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|  | **Personal Information** |

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|  | **Emad Mohammed Mahmoud Ali** | **Name** |
|  | **Special Education PhD** | **Major** |
|  | **Educational Sciences** | **Faculty** |
|  | **Associate Professor** | **Job Title** |
|  | **Counseling and Special Education** | **Department** |

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|  | **Qualifications** |

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|  | **Date** | **University of donor rank** | **Specialization** | **Qualification** |
|  | Summer 2009 | **the University of Arizona - Tucson** - **USA** | **Special Education (Teaching Students with Severe and Multiple Disabilities)** | **Ph.d**  |
|  | **2003** | **The university of Jordan - Jordan** | **Special Education** | **Master** |
|  | **2000** | **The University of Jordan - Jordan** | **Special Education** | **Bachelor** |

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|  | **Specialization and domain of interest** |

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|  | **Special Education** | **Specialization** |
|  | **Intellectual Disabilities, Autism, Severe and Multiple Disabilities** | **Domain of interest** |

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|  | **Specialization and domain of interest** |

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|  | **Title and abstract of the doctoral thesis (within 150 words)** |
|  | The Effectiveness of Combining Tangible Symbols with the Picture Exchange Communication System to Teach Requesting Skills to Children with Multiple Disabilities including Visual Impairment |
|  | The Picture Exchange Communication System (PECS) is an augmentative andalternative communication program (Frost & Bondy, 2002). Although PECS has been effectively used to teach functional requesting skills for children with autism, mental retardation, visual impairment, and physical disabilities (e.g., Anderson, Moore, & Bourne, 2007; Chambers & Rehfeldt, 2003), there are limited studies examining the effectiveness of PECS to teach requesting skills for children with multiple disabilities including visual impairment (Lund & Troha, 2008).This study explored the effectiveness of combining tangible symbols and otheradaptations with PECS to teach requesting skills to students with multiple disabilities. Specifically, the participants were four students with multiple disabilities including visual impairment who also had many challenges in communication skills. The research design was the multiple probe design across subjects, a variation of a *multiple baseline* design. A notable benefit to this design is that there was no need to collect continuous recordings of baseline measures, because a strong a *priori* assumption of stability and the possibility of causing strong participant reactions existed before introducing the intervention. Instead, the researcher made periodic recordings of baseline levels to insure no significant changes have occurred before introducing the intervention. |
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|  | **Career Experience** |

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|  | **Date** | **Place of work** | **Job Title** |
|  | 2019 - Currently | The University of Jordan – Amman - Jordan | Associate Professor |
|  | 2009 - 2019 | University of Jordan - Jordan  | Assistant Professor  |
|  | 2006 | Tucson Unified School District (TUSD) Tucson-Arizona- USA. | Special Educator |
|  | 2004 - 2005 | University of Jordan - Jordan | Teaching and research assistant |
|  | 2003 - 2004 | AL- Quds college, Amman- Jordan | Teacher of special Education |
|  | 2002 – 2003  | the Arabic center for Special Education, Amman- Jordan | Special Educator |
|  | 2000 - 2001 | The Kingdom of Saudia Arabia – Governmental School for Special Education | Special Educator |

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|  | **Administrative works and committees** |

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|  | **Date**  | **Administrative work and committee** |
|  | 2009 | Member in past committee for developing a collaborative program between the university of Jordan and an American university in special education in 2009 |
|  | 2004 | Member in library committee (certificate of appreciation is enveloped) in 2004  |
|  | 2014 | Member in a committee to develop a bachelor program in special education in the department with some of my colleagues in 2014 |
|  | 2017 | Member in a committee to develop a bachelor program in special education in the department with some of my colleagues in 2017 |
|  | 2016-2017, 2017-2018 | Member in the general safety (Environment & Facilities) committee in the college of Education for two university years (2016-2017, 2017-2018) |
|  | 2018-2019 |  member in the general safety (Environment & Facilities) committee in the college of Education in 2018-2019 |
|  | 2022/2023 First Semester | Current Member in the committee of Developing the program of Applied training in Special Education with my colleagues in the department of Counselling and Special Education |

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|  | **Recent Publications within last five years** |

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|  | **Research title, Publisher, Date** | **Name of researcher** |
|  | ***Perceptions of Professionals Working with Students with Disabilities towards the Use of E-Portfolios: Opportunities and Challenges.******Name of Journal: Dirasat, Educational Sciences, 2021*** | 1. ***Gheed Al-Salem, Emad Ali, Murad Al-Bustanji, Sana Kamal***

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|  | ***Towards a more accessible e-government in Jordan: an evaluation study of visually impaired users and Web developers.******Name of Journal: Behavior & Information Technology, 2011*** | ***2) Iyad Abu-Doush , Ashraf Bany-Mohammed , Emad Ali & Mohammed Azmi Al-Betar*** |
|  | ***Effectiveness of Combining Tangible Symbols with the Picture Exchange Communication System to Teach Requesting Skills to Children with Multiple Disabilities including Visual Impairment******Name of Journal: Education and Training of Autism and Developmental Disabilities, 2011*** | ***3) Emad Ali, Stephanie Z. MacFarland, and John Umbreit******University of Arizona*** |
|  | * ***Translated book from English to Arabic Language.***
* ***The title of book is " Strategies for Teaching Students with Disabilities in Inclusive Classrooms: A Case Method Approach"***
* ***The translated book is accepted in the University of Jordan for promotion purpose***

 | ***4) Emad Ali & Murad Al – Bustanji*** |
|  | ***Autism Spectrum Disorder (ASD); Symptoms, Causes, Diagnosis, Intervention, and Counseling Needs of the Families in Jordan*** ***Name of Journal: Modern Applied Science.* (2019)** | ***5) Emad Mohammad ali, Fatimah eid ziad Al- Adwan& Yazan M. Al-Naimat*** |
|  | ***Service Composition in Service Oriented Architecture: A Survey******Modern Applied Science*. (2018)** | ***6) Fatima Aladwan, Ahmad Alzghoul, Emad Mohammed Mahmoud Ali, Hussam N. Fakhouri & Israa Alzghoul*** |
|  | **Evaluating the Web Accessibility of University Online Registration System: case study Jordan****International Journal of Advanced Science and Technology. (2019)** | **7) Emad Ali , Iyad Abu Doush, ,Gheed Mufied Alsalem, Wea'am Alrashdan** |
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|  | **Scientific conferences and symposia** |

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|  | **اType of participation**  | **Place and date of conference** | **Conference Title** |
|  | Participator | Sponsored by Arizona TASH (The Association of Severe Handicapped). Arizona – U S ANovember, 2008 | "Teaching Students with Severe Disabilities in Inclusive Settings: Adapting the General Education Curriculum” |
|  | Presenter  | Arizona Department of Education, Arizona, U. S. A., June, 2008. | the fourth Annual Summer Inclusion Institute |
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|  | **Workshops**  |

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|  | **Date**  | **Workshops & Organizers** |
|  | 11/6/2012 – 11/7/2012 | Statistical Analysis workshop using SPSS program for 30 hours by the Center for educational Development in the University of Jordan |
|  | 23/5/2016 – 26/5/2016 | Basics Statistical Analysis workshop using SPSS program for 10 hours by the Accreditation and Quality Assurance Center in the University of Jordan  |
|  | 29/5/2016 – 30/5/2016 | Advanced Statistical Analysis workshop using SPSS program for 10 hours by the Accreditation and Quality Assurance Center in the University of Jordan |
|  | 26/11/2018 | Moodle program workshop for a period 3 hours by the Accreditation and Quality Assurance Center in the University of Jordan |
|  | 24/4/2019 | Scientific Research Skills - one day workshop organized by the Accreditation and Quality Assurance Center in the University of Jordan |
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|  | **Teaching activities** |

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| **Graduate** | **Bachelor** | **Taught Courses** |
| Doctoral Course |  | Autism Spectrum Disorders |
|  | \* | Intellectual Disabilities |
|  | \* | Early Intervention |
|  | \* | Behavior Modification |
|  | \* | Introduction to Special Education |
|  | \* | Vocational Rehabilitation |
|  | \* | Physical Disabilities |
|  | \* | Visual Impairment |
|  | \* | Related services in Special Education |
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|  | **Membership in scientific and professional bodies and societies**  |

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|  | **Date** | **Name and place of scientific body and society** |
|  | **2010 – 2011****2019 - 2020** | **The Association of Severe Handicapped (TASH)****TASH advocates for human rights and inclusion for people with significant disabilities and support needs.****This Association provide a peer- reviewed journal called *"Research and Practice for Persons with Severe Disabilities"* (*RPSD*)** |
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* *Experiences*
* **Teaching Communication skills to four students with multiple disabilities including autism and visual impairment using adapted PECS (Picture Exchange Communication System) for four months at Arizona Schools for Deaf and Blind, 2009. Tucson-Arizona-U.S.A.**

* **Temporary teacher working for one semester, spring 2006, in the advanced transition program for students with moderate and severe disabilities at Tucson Unified School District (TUSD). Tucson-Arizona- USA.**
* **Teaching and research assistant at the University of Jordan from spring 2004 to spring 2005. Assisting professors in the special education department and teaching undergraduate students in two courses : Mental Retardation, and Introduction to Special Education, Amman-Jordan**
* **Teacher of special education in AL- Quds college, Amman-**

 **Jordan, from 10/1/2003 to 2/16/2004. Teaching many courses**

 **such as : Mental Retardation, Introduction to**

 **Special Education and Learning Disabilities**

* **Special educator for students with severe and multiple disabilities in a class at the Arabic center for Special Education, Amman- Jordan, (2002-2003). The teacher of the class included five students with severe and multiple disabilities**
* **Special educator for two students with autism and mental retardation in Saudia Arabia, 2000-2001, teaching focus on social skills, communication, and self-help skills.**
* ***Other Certificates***
* **Behavioral Support Specialist, the University of Arizona, U. S. A., December 2008. Competence in Applied Behavior Analysis, School-Wide Positive Behavioral Support, Functional Behavioral Assessment, and Function-Based Intervention.**
* **PECS Advanced Training, Pyramid Educational Consultants. Los Angelos, California-U. S. A., October 2008**
* **Activities in the University of Jordan and Local Community**

***"All activities are enclosed with documents"***

**1) Introducing a volunteer workshop about " Autism Spectrum Disorders" for students in Special Education major in collaborating with some of my colleagues in the University of Jordan in 2018.**

**2) introducing a paper in the fifth national conference of Down Syndrome with a presence of parents, people with Down Syndrome, and professors in the University of Jordan on Thursday 24/3/2016.**

**3) Introducting workshops about the inclusion of students with disabilities for parents and students with and without disabilities in the district of Petra (southern area in Jordan) in 2016.**

**4) introducing a lecture regarding "Down Syndrome" in the college of Education on Thursday 9/3/2017 with a presence of parents, people with Down Syndrome, and professors in the University of Jordan.**

**5) Introducing a workshop regarding "Down Syndrome" in the University of Jordan with a presence of parents, people with Down Syndrome, and professors in the University of Jordan in the year 2012**

**6) Introducing a good workshop titled with "the Picture Exchange Communication System" in the scientific day of the college of education in the year 2010.**

**7) Introducing a workshop titled with " the Blind person between disability challenges and community limitations" in the Saudi Center for teaching the blind women in Jordan in 2011.**

**8) Introducing a lecture regarding Down Syndrome in 2017 and in 2018 with with a presence of parents, people with Down Syndrome, and professors in the University of Jordan.**

**9) Introducing a volunteer (nonpaid) workshop with a title "Introduction to Special Education in English Language" for students with a major of Special Education in the year of 2019.**

**10) Member in the election committees of the Student counsil**

 **nomination in all my service years from 2010 to 2019.**

**11) Introducing a workshop with a title "Supporting websites**

 **accessibility for people with disabilities" for web developers in govermental and private associations. This workshop sponsored by the higher counsil for the Affairs of persons with disabilities in 2011.**

**12) Introducing a lecture regarding " behavior modification for**

 **stduents with disabilities" in a charity association with a**

 **presence of parents and teachers of students with disabilities.**

**13) Introducing a workshop about the program "PECS" in the year**

 **2011 in the Deanship of Student Affairs in the University of**

 **Jordan.**