



Prince Sultan Bin Abdulaziz Al-Saud Hearing & Speech Development Centre



23 – 24 February 2026



Location
East Riffa



Age group
1 and half year – 10 years



No. of learners
30

Key Positive Areas

- The centre provides effective early intervention services that include programmes to strengthen speech muscles, auditory training, and the development of verbal and language skills, in addition to developing developmental and academic skills such as eye contact and attention skills for different groups.
- The centre's leadership demonstrates clear awareness of its vision and core values, working to accurately identify the needs of the targeted groups and address existing challenges, alongside organised planning of the centre's operations and activities to ensure the achievement of its objectives and the smooth running of its work.
- The centre provides regular and effective professional development opportunities for teachers and specialists through participation in local forums and conferences, such as the Second Scientific Forum for Persons with Disabilities under the theme "A Sustainable Vision for a Better Tomorrow", as well as internal lectures in cooperation with relevant stakeholders, including the Ministry of Social Development and special education centres.
- The centre provides a safe and healthy environment for its members by maintaining building cleanliness, implementing effective monitoring systems, and providing positive health, physical, and psychological care.
- The centre celebrates religious and national occasions and international days through activities involving learners and their parents, such as the Prophet's Birthday and National Day, which effectively enhances learners' sense of participation and belonging. The centre also maintains regular communication with parents through meetings and correspondence records. In addition, it participates in organising awareness activities in cooperation with community institutions, such as delivering a workshop entitled "Communication Disorders and Speech and Language Therapy for Children" in collaboration with Hamad Town Social Centre to raise community awareness.
- The centre employs clear objectives for assessing and developing learners' auditory, verbal, and language skills in line with their needs. It prepares detailed plans based on assessment outcomes and reviews them regularly to ensure alignment with learners' actual needs. Various teaching strategies are

used, such as direct instruction and multi-sensory approaches, which enhance the quality of the educational process and support learners' progress across different skills.

- The centre relies on multiple methods to accurately assess learners before enrolment, including identifying their developmental history, determining their abilities, and observing their behaviour. Ongoing assessments are also conducted during different types of sessions to monitor the acquisition of targeted skills and ensure that the educational process remains aligned with learners' needs.
- The centre uses effective learning resources such as concrete materials and picture cards, which support the learning process and enable learners to acquire skills positively. It also diversifies reinforcement strategies and applies them systematically to ensure the continuity of positive behaviours.

Areas for Development

- Limited opportunities for the individualisation of learning after learners join early intervention services, which are mainly delivered through group sessions where learners' goals are often planned collectively. There is also a need to further develop the developmental skill goals of some learners.
- Variability in the quality of preparing learners for the next stage of education, such as transitioning to kindergartens and schools.
- The centre's strategic and operational plans require further development to ensure that they include all essential components.

Recommendations

- Further develop educational practices by delivering targeted support sessions that focus on implementing learners' Individual Educational Plans (IEPs).
- Further develop planning and assessment processes to include comprehensive evaluation of teaching and learning practices and to strengthen the preparation of learners for the next stage of education.

Next Actions

The institute is required to submit an Action Plan to implement the recommendations, within 4 weeks from receiving the draft report.