but they were consistently on time and responsible in their financial obligations. His dad, although that being better at speaking Greek than his spouse, faced difficulties in dealing with public services in order to receive financial help for his child's therapies. He eventually managed to do all the required actions. In the referral for the KEDDY's assessment of the region to have a formal diagnosis was unable to respond, and at the appointment that had closed their friend, they did not go or renew it, at least until this time.

The reason for stopping the program was that Andreas' father would start working in the oil mill in the area and there was no one who could bring Andreas to attend.

VI. Conclusion-Proposals

In our study, we have tried to highlight the issue of bilingualism in special education for students attending compulsory education in our country. The TISIPfSEN had the effect of improving the academic progress of the student but also of improving their social interaction with adults and peers in the region. Andreas was born in a small town in the periferia of Peloponnese, where his mother only spoke Albanian. At around the age of 3, he returned to Albania, and he returned to Greece in his 5th birthday and started Greek school. At first, he did not use courtesy rules when he was addressing adults or the way he was asking for something. He was very hesitant when he had to talk to his peers, and his way of communication did not suit the circumstances. However, the inability to continue in the program, the absence of a part of the school's local schooling, makes the student's learning path uncertain and precarious. For this reason, we propose that this study should be explored extensively in the case of pupils where there is no specific educational intervention within the school curriculum and assist parents who are unable to cope with their child's learning difficulties.

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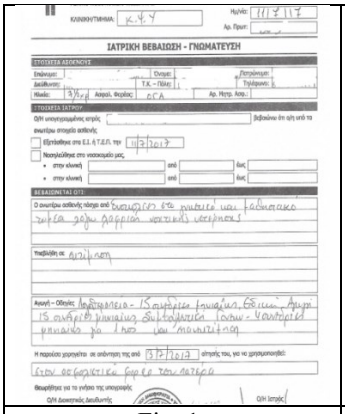

Fig. 1.

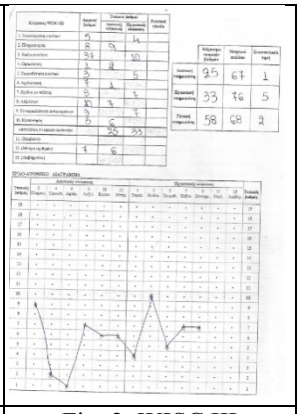

Fig. 2. WISC III

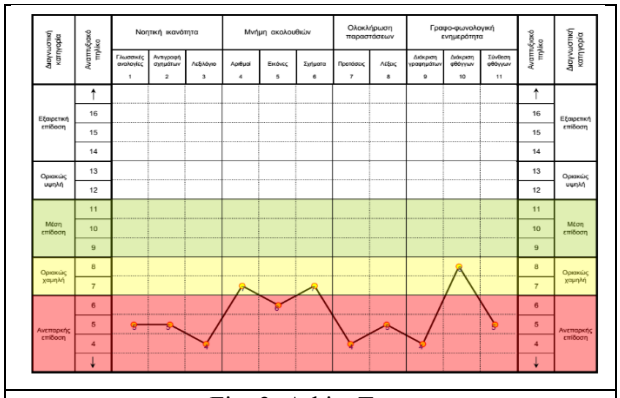

Fig. 3. AthinaTest.

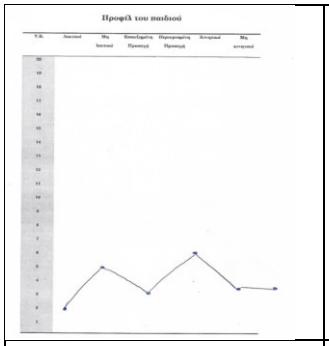

Fig. 4. Detroit Test

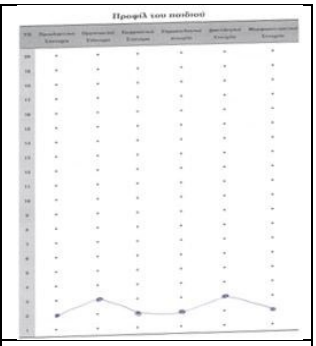

Fig. 5. LaTo I

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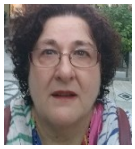

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