



Bethlehem University

Faculty of Education

**Project for Improving the Quality of Basic and
Secondary Education at Palestinian Schools**

Research Study Report:

**“Evaluation of Special Education Services
Offered to Pupils with Learning Difficulties in
Regular Schools in Palestine”**

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“Evaluation of Special education Services Offered to Pupils with Learning Difficulties in Regular Schools in Palestine”

In collaboration with Fundacion Promocion Social de la Cultura and co-funded by the Spanish Cooperation Agency (AECID), the Faculty of Education at Bethlehem University administered and organized the project activities which aimed at improving the quality of education at the basic and secondary schools in the Palestinians schools between 2010 – 2014.

The project served (58) government and private schools in four education directorates. The activities included three areas: upgrading teachers’ teaching competence and skills, use of technological media in teaching, and evaluation of educational services offered to pupils with learning difficulties.

This research study aimed at identifying the special education services offered by teachers, school administration, educational supervisors, and parents, to pupils with learning difficulties at regular schools in the four education directorates. The provision and availability of such services improves pupils’ educational achievement. To identify and evaluate these services, questionnaires were designed for each of the groups working in this area.

This research study was carried out by Dr. Samir Duqmaq, Associate Professor of Special Education at Al-Ain University for Science and Technology (UAE). The study report was translated into Arabic by Professor Dr. Aziz Khalil of Palestine Ahliya University College, and Professor Dr. Mahmoud Abu-Katteh edited the language of the translated text.

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Project Director

Rizek Sleibi

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Evaluation of Special education Services Offered to Pupils with Learning Difficulties in Regular Schools in Palestine

“Research Report”

Summary

This research aimed to assess special education support knowledge and skills related services offered by teachers to students with learning difficulties in regular schools of Palestine. Assessing special education support knowledge and skills related services offered to students with learning difficulties by educational supervisors to regular classroom teachers in teaching these students is also examined in the report. Further, the special education support knowledge and skills related services offered to students with learning difficulties by their teachers, parents, school administration and school principals were highlighted. The research also investigated the type of training needed by all participants to make them able to offer appropriate special education support knowledge and skills related services to students with learning difficulties in regular schools. Moreover, this research identified educational philosophies, policies and practices in place in Palestine to facilitate teaching students with learning difficulties in regular schools. The study participants were 42 school principals, 734 regular classroom teachers, 101 educational supervisors, 921 students with learning difficulties, and 921 parents of children with learning difficulties all came from 42 regular schools. A complete questionnaire was developed for each group of participants for the purpose of the study. Various statistical analyses were used to analyze the data such as descriptive statistics as well as inferential statistics such as one-way and two-way ANOVAs. Taking into account the total scores of each scale, the study results revealed that the level of special education support knowledge and skills related services provided by many target group members were above the cutoff score while the level of these services provided by many other members were below the cutoff score. Considering the item scores in the scales, the results revealed that some items in each scale were also above the cutoff score while some others were below the cutoff score. The items above the cutoff score were considered less problematic and those below the cutoff score were more problematic and need to be remediated. As shown below, the items that were below the cutoff score for each target group are discussed in details because they are important for the purpose of identifying the training needs of each target group.

Introduction

This research report provides results related to assessing the needs for special education support services offered to students with learning difficulties in the regular schools in Palestine. Many children and youth with diverse learning needs can and should be educated within the regular education classroom. The majority of experts in the field of special education and rehabilitation as well as many educational and human organizations, and the laws emphasize the issue of teaching children with special needs in the regular classroom system. Many educational studies stated that the view towards children with disabilities changed and became more positive and therefore, teaching these children should be based on educational integration not on segregated education. Children with physical, hearing, visual and intellectual disabilities may have certain abilities and capabilities that can make them able to learn with their peers without learning difficulties. Educational integration for children with disabilities in early ages (**make**) them live in a natural environment, help them to better develop and make their peers without learning difficulties accept them (الخطيب، 1998، الروسان، 1998، الشخص، 2004).

The American law number 142/94 for the year 1975 which was modified in 1995 also stipulates the need to provide better methods of educational and professional care for children with disabilities (**with their normal developing peers**). Further, the General Assembly of the United Nations in 1981 approved the Charter of the human rights of people with disabilities, which requires that they have the right to participate and be treated equally. This Charter is considered a universally recognized right of people with disabilities to participate fully in all the activities of the community to which they belong, by considering the period from 1983 to 1992 the United Nations Decade for the Disabled. Moreover, the draft of the Arab Decade of Disabled stipulated that work should be done to enable children with disabilities to get all of their rights and services equally with their peers, and to remove all obstacles to its implementation. In the field of education the draft contract stipulated to ensure equal opportunities for education for all people with disabilities since early childhood, within all educational and learning institutions in the regular classrooms, and in private institutions, in case of their inability to be integrated or obtained suitable achievement. (محمد، 2004).

The Ministry of Higher Education in Palestine since its establishment has focused on students with disabilities and created a section for Special Education, within the public department of public education, to take care of this category of students to integrate them within the general education system, and to provide them with psychological, social, and academic support, as well as providing them with the needed physical environment. One of this section's priorities is planning and preparation of projects and programs for people with disabilities, and the first project was the inclusive education in 1997/1999. This project targeted students of primary stage (from first grade until fourth grade), was funded by Diakonia / NAD, and Save the Children of Sweden, and with the support of UNESCO. The second project was the resource rooms which were initiated in 2004, with support from the Swedish Organization for Individual Relief. In

2005, this section developed and became a Department of the General Administration of Guidance and Special Education, according to the structure of the Ministry of Education for that year. (الصباح، وآخرون، 2008).

Resource Rooms in regular schools help in the expansion and development of educational support knowledge and skills related services for students with special needs quantitatively and qualitatively, where the use of resource rooms leads to a reduction in financial expenses. Providing educational support knowledge and skills related services to some students with special needs within the regular schools contributes to improve their academic performance, increase their ability in social adaptation and strengthen their concept of themselves (الحمدان 1987 (والسرطاوي، 1987). The resource room can also be as an alternative for teaching students with disabilities, which emphasizes individual teaching that can improve reading and writing skills and mathematics. (المعاينة، 1999). Resource rooms also improve social interactions between students with disabilities and their normally developing peers. (البيستجي، 2002).

A study was carried out by Maylor (1993) to investigate the opinion of resource room teachers of the services provided to students with disabilities, and the problems they face in dealing with these students. These problems included the following:

- The lack of specialized curriculum for these students, which reduces the effectiveness of services.
- The lack of funding and financial support allocated to this group of students.
- The lack of support received by the teachers, which puts them under pressure.
- The importance of communicating with parents of students with disabilities.

The results of this study concluded that some factors contributed to the improvement the education for students with disabilities and the services provided for them including:

- The need to reduce the number of students in the resource rooms.
- Improving the working conditions of teachers.
- Developing the instructional methods and strategies.
- Increasing the time allotted for collaboration between teachers of students with disabilities and regular school teachers.

Fletcher and De Lopez (1995) carried out a study in Mexico about the attitudes of administrators, teachers, and parents towards the integration of children with disabilities in regular classrooms. The results indicated the possibility of modifying the educational curriculum and tasks, providing resource rooms with specialist teachers to deal with students with disabilities, and training of regular classroom teachers and other professionals to deal with students with disabilities.

With regards to the problems faced by the teachers in resource rooms in Jordan, it was found that the main problems were related to the guardians of students with disabilities and how to deal

with them, while the problems related to resources and educational materials related to educational programs were the least common. (الحديدي، 2003). Other problems related to the guardians of students with disabilities, with regard to the resource rooms, are that the guardians expect quick results out of resource rooms, do not collaborate with school, denying their children problems, and the unavailability of appropriate curricula for students with disabilities. (العايد، 2003).

Through the adoption of inclusive education and the resource room projects in Palestine, the General Administration for Counseling and Special Education aimed to improve the reality of students with special needs, such as

Integrating students with special needs in the government schools.

Starting inclusive education in 1997

Starting establishing resource rooms and centers in 2004

Making all school buildings accessible for students with disabilities.

Supporting special education schools and centers by providing them with specialized personnel.

Providing Brail books to students with visual disabilities, helping in providing assistive tools and equipment, and diagnosis and treatment in coordination with organizations working in rehabilitation. (The Ministry of Higher Education, the Department of Measurement and Evaluation, the Department of Special Education and the Department of General Education ,2009).

However, educating students with special needs in the regular classroom can be appropriate *for some, but not all*, students with learning difficulties. According to the 12th Annual Report to Congress on the Implementation of the Education of the Handicapped Act, when provided appropriate support within this setting, many of these students can achieve academically better and develop positive self-esteem and social skills (American Speech-Language-Hearing Association, 1991). Students with mild disabilities or learning difficulties are not easily distinguishable from their peers. Their learning needs are often difficult to define, due to the multiplicity of factors that can contribute to their leaning disability. Their difficulties are often only identified after starting school, when they show a slower pace of learning progress than others of their age group. Like their peers who do not have learning difficulties, they have a wide range of learning styles, varied interests and the same need for affirmation and success. To attain success, the learning experiences of students with mild disabilities or learning difficulties may need to be characterized by (Special Education Support Service, 2007):

A range of activities that will interest and motivate the student.

Differentiated teaching approaches, methods, materials, resources and learning tasks.

Clarity in relation to the beginning and end points of tasks, ambiguity to be avoided.

Consider using a model or picture of the final goal or end product, so that the student knows what is expected.

1. The use of visual cues to highlight meaning; present tasks using symbols, or give instructions with a written/pictorial list or prompt cards.
2. Tasks that are presented in small, manageable, clearly identifiable steps.
3. Skills that are introduced one at a time.
4. A hierarchy of sub-goals and sequence activities that are developed towards the learning goal.
5. Modification of tasks that harness and build on the student's strengths; tasks can be graded so that they make increasing demands on the student.
6. Instructions that are explicit; do not assume that the context will help to make the meaning clear.
7. Explicit connections to previous skills or knowledge.
8. Opportunities for the student to generalize knowledge and skills.
9. The gradual introduction of choice, thereby encouraging decision-making.
10. Routines that are taught through a structured approach.
11. Teacher attitudes - be positive, patient and aware of how and what you communicate to the student.

The inclusion of students with various types of disabilities in the public and regular schools in Palestine witnessed a remarkable progress to meet the policy of inclusive education as the number of students with disabilities who were included in the regular school system for the year 2007/2008 was 3993 in the Northern governorate and 1509 in the southern governorate. The type of disabilities among these students included visual, hearing, and motor disabilities as well as speech and language disorders. These numbers did not include students with hidden disabilities (mild intellectual disability & learning difficulties) because there are no specific mechanisms to diagnose them (The Ministry of Higher Education, the Department of Measurement and Evaluation, the Department of Special Education and the Department of General Education ,2009).

According to Special Education Support Service (2007), one of the most important elements to facilitate learning to students with disabilities/learning difficulties is differentiation. It means the concept of varying the pace, content, level and amount of material presented to students so that each student receives the appropriate learning experiences. Westwood (2001) defines differentiation as 'learning things differently according to observed differences among learners'. All effective teaching requires a degree of differentiation, but it is particularly important in supporting students with general learning difficulties.

Improving special education support services in regular schools in Palestine can be carried out in the form of improving students' discipline, assigning Para-professional aides in classrooms, professional development of teachers and classroom size. According to Elias (2013), ensuring quality education for all requires healthy and motivated students, relevant curriculum, inclusive and child-friendly learning environments, a clear definition and accurate assessment of learning outcomes, including knowledge, skills, attitudes and values, respect for and engagement with local communities and cultures. Human rights education is also an essential element of quality education.

According to the literature, and as many educators suggest, it is found that educators believe that "student discipline" is seen as one of the top and major improvements for special education and educational support knowledge and skills related services offered to students with learning difficulties. Another major improvement should be in the area of "teacher assistance" which includes assistance from the dedicated aides and classroom Para-professionals. A third improvement in special education educational support knowledge and skills related services can be related to professional development of teachers (i.e. designing quality Individual Education Plan, multidisciplinary team role and responsibilities). The last improvement is related to the "classroom size". With regard to teacher education, in Jordan, for example, a study carried out by the Queen Alia Fund for Voluntary Social Action (1984) indicated that more than 80% of the special education teachers did not receive any pre-service training related to curriculum and teaching strategies for children with disabilities. (الخطيب والحديدي، 2002). In Palestine, individuals with disabilities suffered deliberate neglect, especially in the period in which the sectors of health, social, and development were under the so-called Israeli Civil Administration. Since the establishment of the Palestinian National Authority in 1994, the interest in people with disability and integrating them into society has begun.

The Salamanca Statement in Spain in 2000 stressed the principles and policies for educating individuals with disabilities, and the framework in the field of teaching them. The Salamanca Statement emphasized the importance of preparing all teachers in a way that supports the philosophy of education for all, and the statement also stressed the following:

1. Emphasizing pre-service teacher preparation programs to develop positive attitudes towards students with disabilities.
2. Emphasizing that the skills and knowledge necessary to teach students with disabilities are the same skills and knowledge required for quality education.
3. Being interested in the level of skills and competencies held by teachers in dealing with students with disabilities when awarding certificates of teaching practices.
4. Organizing study seminars, and providing written materials for experienced principals and teachers, to do their part in supporting and training less experienced teachers.
5. The universities and institutions of higher education should conduct research and implement training programs that enhance the role of teachers with disabilities.
6. Involving qualified individuals with disabilities in educational systems to be a role model.

(بدري، 2005)

According to Piccolo (2013), Palestinian teachers must be role models for democracy and human rights. Part of teaching values for students in schools, teachers should integrate democracy, interaction, equality, respect and cooperation as parts of their work in schools. Elias (2013) said “without teachers, a school is just a building”; “without trained teachers, schooling is not education”; “without trained teachers for all, education for all will never be a reality”. However, Burke (2013) argues that new teachers really have two jobs to do – they have to teach and they have to learn to teach. It takes about five years to proceed from the novice stage to the advanced beginner stage and finally, to the competent stage of development. The aim of teacher education is for novices to feel competent as teachers faster. Educators know-and research confirms- that the success of every aspect of school reform depends on highly skilled teachers and principals (P. 40).

The four major improvement elements that were previously mentioned (student’s discipline, teacher assistance, professional development of teachers, and classroom size) will be considered when developing special education support services in schools in Palestine. This is besides, of course, improving the entire structure and program of special education in the country. Instructional resources and the quality of the instructional leadership in special education (i.e. principals, vice principals, & special education coordinators) should be looked at carefully when developing special education training in the country. All those concern should support each other to improve education system and support services at schools in Palestine. According to the Palestinian Minister of Education, the ongoing challenges facing the education system are huge and cannot be addressed by the Ministry of Education and the government alone, but require a full-fledged societal support, in addition to other actors that have supported the development of the Palestinian Education System, including: UNESCO, the EU, UNICEF, and others (Al Alami, 2013).

It is important as well to look at issues related to raising achievement of students with special needs such as the availability of an on-site special education specialist in each school to provide direct support to students who have extra needs requiring special attention. This specialist can also support teachers by advising them on quality assessment, best practice and teaching strategies. Identifying means of collaboration between special education teachers and regular classroom teachers is another major and important element to be supported by the specialist.

It is worth noting here that there should be factors that can motivate teachers to engage in professional development like a stipend and administrative leave during professional development activities.

Rationale for Conducting the Research

According to the World Health Organization, about 10% of the world total population experience some sort of disability and the majority of these individuals are children. The vast majority of these individuals (90%) are considered as having mild disabilities and the majority of them exist in regular schools (American Speech-Language-Hearing Association, 1991; Salend, 2005). The term mild disability is used mainly in the USA to include four types of disabilities: mild mental retardation, behavioral disorders, learning difficulties, and speech and language disorders. Students with these disabilities in schools in Palestine are not properly served or educated due to the absence of qualified teachers to teach this group of students. Further, no official training is provided by academic institutions in the country to train new teachers or upgrade the skills of the existing ones to teach students effectively. Therefore, this is the main rationale behind the intention of creating an official training program at Bethlehem University in Palestine to train new teachers and the existing ones to teach students with mild disabilities in schools as well as creating an official and an ongoing university special education program that requires a scientific base, and conducting special education/educational support knowledge and skills related services needs assessment survey in the country is considered the scientific base for this program.

Special Education Needs Assessment: Statement of purpose

The purpose of assessing the needs for special education/educational support knowledge and skills related services is to obtain accurate, thorough picture of the strengths and weaknesses of the school community that can be used in response to the academic needs of all students for improving their achievement. In such needs assessment, data is collected and examined about school wide issues and then utilized to determine priority goals to develop a plan, and to allocate the needed funds and resources. In assessing the needs for special education/educational support services, data is collected from students, parents, teachers, school principals, educational supervisors, and key personnel from the Palestinian Ministry of Education. However, this research aims at achieving the following objectives:

1. To assess educational support knowledge and skills related services offered by teachers to students with learning difficulties in regular schools.
2. To identify the teaching knowledge and skills of regular classroom teachers in teaching students with learning difficulties in regular schools.
3. To assess the knowledge and skills of supervisory support services offered by educational supervisors to regular classroom teachers in teaching students with learning difficulties in regular schools.
4. To assess educational support knowledge and skills related services offered by school principals and administration to students with learning difficulties at classroom, school and education system levels.
5. To assess educational support knowledge and skills related services offered by parents to their children with learning difficulties.
6. To assess the educational support knowledge and skills related services offered to students with learning difficulties by target groups according to their point of view.

7. To identify the type of training needed by teachers, educational supervisors and principals to make them able to offer appropriate educational support knowledge and skills related services to students with learning difficulties in regular schools.
8. To identify educational philosophies, policies and practices in place in Palestine to facilitate teaching students with disabilities in regular schools.

Research Questions

The research aims to answer the following questions:

1. What is the level of educational support knowledge and skills related services offered to students with learning difficulties according to each target group point of view?
2. What is the level of educational support knowledge and skills related services, according to each target group point of view, offered to students with learning difficulties by each target group?
3. Are there any significant differences in the level of educational support knowledge and skills related services offered to students with learning difficulties by each of the research target groups according to the school type (government, private and United Nations (UN) schools)?
4. What is the level of educational support knowledge and skills related services that students with learning difficulties received from each target group according to the students' point of view?
5. Are there any significant differences in students' views of educational support knowledge and skills related services they receive from their parents and teachers according to their type of school (government, private and UN) and gender?
6. What is the level of educational support knowledge and skills related services offered to students with learning difficulties by the school administration at the classroom level according to each target group point of view?
7. What is the level of educational support knowledge and skills related services offered to students with learning difficulties by the school administration at the school and education system level according to each target group point of view?
8. Do regular classroom teachers have the knowledge and skills needed to teach students with learning difficulties in regular schools?
9. Are there any significant differences in the level of educational support knowledge and skills related services offered by principals to students with learning difficulties according to the job variable (teacher, principal, and educational supervisor)?
10. Are there any significant differences in the level of educational support knowledge and skills related services offered by educational supervisors to teachers in teaching students with learning difficulties according to the job variable (teacher, principal, and educational supervisor)?

11. Are there any significant differences in the level of educational support knowledge and skills related services offered by teachers to students with learning difficulties according to the job variable (teacher, principal, and educational supervisor)?
12. Are there any significant differences in the level of educational support knowledge and skills related services offered by school administration to students with learning difficulties at classroom level according to the job variable (teacher, principal, and educational supervisor)?
13. Are there any significant differences in the level of educational support knowledge and skills related services offered by school administration to students with learning difficulties at school level according to the job variable (teacher, principal, and educational supervisor)?
14. Are there any significant differences in the teachers' teaching knowledge and skills according to their gender, type of school (government, private and UN schools) and the interaction between them?
15. What is the type of training that each target group previously received?
16. What is the type of training that each target group needs to undertake?
17. What is the support that teachers and educational supervisors need while receiving the desired training?
18. Does the public educational system in Palestine have an operational policy and procedures that regulate the process of meeting the needs of students with disabilities in regular schools?

Method

Participants

The research target groups/population only included the lower and upper primary stages of the regular schools in the districts of Bethlehem, Jerusalem and its suburb, and North Hebron. These are the districts where the Bethlehem University Schools Improvement Project operates. The number of the regular schools in these districts is 42 (22 government schools, 16 private schools and four UN schools). The target groups/population included:

1. School principals.
2. School regular classroom teachers.
3. Students with learning difficulties in the regular schools.
4. Educational supervisors.
5. Parents of students with learning difficulties.
6. Educational stakeholders in the Palestinian Ministry of Education.

The research sample was selected from the districts mentioned above. The number of teachers in the lower and upper primary stages in these schools is 734 and the number of educational supervisors is 101. The number of students with learning difficulties from these two stages in these schools is 921 (see table A below).

Table A: The number of the project target groups in the lower & upper primary stages by district and type of school

Project Population	Bethlehem District			North Hebron District			Jerusalem District			Total
	Gov.	Priv.	UN	Gov.	Priv.	UN	Gov.	Priv.	UN	
Schools	7	16	2	10	-	1	5	-	1	42
Principals	7	16	2	10	-	1	5	-	1	42
Teachers	107	359	42	149	-	23	37	-	17	734
Educational Supervisors	32	14	2	35	-	1	10	5	2	101
Students with learning difficulties	453	120	43	131	-	13	127	-	34	921
Parents of students with learning difficulties	453	120	43	131	-	13	127	-	34	921

Gov. = Government schools, Priv. = Private schools, UN= United Nations Schools

Since this project will be serving students with learning difficulties in the lower and higher primary stages (grade one to grade ten), all teachers in these stages in these 42 schools and all the educational supervisors who supervise teachers in these stages (101) were taken as a sample for this research. All principals (42) in all schools were taken as school principal sample in the research. All students with learning difficulties of the upper primary stage of schools (grade seven to ten) were also taken as student sample in the research as well as their parents were taken the parent sample in the research.

Instrumentation

The following scales and questionnaires were designed to collect data from the target groups:

Regular Classroom Teachers' Questionnaire

This questionnaire consists of three sections. The first is related to teachers' demographic information and the third is related to the type of training teachers need. The second section consists of seven domains, each of which has its own scale. The first domain scale is an 18-item Likert-type scale (strongly disagree, disagree, neutral, agree, & strongly agree) that investigates regular classroom teachers' point of view of educational support knowledge and skills related services provided to children with learning difficulties in the regular classroom. The second is a 25-item Likert-type scale that was designed to examine teachers' point of view of the teaching skills they have to teach students with learning difficulties. The third is a 12-item Likert-type scale that was designed to study teachers' point of view of educational support knowledge and skills related services provided by the family to its child with learning difficulties. The fourth is a 10-item Likert-type scale that was designed to investigate teachers' point of view of educational support knowledge and skills related services provided by school administration to students with learning difficulties in the classroom. The fifth is a 15-item Likert-type scale that was designed to examine teachers' point of view of educational support knowledge and skills related services provided by the school administration to students with learning difficulties at the school and education system levels. The sixth is a 10-item Likert-type scale that was designed to study the

teachers' point of view of educational support knowledge and skills related services provided by the school principal to students with learning difficulties in the school. The seventh is an 11-item Likert-type scale that was designed to investigate teachers' point of view of educational support knowledge and skills related services provided by educational supervisors to teachers of students with learning difficulties in the regular school. Both the items scores and total scores of each scale were considered in the analysis as the higher percentage of both the item and total scores indicate better support services. These scales were reviewed by several experts in the field to determine their validity and were modified accordingly. The table below shows the reliability of each scale domain and all scale's domains together.

Reliability for Teachers Scales

Scales	Cronbach Alpha
Domain 1Scale	.733
Domain 2 Scale	.728
Domain 3 Scale	.707
Domain 4 Scale	.676
Domain 5 Scale	.638
Domain 6 Scale	.678
Domain 7 Scale	.669
All scales	.745

Educational Supervisors' Questionnaire

This questionnaire consists of three sections. The first is related to educational supervisors' demographic information and the third is related to the type of training educational supervisors need. The second section consists of five domains, each of which has its own scale. The first domain scale is an 11-item Likert-type scale (strongly disagree, disagree, neutral, agree, & strongly agree) that investigates educational supervisors' point of view of educational support knowledge and skills related services provided by them to teachers in teaching students with learning difficulties. The second is an 18-item Likert-type scale that was designed to examine educational supervisors' point of view of educational support knowledge and skills related services provided by the regular classroom teachers to students with learning difficulties. The third is a 10-item Likert-type scale that was designed to study educational supervisors' point of view of educational support knowledge and skills related services provided by the school administration to students with learning difficulties at the classroom level. The fourth is a 15-item Likert-type scale that was designed to investigate educational supervisors' point of view of educational support knowledge and skills related services provided by the school administration to students' with learning difficulties at the school and education system levels. The fifth is a 10-item Likert-type scale that was designed to examine educational supervisors' point of view of educational support knowledge and skills related services provided by the school principal to students with learning difficulties in the school. For each scale, the item scores and total scores were considered in the analysis as the higher percentages of the item and total scores indicated better support services. These scales were reviewed by several experts in the field to determine

their validity and were modified accordingly. The table below shows the reliability of each scale domain and all the domains together.

Reliability for Educational Supervisors Scales

Scales	Cronbach Alpha
Domain 1Scale	.860
Domain 2 Scale	.724
Domain 3 Scale	.718
Domain 4 Scale	.661
Domain 5 Scale	.668
All scales	.876

School Principal's Questionnaire

This questionnaire consists of three sections. The first is related to the principals' demographic information and the third is related to the type of training principals need. The second section consists of six domains, each of which has its own scale. The first domain scale is a 10-item Likert-type scale (strongly disagree, disagree, neutral, agree, & strongly agree) that investigates principals' point of view of educational support knowledge and skills related services provided by him/her to students with learning difficulties in the school. The second is an 11-item Likert-type scale that was designed to examine principals' point of view of the educational support knowledge and skills related services provided by educational supervisors to teachers when teaching students with learning difficulties. The third is an 18-item Likert-type scale that was designed to study principals' point of view of educational support knowledge and skills related services provided by teachers in teaching students with learning difficulties. The fourth is a 10-item Likert-type scale that was designed to investigate principals' point of view of educational support knowledge and skills related services provided by school administration to students with learning difficulties at the classroom level. The fifth is a 15-item Likert-type scale that was designed to examine principals' point of view of educational support knowledge and skills related services provided by the school administration to students with learning difficulties at the school and education system levels. The sixth is a 12-item Likert-type scale that was designed to study the principals' point of view of educational support knowledge and skills related services provided by parents to their child with learning difficulties. For each scale, the items scores and total scores were considered in the analysis as the higher percentage of both the item and total scores indicate better support services. These scales were reviewed by several experts in the field to determine their validity and were modified accordingly. The table below shows the reliability of each scale domain and all the domains together.

Reliability for School Principals Scales

Scales	Cronbach Alpha
Domain 1Scale	.827
Domain 2 Scale	.827
Domain 3 Scale	.791
Domain 4 Scale	.829
Domain 5 Scale	.795
Domain 6 Scale	.817
All scales	.841

Parents' Questionnaire

This questionnaire consists of three sections. The first is related to parents' demographic information and the third is related to the type of training parents need. The second section consists of four domains, each of which has its own scale. The first domain scale is a 17-item Likert-type scale (strongly disagree, disagree, neutral, agree, & strongly agree) that investigates parents' point of view of educational support knowledge and skills related services provided by them to their children with learning difficulties. The second is an 8-item Likert-type scale that was designed to examine parents' point of view of educational support knowledge and skills related services provided by the school administration to students with learning difficulties at the classroom level. The third is a 16-item Likert-type scale that was designed to study parents' point of view of educational support knowledge and skills related services provided by the school administration to students with learning difficulties at the school and education system levels. The fourth is a 10-item Likert-type scale that was designed to investigate parents' point of view of educational support knowledge and skills related services provided by teachers to students with learning difficulties. For each scale, the item scores and total scores were considered in the analysis as the higher percentage of the item and total scores indicate better support services. These scales were reviewed by several experts in the field to determine their validity and were modified accordingly. The table below shows the reliability of each scale domain and all the domains together.

Reliability for Parents Scales

Scales	Cronbach Alpha
Domain 1Scale	.806
Domain 2 Scale	.795
Domain 3 Scale	.683
Domain 4 Scale	.716
All scales	.815

Students with Learning difficulties Questionnaire

There are two sections in this questionnaire. The first is related to students' demographic information and the second section consists of four domains, each of which has its own scale. The first domain scale is a 14-item Likert-type scale (strongly disagree, disagree, neutral, agree, & strongly agree) that investigates students' point of view of educational support knowledge and skills related services provided by their parents to them. The second is a 16-item Likert-type

scale that was designed to examine students' point of view of educational support knowledge and skills related services provided to them by their teachers. The third is a 10-item Likert-type scale that was designed to study students' point of view of educational support knowledge and skills related services provided to them by their school administration at the classroom level. The fourth is a 13-item Likert-type scale that was designed to investigate students' point of view of educational support knowledge and skills related services provided to them by the school administration at the school level. For each scale, the item scores and total scores were considered in the analysis as the higher percentage of the item and total scores indicate better support services. These scales were reviewed by several experts in the field to determine their validity and were modified accordingly. The table below shows the reliability of each scale domain and all the domains together.

Reliability for Students Scales

Scales	Cronbach Alpha
Domain 1 Scale	.855
Domain 2 Scale	.742
Domain 3 Scale	.709
Domain 4 Scale	.718
All scales	.862

Educational Philosophies, Policies and Practices Questionnaire

This questionnaire was developed for the purpose of investigating the educational philosophies, policies and practices in place in Palestine that deal with teaching students with special needs. This questionnaire was completed through focus-group discussions with key personnel from the Palestinian Ministry of Education.

Data Collection

The data was collected from the target group sample mentioned above by a minimum of 5 data collectors in each district. This means there were altogether 15 data collectors to collect the data from the research samples in all districts. For the reliability of the scales, test-retest reliability was investigated on a sample of 50 participants for each scale.

Data Analysis

The descriptive statistics was the procedure used most in the analysis of the research data, which included means, standard deviations, and percentages. Further, one-way and two-way ANOVAs were used to investigate differences between various predictors and outcome measures. For example, a one-way ANOVA was used to examine the differences in the means of educational support knowledge and skills related services provided to students with learning difficulties in their view of the research target groups according to school type, and post-hoc test was used accordingly. Two-way ANOVA was used to investigate the differences in the means of students' view about the levels of educational support knowledge and skills related services provided to

them by their parents and teachers in relation to the students' gender and students' school type, and the interaction between these two variables, and then Sidak test was used accordingly.

Research Outcomes

1. To carry out needs assessment of the existing operations and programming for special education in the country. The country's initiatives, budget allocations, staffing requirements based on a comprehensive staffing model for special education, and deficits should be identified.
2. To develop a comprehensive professional development plan of action for educators working with students with special needs. All school staff including special and regular teachers, Para-professionals, administrators, coordinators, etc. should be engaged in continuous professional development opportunities in areas such as managing effectively anti-social behaviors, developing behavior intervention plans, legal issues for special education, and the Individual Education Plans for students with learning difficulties.
3. To articulate a vision and instructional model for educating students with special needs. This vision and instructional model should be shared with all stakeholders.

Results

The results of the study are explained through the study research questions. Each research question is dealt with individually.

Research Question 1: What is the level of the educational support knowledge and skills related services provided to students with learning difficulties from the point of view of each target group in the study?

The ramification of this key question is four sub-questions as follows:

1. What is the level of educational support knowledge and skills related services offered by teachers to students with learning difficulties?
2. What is the level of educational support knowledge and skills related services offered by school principal to students with learning difficulties?
3. What is the level of educational support knowledge and skills related services offered by educational supervisor to students with learning difficulties?
4. What is the level of educational support knowledge and skills related services offered by parents to students with learning difficulties?

To answer key question one, means, standard deviations, and percentages of responses for each target group were calculated. Tables 1, 2, 3, & 4 explain this.

Table 1: Means, standard deviations and percentages for educational support knowledge and skills related services provided by teachers to students with learning difficulties.

#	Item	Mean	SD	Percent	Degree
1	I encourage students with learning difficulties to learn.	4.26	0.78	85.2%	high
2	I can assess behavior problems may exist among students.	4.04	0.61	80.8%	high
3	I can design behavioral intervention plans to overcome behavior problems that may arise among students.	3.67	0.75	73.4%	high
4	I can identify learning difficulties that may exist among students.	4.03	0.67	80.6%	high
5	I can plan individual education programs for students with learning difficulties.	3.35	0.84	67%	low
6	I have many teaching skills that can be used to teach students with learning difficulties.	3.68	0.86	73.6%	high
7	I have enough skills to modify the behavior of students with behavior problems.	3.62	0.85	72.4%	high
8	I use different teaching and technological skills in teaching students with learning difficulties.	3.66	0.84	73.2%	high
9	I follow up the progress made by students with learning difficulties using precise recording techniques.	3.51	0.91	70.2%	high
10	I deal with students with learning difficulties with respect.	4.32	0.73	86.4%	high
11	I seriously consider the learning styles of students with learning difficulties.	3.98	0.77	69.6%	Low
12	I do not need any training in teaching students with learning difficulties.	2.72	1.14	54.4%	Low
13	I communicate with parents of students with learning difficulties to discuss issues related to their children.	3.83	33.	76.6%	high
14	I make changes to curriculum content and activities to help students with learning difficulties learn.	3.48	0.99	69.6%	Low
15	I cooperate with the school teachers on issues related to students with learning difficulties.	4.04	0.69	80.8%	high
16	I carryout various modifications on the classroom environment to fit students with learning difficulties.	3.81	0.77	76.2%	high
17	I seriously search for professional consultations related to academic issues and others for students with learning difficulties.	3.88	0.84	77.6%	high
18	I design achievement tests that are appropriate to the levels of students with learning difficulties.	3.89	2.12	77.8%	high
	Total	3076	0.48	75.2%	high

Table 1 shows that the total scores for the educational support knowledge and skills related services offered by teachers to students with learning difficulties were high (75.2%). This indicates that the level of educational support knowledge and skills related services offered by teachers according to their views is somehow good. Further, and as shown in table 1, the scores for the educational support knowledge and skills related services offered by teachers in four items (5, 11, 12, & 14) were low as the percentages for teachers responses were between 54.4% and 69.6%. However, the scores for the rest of items were high as the percentages for the teachers responses on these items were between 70.2% and 86.4%. The high-low cutoff score for the teachers' responses was 70.4%.

The educational support knowledge and skills related services offered by school principal to students with learning difficulties are explained in table 2 below.

Table 2: Means, standard deviations and percentages for educational support knowledge and skills related services provided by the school principals to students with learning difficulties.

#	Item	Mean	SD	Percent	Degree
1	I seriously consider the academic achievement of students with learning difficulties.	4.36	.570	87.2%	High
2	I am familiar with the characteristics of students with learning difficulties.	3.80	.600	76%	Low
3	I have a good knowledge about the learning and teaching methods for students with learning difficulties.	3.63	.750	72.6%	Low
4	I am familiar with the appropriate procedures to refer students with learning difficulties to special education services.	3.90	.780	78%	Low
5	I have the knowledge related to individual education programs for students with learning difficulties.	3.40	.860	68%	Low
6	I communicate with my school teachers on issues related to teaching students with learning difficulties.	4.24	.470	84.8%	High
7	I deal with issues related to students with learning difficulties on professional matter.	4.24	.500	84.8%	High
8	I train teachers in my school on how to identify and teach students with learning difficulties.	4.03	.570	80.6%	High
9	I encourage cooperation and communication between school and parents of students with learning difficulties.	4.60	.520	92%	High
10	I plan awareness campaigns for parents of students with learning difficulties on issues related to the learning difficulties that their children have.	3.88	.810	77.6%	Low
	Total	4.01	.370	80.2%	high

As table 2 shows, the total scores for the educational support knowledge and skills related services offered by school principals to students with learning difficulties were high (80.2%). This indicates that the level of educational support knowledge and skills related services offered by principals according to their point of views is somehow good. Moreover, and as shown in table 2, the scores for the educational support knowledge and skills related services offered by principals in five items (2, 3, 4, 5, & 10) were low as the percentages for principals' responses were between 68.4% and 77.6%. However, the scores for the rest of items were high as the percentages for the principals' responses on these items were between 80.6% and 92%. The high-low cutoff score for the principals' responses was 80%.

The level of educational support knowledge and skills related services offered by the educational supervisors to students with learning difficulties is explained in table 3 below.

Table 3: Means, standard deviations & percentages for educational support knowledge and skills related services provided by educational supervisors to students with learning difficulties.

#	Item	Mean	SD	Percent	Degree
1	Criteria of educational supervision include offering advice and guidance to teachers in providing special programs to students with learning difficulties.	3.67	0.82	73.4%	Low
2	Nothing prevents me from offering advice and guidance to teachers in their teaching of students with learning difficulties.	4.31	.56	86.2%	High
3	I have the freedom to carry out any changes or modifications in the nature of supervision for teachers who teach students with learning difficulties.	3.16	.99	63.2%	Low
4	Providing supervision to teachers in their teaching of students with learning difficulties is an important part of my job and duties.	4.20	.68	84%	High
5	I have the knowledge, experience and skills needed to supervise teachers in teaching students with learning difficulties.	3.90	.75	78%	High
6	I offer advice and guidance to teachers in their teaching of students with learning difficulties.	4.12	.60	82.4%	High
7	The number of teachers that I supervise does not prevent me from offering advice and guidance to teachers in their teaching of students with learning difficulties.	3.70	1.02	74%	low
8	The number of schools that I visit does not prevent me from supervising teachers who teach students with learning difficulties.	3.61	1.04	72.2%	low
	TOTAL	3.84	.57	76.8%	High

As illustrated in table 3, the total scores for the educational support knowledge and skills related services offered by educational supervisors to students with learning difficulties were high (76.8%). This is indicative that the level of educational support knowledge and skills related services offered by educational supervisors according to their point of views is somehow good. Furthermore, and as indicated in table 3, the scores for the educational support knowledge and skills related services offered by educational supervisors in four items (1, 3, 7, & 8) were low as the percentages for supervisors' responses were between 63.2% and 74%. The scores for the rest of items were high as the percentages for the supervisors' responses on these items were between 78% and 86.2%. The high-low cutoff score for the educational supervisors' responses was 74.7%.

The level of educational support knowledge and skills related services offered to students with learning difficulties by parents is shown in table 4 below.

Table 4: Means, standard deviations and percentages for educational support knowledge and skills related services provided by parents to their children with learning difficulties.

#	Item	Mean	SD	Percent	Degree
1	I am aware of the learning difficulties that my child has.	4.03	.910	80.6%	high
2	I am concerned about my child learning difficulties and identifying their solutions.	4.34	.880	86.8%	high
3	I make a serious effort to help my child with learning difficulties learn.	4.10	1.03	82%	high
4	I help my child with learning difficulties to do his	3.68	1.04	73.6%	high

	homework.				
5	I do not have any difficulty in understanding the learning material in order to help my child with learning difficulties learn.	3.02	1.30	60.4%	Low
6	I have a spare time to help my child with learning difficulties learn.	2.91	1.16	58.2%	Low
7	The home environment that we live in is stable.	3.84	1.05	76.8%	high
8	We provide our child with learning difficulties with the needed social and psychological support.	3.86	1.05	77.2%	high
9	The relationship between our child with learning and us is good.	3.89	1.01	77.8%	high
10	My child with learning difficulties is not responsible for his learning difficulties.	3.08	1.21	61.6%	Low
11	My child learning difficulties and characteristics are obvious to me.	3.62	1.05	72.4%	Low
12	I cooperate with my child teachers to overcome his learning difficulties.	3.56	1.11	71.2%	Low
13	I accept the school invitation for parents to participate in the school various activities.	3.67	1.09	73.4%	high
14	I request a help from my child teachers when I face difficulties in helping him to learn.	3.55	3.03	71%	Low
15	I initiate visits to school to follow up my child academic affairs.	3.60	1.11	72%	Low
16	I communicate with parents of children with learning difficulties in order to exchange experiences.	3.10	1.14	62%	Low
17	I use different teaching and technological means such as computers when helping my child to learn.	3.06	1.25	61.2%	Low
	Total	3.57	.630	71.4%	Low

Table 4 shows that the total scores for the educational support knowledge and skills related services offered to students with learning difficulties by their parents were low (71.4%). This indicates that the level of educational support knowledge and skills related services offered by parents according to their point of views is somehow poor. Further, and as shown in table 4, the scores for the educational support knowledge and skills related services offered by parents in nine items (5, 6, 10, 11, 12, 14, 15, 16, & 17) were low as the percentages for parents' responses were between 58.2% and 72.4%. However, the scores for the rest of items were high as the percentages for the parents' responses on these items were between 73.4% and 86.8%. The high-low cutoff score for the parents' responses was 72.5%.

Research key question 2: What is the level of educational support services, according to each target group point of view, offered to students with learning difficulties by each target group?

Nine sub-questions were derived from this key question as follows:

1. What are the teachers' views of educational support knowledge and skills related services offered by parents to their children with learning difficulties?

2. What are the teachers' views of educational support knowledge and skills related services offered by school principals to students with learning difficulties?
3. What are the teachers' views of educational support knowledge and skills related services offered by educational supervisors to students with learning difficulties?
4. What are the school principals' views of educational support knowledge and skills related services offered by educational supervisors to students with learning difficulties?
5. What are the school principals' views of educational support knowledge and skills related services offered by teachers to students with learning difficulties?
6. What are the school principals' views of educational support knowledge and skills related services offered by parents to their children with learning difficulties?
7. What are the educational supervisors' views of educational support knowledge and skills related services offered by teachers to students with learning difficulties?
8. What are the educational supervisors' views of educational support knowledge and skills related services offered by school principals to students with learning difficulties?
9. What are the parents' views of educational support knowledge and skills related services offered by teachers to their children with learning difficulties?

To answer the above nine sub-questions of the research key question 2, means, standard deviations and percentages for the target groups' responses were calculated. Tables 5 to 13 show this.

Table 5 below shows the views of teachers for the educational support knowledge and skills related services offered to students with learning difficulties by their parents.

Table 5: Means, standard deviations and percentages of teachers' views of educational support knowledge and skills related services provided by parents to their children with learning difficulties.

#	Item	Mean	SD	Percent	Degree
1	Parents are aware of the learning difficulties their children has.	3.08	1.03	61.6%	Low
2	Parents of children with learning difficulties believe that their children learning difficulties are not related to the home environment.	3.47	1.043	69.4%	High
3	Parents of children with learning difficulties seriously consider their children learning difficulties.	3.08	0.94	61.6%	Low
4	Parents help their children with learning difficulties to do their homework.	3.15	1.02	63%	low
5	Learning difficulties and their characteristics are obvious to parents of students with learning difficulties.	2.99	1.03	59.8%	low
6	Parents of children with learning difficulties cooperate with the teachers of their children to overcome their learning difficulties.	2.97	1.02	59.4%	low
7	Parents of students with learning difficulties participate in the different activities held at school.	2.87	0.99	57.4%	low
8	Parents of students with learning difficulties ask teachers for help when they find difficulties in helping their	3.19	0.99	63.8%	High

	children to learn.				
9	Parents of students with learning difficulties realize the importance of teaching their children in the regular classroom.	3.39	0.89	67.8%	High
10	Parents of children with learning difficulties are aware of the importance of resource rooms at school to help their children to learn.	3.14	1.04	62.8%	low
11	Parents of children with learning difficulties agree to teach their children with learning difficulties for part of the time in the resource room.	3.08	1.00	61.6%	low
12	Parents of children with learning difficulties communicate with each other to exchange experiences.	3.47	1.09	69.4%	High
	Total	3.08	.630	61.6%	low

As demonstrated by table 5, the total scores for the views of teachers about the educational support knowledge and skills related services offered to students with learning difficulties by their parents were low (61.6%). This means that the level of educational support knowledge and skills related services offered by parents according to the views of teachers is somehow poor. As shown in table 5, the scores for the educational support knowledge and skills related services offered by parents in eight items (1, 3, 4, 5, 6, 7, 10, 11, & 17) were low as the percentages for parents' responses were between 57.4% and 63%. However, the scores for the rest of items were high as the percentages for the parents' responses on these items were between 67.8% and 69.4%. The high-low cutoff score for the teachers' views was 63.4%.

The teachers' views about the educational support knowledge and skills related services offered by school principals to students with learning difficulties are presented in table 6 below.

Table 6: Means, standard deviations & percentages of teachers' views of educational support knowledge and skills related services provided to students with learning difficulties by school principals.

#	Item	Mean	SD	Percent	Degree
1	I am seriously concerned about the academic achievement of students with learning difficulties.	3.89	0.870	77.8%	High
2	I am familiar with the characteristics of students with learning difficulties.	3.78	0.88	75.6%	High
3	I have a good knowledge about the learning and teaching methods for students with learning difficulties.	3.63	0.86	72.6%	Low
4	I am familiar with the appropriate procedures to refer students with learning difficulties to special education services.	3.64	0.84	72.8%	Low
5	I have the knowledge related to individual education programs for students with learning difficulties.	3.62	0.83	72.4%	Low
6	I communicate with my school teachers on issues related to teaching students with learning difficulties.	3.90	0.86	78%	High
7	I deal with issues related to students with learning difficulties on professional matter.	3.86	0.81	77.2%	High
8	I train teachers in my school on how to identify and teach students with learning difficulties.	3.76	0.90	75.2%	Low
9	I encourage cooperation and communication between school and parents of students with learning difficulties.	3.94	0.86	78.8%	High
10	I plan awareness campaigns for parents of students with	3.61	1.00	72.2%	Low

	learning difficulties on issues related to the learning difficulties that their children have.				
	Total	3.76	0.69	75.2%	Low

As shown in table 6, the total scores for the views of teachers of the educational support knowledge and skills related services offered to students with learning difficulties by school principals were low (75.2%). This means that the level of educational support knowledge and skills related services offered by school principals according to the views of teachers is somehow poor. The scores for the educational support knowledge and skills related services offered by school principals in five items (3, 4, 5, 8, & 10) were low as the percentages for parents' responses were between 72.2% and 75.2%. However, the scores for the rest of items were high as the percentages for the teachers' responses on these items were between 75.6% and 78.8%. The high-low cutoff score for the teachers' views was 75.5%.

The teachers' views of the educational support knowledge and skills related services offered by educational supervisor to students with learning difficulties are presented in table 7 below.

Table 7: Means, standard deviations and percentages of the views of teachers for educational support knowledge and skills related services provided by educational supervisors to students with learning difficulties.

#	Item	Mean	SD	Percent	Degree
1	Criteria of educational supervision include offering advice and guidance to teachers in when teaching students with learning difficulties.	3.25	1.04	65%	High
2	The educational supervisor supervision of teachers when teaching students with learning difficulties is an enjoyable task for teachers.	3.07	0.95	61.4%	Low
3	Nothing prevents the educational supervisor from offering advice and guidance to teachers in their teaching of students with learning difficulties.	3.66	0.89	73.2%	high
4	The educational supervisor has the freedom to carry out any changes or modifications in supervising teachers of students with learning difficulties.	3.11	0.98	62.2%	Low
5	Providing supervision to teachers of students with learning difficulties is an important part of supervisor's job and duties.	3.58	0.93	71.6%	High
6	The educational supervisor has the knowledge, experience and skills needed to supervise teachers of students with learning difficulties.	3.19	0.97	63.8%	High
7	The educational supervisor does not need any training in the field of educational supervision of teachers in teaching students with learning difficulties.	2.64	1.08	52.8%	Low
8	The educational supervisors currently offer advice and guidance to teachers of students with learning difficulties.	3.23	1.00	64.6%	High
9	The number of teachers supervised by educational supervisors does not prevent them from offering advice and guidance to teachers of students with learning difficulties.	3.32	0.98	66.4%	High
10	The number of schools visited by each educational supervisor does not prevent him from supervising teachers of students with learning difficulties.	3.26	0.98	65.2%	High
11	The educational supervisor is satisfied with the supervision	3.20	0.83	64%	High

	process in general.				
	Total	3.23	0.65	64.6%	High

Table 7 demonstrates that the total scores for the views of teachers about the educational support knowledge and skills related services offered to students with learning difficulties by educational supervisors were somehow high (64.6%). This indicates that the level of educational support knowledge and skills related services offered by educational supervisors according to the views of teachers is somehow good. As shown in table 7, the scores for the educational support knowledge and skills related services offered by educational supervisors in three items (2, 4, & 7) were low as the percentages for parents' responses were between 52.8% and 62.2%. However, the scores for the rest of items were high as the percentages for the teachers' responses on these items were between 63.8% and 73.2%. The high-low cutoff score for the teachers' views was 63%.

The school principals' views of the educational support knowledge and skills related services offered by educational supervisors to students with learning difficulties are presented in table 8 below.

Table 8: Means, standard deviations and percentages of school principal views about educational support Knowledge & skills related services provided by educational supervisors to students with learning difficulties.

#	Item	Mean	SD	Percent	Degree
1	Criteria of educational supervision include offering advice and guidance to teachers of students with learning difficulties.	3.45	.81	68.6%	High
2	Nothing prevents the educational supervisor from offering advice and guidance to teachers of students with learning difficulties.	4.16	.71	83.2%	High
3	The educational supervisor has the freedom to carry out any changes or modifications in the nature of supervision for teachers of students with learning difficulties.	2.90	.87	58%	Low
4	Providing supervision to teachers in their teaching of students with learning difficulties is an important part of the educational supervisor job and duties.	4.10	.81	82%	High
5	The educational supervisor has the knowledge, experience and skills needed to supervise teachers of students with learning difficulties.	3.35	.84	67%	Low
6	The educational supervisor offers advice and guidance to teachers of students with learning difficulties.	2.65	1.07	53%	Low
7	The number of teachers that the educational supervisor supervises does not prevent him from offering advice and guidance to teachers of students with learning difficulties.	3.30	.84	66%	Low
8	The number of schools that the educational supervisor visits does not prevent him from supervising teachers of students with learning difficulties.	2.90	1.17	58%	Low
	TOTAL	3.31	.50	66.2%	Low

Table 8 illustrates that the total scores for the views of school principals about the educational support knowledge and skills related services offered to students with learning difficulties by educational supervisors were somehow low (66.2%). This is indicative that the level of

educational support knowledge and skills related services offered by the educational supervisor according in the views of school principal is poor. As shown in table 8, the scores for the educational support knowledge and skills related services offered by the educational supervisor in five items (3, 5, 6, 7, & 8) were low as the percentages for school principals' responses on these items were between 53% and 67%. However, the scores for the rest of the items were high as the percentages for the teachers' responses on these items were between 68.6% and 83.2%. The high-low cutoff score for the principals' views was 68.1%.

The school principals' views of the educational support knowledge and skills related services offered by teachers to students with learning difficulties are shown in table 9 below.

Table 9: Means, standard deviations and percentages of school principal's views for educational support services provided by teacher to students with learning difficulties.

#	Item	Mean	SD	Percent	Degree
1	Teachers encourage students with learning difficulties to learn.	3.78	.580	75.6%	High
2	Teachers can assess behavior problems may exist among students.	3.66	.830	73.2%	High
3	Teachers can design behavioral intervention plans to overcome behavior problems that may arise among students.	3.20	.810	64%	Low
4	Teachers can identify learning difficulties that may exist among students.	3.63	1.01	72.6%	High
5	Teachers can plan individual education programs for students with learning difficulties.	2.65	.790	53%	Low
6	Teachers have many teaching skills that can be used to teach students with learning difficulties.	2.90	.810	58%	Low
7	Teachers have enough skills to modify the behaviors of students with behavior problems.	2.90	.980	58%	Low
8	Teachers use different teaching and technological skills in teaching students with learning difficulties.	2.90	.890	58%	Low
9	Teachers follow up the progress made by students with learning difficulties using precise recording techniques.	2.95	.790	59%	Low
10	Teachers deal with students with learning difficulties with respect.	3.89	.680	77.8%	High
11	Teachers emphasize the importance of learning styles for students with learning difficulties.	3.33	.860	66.6%	High
12	Teachers do not need any training in teaching students with learning difficulties.	2.60	.770	52%	Low
13	Teachers keep communication channels with parents of students with learning difficulties to discuss issues related to their children.	3.51	.910	70.2%	high
14	Teachers make changes to curriculum content and activities to help students with learning difficulties to learn.	2.64	1.01	52.8%	Low
15	Teachers cooperate with the school teachers on issues related to students with learning difficulties.	3.54	.750	70.8%	High
16	Teachers carryout various accommodations on the classroom environment to fit students with learning difficulties.	3.21	.880	64.2%	Low
17	Teachers emphasize the importance of obtaining professional consultations related to academic issues and others for students with learning difficulties.	3.20	.880	64%	Low

18	Teachers design achievement tests that are appropriate to the levels of students with learning difficulties.	3.00	.960	60%	Low
	Total	3.14	.550	62.8%	Low

Table 9 shows that the total scores for the views of school principals about the educational support knowledge and skills related services offered to students with learning difficulties by teachers were low (62.8%). This means that the level of educational support knowledge and skills related services offered by the teachers in the views of school principals is poor. As shown in table 9, the scores for the educational support knowledge and skills related services offered by teachers in 11 items (3, 5, 6, 7, 8, 9, 12, 14, 16, 17, & 18) were low as the percentages for school principals' responses on these items were between 52% and 64.2%. However, the scores for the rest of the items were high as the percentages for the principals' responses on these items were between 70.2% and 77.8%. The high-low cutoff score for the principals' views is 64.9%.

The school principals' views of the educational support knowledge and skills related services offered by parents to their children with learning difficulties are shown in table 10 below.

Table 10: Means, standard deviations and percentages of school principals' views of educational support knowledge and skills related services provided by parents to their children with learning difficulties.

#	Item	Mean	SD	Percent	Degree
1	Parents aware of the learning difficulties their children have.	3.03	.990	60.6%	Low
2	Parents believe that their children learning difficulties are not related to their home environment.	3.40	1.04	68%	High
3	Parents show a serious interest in their children learning difficulties.	3.16	.910	63.2%	Low
4	Parents help their children with learning difficulties in their homework.	3.14	.900	62.8%	Low
5	Students learning difficulties and their characteristics are obvious to parents.	2.94	.880	58.8%	Low
6	Parents cooperate with teachers to overcome the learning difficulties their children have.	3.04	.840	60.8%	Low
7	Parents of students with learning difficulties participate in the school different activities.	3.19	.960	63.8%	Low
8	Parents of students with learning difficulties ask teachers for help when they find difficulties in helping their child learn.	3.72	.910	74.4%	High
9	Parents emphasize the importance of teaching their children with learning difficulties in the regular classroom.	3.40	.680	68%	High
10	Parents aware of the importance of existing a resource room in school to be used for teaching students with learning difficulties.	3.13	.990	62.6%	Low
11	Parents of students with learning difficulties agree that their children are taught for part of the time in a resource room.	3.38	.880	67.6%	High
12	Parents of students with learning difficulties communicate with each other to exchange experiences.	2.61	1.03	52.2%	Low
	Total	3.16	.530	63.2%	Low

As shown in table 10, the total scores for the views of school principals for the educational support knowledge and skills related services offered to students with learning difficulties by

teachers were low (63.2%). This means that the level of educational support knowledge and skills related services offered by parents of students with learning difficulties in view of school principal responses is poor. As shown in table 10, the scores for the educational support knowledge and skills related services offered by teachers in 8 items (1, 3, 4, 5, 6, 7, 10, & 12) were low as the percentages for school principals' responses on these items were between 52.2% and 63.8%. However, the scores for the rest of the items were high as the percentages for the principals' responses on these items were between 67.6% and 74.4%. The high-low cutoff score for the principals' views is 63.3%.

The educational supervisors' views of the educational support knowledge and skills related services offered by teachers to students with learning difficulties are shown in table 11 below.

Table 11: Means, standard deviations and percentages of educational supervisor's views of educational support Knowledge & skills related services provided by teachers to students with learning difficulties.

#	Item	Mean	SD	Percent	Degree
1	Teachers encourage students with learning difficulties to learn.	3.18	.73	63.6%	High
2	Teachers can assess behavior problems may exist among students.	3.21	.75	64.2%	High
3	Teachers can design behavioral intervention plans to overcome behavior problems that may arise among students.	3.02	0.80	60.4%	High
4	Teachers can identify learning difficulties that may exist among students.	3.48	.74	69.6%	High
5	Teachers can plan individual education programs for students with learning difficulties.	2.85	.79	57%	Low
6	Teachers have many teaching skills that can be used to teach students with learning difficulties.	2.84	0.75	56.8%	Low
7	Teachers have enough skills to modify the behaviors of students with behavior problems.	2.79	.74	55.8%	Low
8	Teachers use different teaching and technological skills in teaching students with learning difficulties.	2.88	.54	57.6%	Low
9	Teachers follow up the progress made by students with learning difficulties using precise recording techniques.	2.70	.85	54%	Low
10	Teachers deal with students with learning difficulties with respect.	3.30	.75	66%	High
11	Teachers emphasize the importance of learning styles for students with learning difficulties.	2.89	.83	57.8%	Low
12	Teachers do not need any training in teaching students with learning difficulties.	2.71	.84	54.2%	Low
13	Teachers keep communication channels with parents of students with learning difficulties to discuss issues related to their children.	2.95	.95	59%	Low
14	Teachers make changes to curriculum content and activities to help students with learning difficulties to learn.	2.47	.84	49.4%	Low
15	Teachers cooperate with the school teachers on issues related to students with learning difficulties.	3.07	.85	61.4%	High
16	Teachers carryout various accommodations on the classroom environment to fit students with learning difficulties.	2.97	.81	59.4%	low
17	Teachers emphasis the importance of obtaining professional consultations related to academic issues and others for students with learning difficulties.	3.06	.87	61.2%	High
18	Teachers design achievement tests that are appropriate to the	2.75	.86	55%	Low

	levels of students with learning difficulties.				
	Total	2.91	.51	58.2%	Low

Table 11 indicates that the total scores for the views of educational supervisors about the educational support knowledge and skills related services offered to students with learning difficulties by teachers were low (58.2%). This is indicative that the level of educational support knowledge and skills related services offered by teacher of students with learning difficulties according to educational supervisors' point of view is poor. As shown in table 11, the scores for the educational support knowledge and skills related services offered by teachers in 11 items (5, 6, 7, 8, 9, 11, 12, 13, 14, 16, & 18) were low as the percentages for supervisors' responses on these items were between 49.4% and 59.4%. The scores for the rest of the items were high as the percentages for the supervisors' responses on these items were between 60.4% and 69.6%. The high-low cutoff score for the principals' views is 59.5%.

The educational supervisors' views of the educational support knowledge and skills related services offered by school principals to students with learning difficulties are shown in table 12 below.

Table 12: Means, standard deviations and percentages of educational supervisor' views of educational support knowledge and skills related services provided by school principals to students with learning difficulties

#	Item	Mean	SD	Percent	Degree
1	School principal is seriously concerned about the academic achievement of students with learning difficulties.	3.41	0.78	68.2%	High
2	School principal is familiar with the characteristics of students with learning difficulties.	3.03	.84	60.6%	Low
3	School principal has a good knowledge about the learning and teaching methods for students with learning difficulties.	2.80	.81	56%	Low
4	School principal is familiar with the appropriate procedures to refer students with learning difficulties to special education services.	2.91	.87	58.2%	Low
5	School principal has the knowledge related to individual education plans for students with learning difficulties.	2.78	.78	55.6%	Low
6	School principal communicates with school teachers on issues related to teaching students with learning difficulties.	3.39	.70	67.8%	High
7	School principal deals with issues related to students with learning difficulties on professional matter.	3.33	.73	66.6%	High
8	School principal trains teachers on how to identify and teach students with learning difficulties.	3.05	.78	61%	Low
9	School principal encourages cooperation and communication between school and parents of students with learning difficulties.	3.48	.73	69.6%	High
10	School principal plans awareness campaigns for parents of students with learning difficulties on issues related to the learning difficulties that their children have.	2.82	.90	56.4%	Low
	Total	3.09	.57	61.8%	Low

Table 12 reports that the total scores for the views of educational supervisors about the educational support knowledge and skills related services offered to students with learning difficulties by school principals were low (61.8%). This means that the level of educational

support knowledge and skills related services offered by school principals in educational supervisors' point of view was poor. Table 12 indicates that the scores for the educational support knowledge and skills related services offered by principals in six items (2, 3, 4, 5, 8, & 10) were low as the percentages for supervisors' responses on these items were between 55.6% and 61%. The scores for the rest of the items were high as the percentages for the supervisors' responses on these items were between 66.6% and 69.6%. The high-low cutoff score for the principals' views is 62.6%.

The parents' views of educational support knowledge and skills related services offered by teachers to students with learning difficulties are shown in table 13 below.

Table 13: Means, standard deviations and percentages of parent's views of educational support knowledge and skills related services provided by teachers to students with learning difficulties.

#	Item	Mean	SD	Percent	Degree
1	Teachers encourage students with learning difficulties to learn.	3.49	1.09	69.8%	High
2	Teachers of my child help him to overcome his learning difficulties.	3.45	1.13	69%	High
3	Teachers design individual educational programs for my child with learning difficulties.	2.72	1.22	54.4%	Low
4	Teachers follow up my child individual education program.	2.76	1.21	55.2%	Low
5	Teachers use different teaching and technology skills that can be used to teach students with learning difficulties.	2.96	1.22	59.2%	Low
6	Teachers follow up the progress made by students with learning difficulties using precise recording techniques.	3.26	1.10	65.2%	High
7	My child gets special care and attention from his teachers.	2.99	1.21	59.8%	High
8	The teachers of my son usually communicate with me to discuss his academic issues.	3.01	1.21	60.2%	Low
9	I am satisfied with the teachers who teach my son professionally and academically.	3.17	1.25	63.4%	High
10	Teachers make a serious effort in teaching students with learning difficulties.	3.36	1.21	67.2%	High
	Total	3.11	.920	62.2%	High

Table 13 shows that the total scores for the views of parents of students with learning difficulties of educational support knowledge and skills related services offered to students with learning difficulties by teachers were somehow high (62.2%). This implies that the level of educational support knowledge and skills related services offered by teachers in parents' views is good. Table 13 indicates that the scores for the educational support knowledge and skills related services offered by teachers in four items (3, 4, 5, & 8) were low as the percentages for parents' responses on these items were between 54.4% and 60.2%. The scores for the rest of the items were high as the percentages for the parents' responses on these items were between 59.8% and 69.8%. The high-low cutoff score for the parents' view is 62.1%.

Research key question 3: Are there any significant differences in the means of educational support knowledge and skills related services provided to students with learning difficulties in the view of the research target groups according to school type?

This question is divided into three hypotheses as follows:

1. There are no statistically significant differences in the means for the educational support knowledge and skills related services levels provided to students with learning difficulties from the teachers point of view according to school type (government, private and UNRWA).
2. There are no statistically significant differences in the means for the educational support knowledge and skills related services level provided to students with learning difficulties from the school principals' point of view according to school type (government, private and UNRWA).
3. There are no statistically differences in the means for the educational support knowledge and skills related services level provided to students with learning difficulties from the educational supervisors' point of view according to school type (government, private and UNRWA).

To examine these hypotheses, the means and standard deviations for educational support knowledge and skills related services levels from the research target groups' point of view, according to the school type were calculated. Tables 14, 15 and 16 explain this.

Table 14: Means and standard deviations for educational support knowledge and skills related services from target groups' point of view and according school type.

School Type	Teacher N=406		Principal N=61		Educational Supervisor N=80	
	M	SD	M	SD	M	SD
Government	3.72	0.49	4.00	0.35	3.82	0.55
Private	3.87	0.43	4.15	0.35	3.80	0.28
UNRWA	3.62	0.44	3.92	0.66	4.06	0.94
All	3.76	0.47	4.01	0.37	3.84	0.57

Table 14 presents apparent differences in the means of the target groups' responses for educational support knowledge and skills related services provided to students with learning difficulties. One way ANOVA analysis was conducted to examine whether these differences are significant. Table 15 below explains this.

Table 15: One way ANOVA for examining differences in views of the target groups in educational support knowledge and skills related services provided to students with learning difficulties according to school type

		Sum of Squares	Df	Mean Square	F	Sig.
Teacher	Between groups	2.020	2	1.010	4.490	*0.012
	Within groups	90.219	403	225.		
	Total	92.239	405			
Principal	Between groups	0.182	2	0.091	0.65	0.52
	Within groups	7.974	58	0.14		
	Total	8.157	60			

Educational Supervisor	Between groups	0.319	2	0.16	0.477	0.623
	Within groups	25.453	76	0.335		
	Total	25.772	79			

* Significant at a level of $p \leq 0.05$

Table 15 shows that there were statistical differences at $p \leq 0.05$ level in the teachers point of view towards the levels of educational support knowledge and skills related services provided to students with learning difficulties according to school type variable. To identify which type of schools the statistically significant differences in the teachers' point of view towards the levels of educational support services were associated with, Tukey Test was used. Table 16 explains this.

Table 16: Tukey Test results for comparisons between means in the views of teachers of educational support knowledge and skills related services provided to students with learning difficulties according to school type.

School Type	Government	Private	URWA
Government		* 0.14 -	0.10
Private			0.24
UNRWA			

* Significant at a level of $p \leq 0.05$

Table 16 reports statistical differences at $p \leq 0.05$ level in the means of views of teachers from government, private and UNRWA schools towards educational support knowledge and skills related services provided to students with learning difficulties. The differences were found to be in favor of the private schools. This means that the private school teachers have better points of view about educational support knowledge and skills related services provided to students with learning difficulties.

Research Key Question 4: What is the level of educational support knowledge and skills related services offered to students with learning difficulties by the target groups in the students' point of view?

Two sub-questions represent this key question as follows:

1. What is the educational support knowledge and skills related services' level offered by teachers to students with learning difficulties from the students' point of view?
2. What is the educational support knowledge and skills related services' level offered by parents to their children with learning difficulties from the children's point of view?

To answer the above two sub-questions, means, standard deviations and percentages of responses of students with learning difficulties towards the level of educational support knowledge and skills related services that they received from the target groups, were calculated. Tables 17 and 18 below show this.

Table 17: Means, standard deviations and percentages of views of students with learning difficulties of educational support knowledge and skills related services provided to them by teachers.

#	Item	Mean	SD	Percent	Degree
1	My classroom teachers encourage me to learn.	3.89	1.06	77.8%	High
2	My classroom teachers try to help me to overcome my learning difficulties.	3.74	1.11	74.8%	High
3	My classroom teachers design for me educational programs and they follow them up.	2.99	1.28	59.8%	Low
4	My classroom teachers use different learning and technology tools and materials when teach me.	3.39	1.13	67.8%	Low
5	My classroom teachers follow up my academic progress.	3.54	1.19	70.8%	High
6	My classroom teachers carefully consider my personal interests.	3.24	1.23	64.8%	Low
7	My classroom teachers treat me in a respectful manner.	3.86	1.08	77.2%	High
8	My classroom teachers continuously communicate with my family to discuss various academic issues related to me.	3.15	1.22	63%	Low
9	My classroom teachers have the required skills to help me learn.	3.65	1.12	73%	High
10	My classroom teachers follow up my learning difficulties.	3.35	1.21	67%	Low
11	My classroom teachers give me homework that is appropriate to my level & abilities.	3.42	1.27	68.4%	Low
12	My classroom teachers design for me exams that are appropriate to my abilities and academic level.	3.50	3.77	70%	High
13	My classroom teachers make serious efforts to help me learn.	3.65	1.21	73%	Low
14	My classroom teachers design worksheets appropriate to my abilities and academic level.	3.36	1.26	67.2%	Low
15	My classroom teachers carryout changes on learning materials to make them appropriate to my abilities and academic level.	3.05	1.29	61%	Low
16	My classroom teachers use various instructional strategies to help me learn.	3.52	1.23	70.4%	High
	Total	3.43	.870	68.6%	Low

Table 17 reports that the total scores for the views of students with learning difficulties about the educational support knowledge and skills related services offered to them by teachers were low (68.6%). This indicates that the students' views towards the level of educational support knowledge and skills related services offered to them by teachers are poor. Table 17 shows that the scores for the educational support knowledge and skills related services offered by teachers in nine items (3, 4, 6, 8, 10, 11, 13, 14, & 15) were low as the percentages for students' responses on these items were between 59.8% and 73%. The scores for the rest of the items were high, as the percentages for the students' responses on these items were between 70% and 77.8%. The high-low cutoff score for the principals' views is 68.8%.

Students' views towards educational support knowledge and skills related services offered to them by parents are shown in table 18 below.

Table 18: Means, standard deviations and percentages of the views of students with learning difficulties of educational support knowledge and skills related services provided to them by parents.

#	Item	Mean	SD	Percent	Degree
1	My family is aware of my learning difficulties.	3.46	1.27	69.2%	Low
2	My family seriously considers my learning difficulties and to find solutions for them.	4.14	.970	82.8%	High

3	My family makes serious effort to help me to learn.	4.32	2.57	86.4%	High
4	My family helps me a lot in my homework.	3.42	1.15	68.4%	Low
5	My family members have the ability in helping me to learn.	3.68	1.22	73.6%	Low
6	My family members have spare time to help me in my studies.	3.24	1.19	64.8%	Low
7	The home environment that we live in is quite and stable.	3.72	1.23	74.4%	High
8	My family gives serious consideration to my feelings and desires.	3.87	1.11	77.4%	High
9	The relationship between me and my family members is good.	4.15	1.03	83%	High
10	My parents visit my school continuously.	3.11	1.20	62.2%	Low
11	My parents cooperate with my classroom teachers to overcome my learning difficulties.	3.33	1.23	66.6%	Low
12	My parents accept school invitations to participate in the various activities carried out by school.	3.48	1.26	69.6%	Low
13	My parents ask teachers or other professionals' help when finding any difficulties in teaching me.	3.39	1.27	67.8%	Low
14	My family members use different teaching and technology strategies such as computer and others when they help me to learn.	3.20	1.37	64%	Low
	Total	3.61	.700	72.2%	Low

Table 18 reports that the total scores for the views of students towards the level of educational support knowledge and skills related services offered to them by their parents were low (72.2%). This means that the level of educational support knowledge and skills related services offered by parents to their children with learning difficulties in the view of students themselves is poor. The table also indicates that the scores for the educational support knowledge and skills related services offered by parents in nine items (1, 4, 5, 6, 10, 11, 12, 13, & 14) were low, as the percentages for students' responses on these items were between 62.2% and 73.6%. The scores for the rest of the items were high as the percentages for the students' responses on these items were between 74.4% and 86.4%. The high-low cutoff score for the parents' views is 74.3%.

Research Key Question 5: Are there any significant differences in the means of students' view about the levels of educational support knowledge and skills related services provided to them by their parents and teachers in relation to the students' gender and school type, and the interaction between these two variables?

The ramification of this key question is two hypotheses, which are:

1. There are no statistical differences in the means of the views of students with learning difficulties towards the levels of educational support knowledge and skills related services they receive from their parents due to the students' gender and school type (government, private and UNRWA) and the interaction between these two variables.
2. There are statistically significant differences in the means of students with learning difficulties' views towards the levels of educational support knowledge and skills related services they receive from their teachers in association to the students' gender and school type (government, private & UNRWA), and the interaction between these two variables.

To examine the above hypotheses, the means and standard deviations of students' points of view towards the levels of educational support knowledge and skills related services provided to them by their parents in association to their gender and school type, were calculated. Tables 19 to 21 explain this.

Table 19: Means, standard deviations and percentages of students with learning difficulties views towards educational support knowledge and skills related services they receive from their parents & teachers according to their gender and school type.

Source of services	Gender		Government	Private	UNRWA	All
Parents	Male	M	3.55	4.01	3.92	3.72
		SD	0.61	0.73	0.51	0.69
	Female	M	3.51	3.87	3.17	3.52
		SD	0.70	0.63	0.76	0.71
	All	M	3.52	3.97	3.30	3.61
		SD	0.67	0.70	0.77	0.70
Teachers	Male	M	3.3257	3.5825	3.8594	3.4293
		SD	0.85	1.15	0.45	0.96
	Female	M	3.53	3.25	2.92	3.46
		SD	0.73	0.93	1.09	0.80
	All	M	3.45	3.47	3.14	3.44
		SD	0.78	1.09	1.05	0.87

Table 19 shows apparent differences in the means for students' points of view about educational support knowledge and skills related services provided to them by their parents in association to their gender and school type. As table 20 shows, the Tow Way ANOVA test found that there were statistical differences at a level of $p \leq 0.05$ between the means for students' views about educational support knowledge and skills related services provided to them by their parents in association with students' gender and in favor of male students. Further, table 20 also shows that there were statistical differences at a level of $p \leq 0.05$ between the means for students' views about educational support knowledge and skills related services provided to them by their parents in association with students' school type. There were also statistical differences at a level of $p \leq 0.05$ between the means for students' views towards educational support knowledge and skills related services provided to them by their teachers in the interaction between students' gender and the school type students attended.

To examine which type of school the differences were associated with, Sidak Test was performed. The analysis found that there was statistical difference at $p \leq 0.05$ level between the means of students with learning difficulties' point of view from the government schools and the means of students with learning difficulties' point of view from private schools towards educational support knowledge and skills related services provided to them by their parents in favor of private schools (see table 21).

Table 20: Two way ANOVA results to examine differences in means of students with learning difficulties' views of educational support knowledge and skills related services provided to them by parents & teachers according to students gender and type of school.

Source of services	Source of difference	Sum of Squares	df	Mean Square	F	Sig.
Parents	Gender	1.845	1	1.845	3.957	* 0.047
	School Type	8.671	2	4.335	9.299	* 0.000
	Gender*school type	1.272	2	0.63	1.363	0.257
	Error	166.907	358	0.46		
	All	178.695	363			
Teachers	Gender	2.761	1	2.761	3.671	0.056
	School Type	0.240	2	0.012	0.016	0.984
	Gender*school type	6.975	2	3.487	4.636	*0.010
	Error	262.524	349	0.752		
	All	272.500	354			

*Significance at $p \leq 0.05$ level

Table 21: Sidak Test results for comparison between means in the views of students with learning difficulties towards educational support knowledge and skills related services provided to students with learning difficulties by their parents according to school type where they study.

School Type	Government	Private	URWA
Government		*0.41-	0.017-
Private			0.39
UNRWA			

* Significant at a level of $p \leq 0.05$

Research Key Question 6: What is the level of educational support knowledge and skills related services offered to students with learning difficulties by the school administration at the classroom level from each target group's point of view?

There are five sub-questions derived from this key question, which are:

1. What is the level of educational support knowledge and skills related services provided to students with learning difficulties by school administration at the classroom level from their teachers' point of view?
2. What is the level of educational support knowledge and skills related services provided to students with learning difficulties by school administration at the classroom level from their school principals' point of view?
3. What is the level of educational support knowledge and skills related services provided to students with learning difficulties by school administration at the classroom level from educational supervisors' point of view?
4. What is the level of educational support knowledge and skills related services provided to students with learning difficulties by school administration at the classroom level from their parents' point of view?
5. What is the level of educational support knowledge and skills related services provided to students with learning difficulties by school administration at the classroom level from the point of view of students with learning difficulties?

For answering the above sub-questions of research key question 4, the means, standard deviations, and percentages for each target group responses were calculated. Tables 22, 23, 24, 25, and 26 explain this.

Table 22: Means, standard deviations & percentages of teacher’s views about educational support knowledge & skills related services provided by school administration at the classroom level to students with learning difficulties.

#	Item	Mean	SD	Percent	Degree
1	I am satisfied about the classroom environment where students with learning difficulties learn.	2.81	1.08	56.2%	Low
2	The classroom environment where students with learning difficulties learn is clean & tidy.	3.48	0.93	69.6%	high
3	The number of students in the classroom helps students with learning difficulties learn.	3.04	1.27	60.8%	high
4	The classroom where students with learning difficulties learn contains various learning and technology materials that helps students learn.	2.88	1.09	57.6%	Low
5	The regular classroom forms a safe environment for students with learning difficulties.	3.19	1.09	63.8%	high
6	The ideal place to teach students with learning difficulties is the regular classroom.	2.66	1.15	53.2%	Low
7	The relationship between students with learning difficulties and their peers in the regular classroom is based on mutual respect.	3.26	1.02	65.2%	High
8	Students with learning feel comfortable in their classroom.	3.12	1.08	62.4%	High
9	The classroom environment encourages students with learning difficulties to interact.	3.19	1.14	63.8%	High
10	Students in the classroom have no behavior problems.	2.49	1.05	49.8%	Low
	Total	3.01	0.73	60.2%	High

Table 22 shows that the total scores for the views of teachers about the level of educational support knowledge and skills related services offered to students with learning difficulties by the school administration at the classroom level were high (60.2%). This means that the level of educational support knowledge and skills related services offered to students with learning difficulties by the school administration at the classroom level according to the view of teachers is somehow good. Table 22 indicates that the scores for the educational support knowledge and skills related services offered by school administration at the classroom level in four items (1, 4, 6, & 10) were low as the percentages for teachers’ responses on these items were between 49.8% and 57.6%. The scores for the rest of the items (six items) were high as the percentages for the teachers’ responses on these items were between 60.8% and 69.6%. The high-low cutoff score for the teachers’ views is 59.7%.

As for the school principals’ views towards educational support knowledge and skills related services offered to students with learning difficulties by the school administration at the classroom level, these are presented in table 23.

Table 23: Means, standard deviations & percentages of school principal's views of educational support knowledge & skills related services provided by school administration at the classroom level to students with learning difficulties.

#	Item	Mean	SD	Percent	Degree
1	I am satisfied about the classroom environment where students with learning difficulties learn.	2.95	1.08	59%	Low
2	The classroom environment where students with learning difficulties learn is clean & tidy.	3.86	.830	77.2%	high
3	The number of students in the classroom helps students with learning difficulties learn.	3.09	1.24	61.8%	low
4	The classroom where students with learning difficulties learn contains various learning and technology materials that helps students learn.	2.77	1.03	55.4%	low
5	The regular classroom forms a safe environment for students with learning difficulties.	3.25	1.09	65%	high
6	The ideal place to teach students with learning difficulties is the regular classroom.	2.59	1.07	51.8%	low
7	The relationship between students with learning difficulties and their peers in the regular classroom is based on mutual respect.	3.65	.700	73%	high
8	Students with learning feel comfortable in their classroom.	3.18	.970	63.6%	low
9	The classroom environment encourages students with learning difficulties to interact.	3.21	1.07	64.2%	low
10	Students in the classroom have no behavior problems.	2.61	1.12	52.2%	low
	Total	3.11	.670	62.2%	low

As table 23 shows, the total scores for the views of the schools' principals about the level of educational support knowledge and skills related services offered to students with learning difficulties by the school administration at the classroom level were low (62.2%). This shows that the level of educational support knowledge and skills related services offered to students with learning difficulties by the school administration at the classroom level according to the view of school principals is poor. Table 23 indicates that the scores for the educational support knowledge and skills related services offered by school administration at the classroom level in seven items (1, 3, 4, 6, 8, 9, & 10) were low, as the percentages for school principals' responses on these items were between 51.8% and 64.2%. The scores for the rest of the items (three items) were high as the percentages for the school principals' responses on these items were between 65.8% and 77.2%. The high-low cutoff score for the principals' views is 64.5%.

The educational supervisors' views towards educational support knowledge and skills related services offered to students with learning difficulties by the school administration at the classroom level, are explained in table 24.

Table 24: Means, standard deviations & percentages of educational supervisor's views of educational support knowledge & skills related services provided by school administration at the classroom level to students with learning difficulties.

#	Item	Mean	SD	Percent	Degree
1	I am satisfied about the classroom environment where students with learning difficulties learn.	2.68	.820	53.6%	low

2	The classroom environment where students with learning difficulties learn is clean & tidy.	3.26	.76	65.2%	high
3	The number of students in the classroom helps students with learning difficulties learn.	2.56	1.10	51.2%	low
4	The classroom where students with learning difficulties learn contains various learning and technology materials that helps students learn.	2.30	.96	46%	low
5	The regular classroom forms a safe environment for students with learning difficulties.	2.64	.90	52.8%	low
6	The ideal place to teach students with learning difficulties is the regular classroom.	2.57	.98	51.4%	low
7	The relationship between students with learning difficulties and their peers in the regular classroom is based on mutual respect.	2.92	.79	58.4%	high
8	Students with learning feel comfortable in their classroom.	2.78	.71	55.6%	low
9	The classroom environment encourages students with learning difficulties to interact.	2.82	.93	56.4%	high
10	Students in the classroom have no behavior problems.	2.36	.87	47.2%	low
	Total	2.68	0.56	53.6%	low

According to table 24, the total scores for the views of the educational supervisors about the level of educational support knowledge and skills related services offered to students with learning difficulties by the school administration at the classroom level were low (53.6%). This shows that the level of educational support knowledge and skills related services offered to students with learning difficulties by the school administration at the classroom level according to the view of educational supervisors is poor. Table 24 explains that the scores for the educational support knowledge and skills related services offered by school administration at the classroom level in seven items (1, 3, 4, 5, 6, 8, & 10) were low, as the percentages for educational supervisors' responses on these items were between 46% and 55.6%. The scores for the rest of the items (three items) were high, as the percentages for the educational supervisors' responses on these items were between 56.4% and 65.2%. The high-low cutoff score for the educational supervisors' views is 55.6%.

As for the views of parents of students with learning difficulties towards educational support knowledge and skills related services offered to their children by the school administration at the classroom level, they are presented in table 25

Table 25: Means, standard deviations & percentages of parents of students with learning difficulties' views of educational support knowledge & skills related services provided by school administration at the classroom level to students with learning difficulties.

#	Item	Mean	SD	Percent	Degree
1	I am satisfied about the classroom environment where students with learning difficulties learn.	3.08	1.16	61.6%	Low
2	The classroom environment where students with learning difficulties learn is clean & tidy.	3.44	1.10	68.8%	high
3	The number of students in my son classroom is appropriate and this helps my child learn.	3.24	1.21	64.8%	Low

4	The classroom where students with learning difficulties learn contains various learning and technology materials that helps students learn such as computer and others.	3.00	1.29	60%	Low
5	My child with learning difficulties feels safe & comfortable in his classroom.	3.21	1.17	64.2%	Low
6	My child with learning problem is respected & treated well by his peers in the classroom.	3.71	.950	74.2%	High
7	The relationship between my child with learning difficulties and his classmates is good.	3.75	.880	75%	High
8	My child with learning difficulties participates in classroom activities.	3.70	0.98	74%	High
	Total	3.39	.730	67.8%	High

By looking at table 25, we can find that the total scores for the views of parents about the level of educational support knowledge and skills related services offered to their children with learning difficulties by the school administration at the classroom level were somehow high (67.8%). This means that the level of these services offered to students with learning difficulties by the school administration at the classroom level according to the view of parents is relatively good. Table 25 shows that the scores for the educational support knowledge and skills related services offered by school administration at the classroom level, according to parents, shown by four items (2, 6, 7, & 8), were high, as the percentages for parents' responses on these items were between 68.8% and 75%. The scores for the rest of the items (1, 3, 4, & 5) were low as the percentages for the parents' responses on these items were between 60% and 64.8%. The high-low cutoff score for the parents' views is 67.5%.

The views of students with learning difficulties themselves towards educational support knowledge and skills related services offered to them by the school administration at the classroom level, are presented in table 26 below.

Table 26: Means, standard deviations & percentages of students with learning difficulties views of educational support knowledge & skills related services provided to them by school administration at the classroom level.

#	Item	Mean	SD	Percent	Degree
1	The classroom environment that I study in is clean and tidy.	3.61	1.19	72.2%	low
2	The number of my classmates is appropriate and does not negatively influence my learning.	3.48	1.33	69.6%	low
3	My classroom contains various learning and technology materials that are used in teaching such as computer and TV.	3.02	1.46	60.4%	low
4	I feel safe and comfortable in my classroom.	3.50	1.28	70%	low
5	My classmates treat me with love and respect.	3.78	1.15	75.6%	high
6	The relationship between me and my classmates in the classroom is good.	4.04	.970	80.8%	high
7	The general atmosphere in the classroom encourages me to learn.	3.55	2.74	71%	low
8	My classmates offer me the needed help and support in the classroom.	3.62	1.11	72.4%	low
9	I am keen to establish a relationship full of love and respect between me and my classmates.	4.22	.890	84.4%	high
10	The behavior of my classmates is controlled and disciplined.	3.05	1.28	61%	low
	Total	3.59	.800	71.8%	low

As shown by table 26, it is clear that the total scores for the views of students with learning difficulties about the level of educational support knowledge and skills related services offered to them by the school administration at the classroom level were somehow low (71.8%). This means that the level of educational support knowledge and skills related services offered to students with learning difficulties by the school administration at the classroom level according to the view of the students themselves is relatively low. Table 26 demonstrates that the scores for the educational support knowledge and skills related services offered to students with learning difficulties by the school administration at the classroom level, according to the students themselves, shown by seven items (1, 2, 3, 4, 7, 8, & 10), were low, as the percentages for students' responses on these items were between 60.4% and 72.4%. The scores for the rest of the items (5, 6, & 9) were high as the percentages for the students' responses on these items were between 75.6% and 84.4%. The high-low cutoff score for the students' views is 72.4%.

Research Key Question 7: What is the level of educational support knowledge and skills related services offered to students with learning difficulties by the school administration at the school level from the research target groups' point of view?

The above key question can be answered by the following five sub-questions:

1. What is the level of educational support knowledge and skills related services provided to students with learning difficulties by school administration at the school and educational system levels from their teachers' point of view?
2. What is the level of educational support knowledge and skills related services provided to students with learning difficulties by school administration at the school and educational system levels from their school principals' point of view?
3. What is the level of educational support knowledge and skills related services provided to students with learning difficulties by school administration at the school and educational system levels from educational supervisors' point of view?
4. What is the level of educational support knowledge and skills related services provided to students with learning difficulties by school administration at the school and educational system levels from their parents' point of view?
5. What is the level of educational support knowledge and skills related services provided to students with learning difficulties by school administration at the school and educational system levels from the point of view of students with learning difficulties themselves?

To answer the above five sub-questions, the means, standard deviations, and percentages for each target group responses were calculated. Tables 27, 28, 29, 30, and 31 explain this.

Table 27: Means, standard deviations & percentages of teachers' views of educational support knowledge & skills related services provided to them by school administration at the school level.

#	Item	Mean	SD	Percent	Degree
1	There is clear teaching and learning policy in school that focus on how to make students with learning difficulties acquire the basic skills in reading and mathematics.	3.00	1.069	60%	Low
2	There is a clear educational policy in school that focus on how to make students with learning difficulties acquire different life concepts such as responsibility and independency.	3.16	1.029	63.2%	Low
3	There is a clear policy in school which urges teachers to plan individual education programs to every student with learning difficulties.	3.17	1.01	63.4%	Low
4	The school meets educational needs for all students with learning difficulties.	3.01	1.025	60.2%	Low
5	School system in assessing achievement level of students is good.	3.58	0.92	71.6%	high
6	There is an educational supervisor in school who offers advice and guidance for teachers on how to teach students with learning difficulties.	2.73	1.29	54.6%	low
7	There is a clear policy in school related to how control students' behavior.	3.48	1.019	69.6%	high
8	The school focuses on the importance of existing behavioral intervention plans for students with learning difficulties.	3.31	1.01	66.2%	low
9	There is a clear policy in school to involve parents of students with learning difficulties in the educational process of their children and other school activities.	3.28	1.00	65.6%	low
10	The school environment is appropriate for students with learning difficulties.	3.15	0.99	63%	low
11	The school welcomes cooperation with parents of students with learning difficulties.	3.84	0.87	76.8%	high
12	The school environment attracts students and encourages him to learn.	3.42	0.97	68.4%	high
13	The school offers a resource room that is fully and effectively equipped to teach students with learning difficulties.	2.71	1.18	54.2%	low
14	The school focuses on the importance that students should treat each other on a respect manner.	3.99	0.87	79.8%	high
15	The school welcomes & considers the comments and suggestions provided by teachers and parents of students with learning difficulties related to the learning difficulties that students have.	3.78	0.88	75.6%	high
	Total	3.31	0.69	66.2%	low

Table 27 shows that the total scores for the views of teachers about the level of educational support knowledge and skills related services offered to students with learning difficulties by the school administration at the school and educational system levels were low (66.2%). This means that the level of educational support knowledge and skills related services offered to students with learning difficulties by the school administration at the school and educational system levels according to the views of teachers is relatively poor. Table 27 indicates that the scores for the educational support knowledge and skills related services offered by school administration at the school and educational system levels that are shown by nine items (1, 2, 3, 4, 6, 8, 9, 10, & 13) were low as the percentages for teachers' responses on these items were between 54.2% and 66.2%. The scores for the rest of the items (5, 7, 11, 12, 14, & 15) were high as the percentages

for the teachers' responses on these items were between 68.4% and 79.8%. The high-low cutoff score for the teachers' views is 67%.

As for the school principals' views towards educational support knowledge and skills related services offered to students with learning difficulties by the school administration at the school and educational levels, the results are presented in table 28 explains.

Table 28: Means, standard deviations & percentages of school principals' views of the educational support knowledge & skills related services provided to students by school administration at the school level.

#	Item	Mean	SD	Percent	Degree
1	There is clear teaching and learning policy in school that focus on how to make students with learning difficulties acquire the basic skills in reading and mathematics.	3.22	.980	64.4%	low
2	There is a clear educational policy in school that focus on how to make students with learning difficulties acquire different life concepts such as responsibility and independency.	3.50	.780	70%	high
3	There is a clear policy in school which urge teachers to plan individual education programs to every student with learning difficulties.	2.80	.990	56%	low
4	The school meets educational needs for all students with learning difficulties.	2.98	.890	59.6%	low
5	School system in assessing achievement level of students is good.	3.67	.830	73.4%	high
6	There is an educational supervisor in school who offers advice and guidance for teachers on how to teach students with learning difficulties.	2.36	1.21	47.2%	low
7	There is a clear policy in school related to how control students' behavior.	3.78	.870	75.6%	high
8	The school focuses on the importance of existing behavioral intervention plans for students with learning difficulties.	3.62	0.77	72.4%	high
9	There is a clear policy in school to involve parents of students with learning difficulties in the educational process of their children and other school activities.	3.59	.860	71.8%	high
10	The school environment is appropriate for students with learning difficulties.	3.18	.970	63.6%	low
11	The school welcomes cooperation with parents of students with learning difficulties.	4.21	.750	84.2%	high
12	The school environment attracts students and encourages him to learn.	3.58	.920	71.6%	high
13	The school offers a resource room that is fully and effectively equipped to teach students with learning difficulties.	2.35	1.45	47%	low
14	The school focuses on the importance that students should treat each other on a respect manner.	4.29	.780	85.8%	high
15	The school welcomes & considers the comments and suggestions provided by teachers and parents of students with learning difficulties related to the learning difficulties that students have.	4.29	.580	85.8%	high
	Total	3.68	.520	73.6%	high

As demonstrated by table 28, the total scores for the views of the school principals about the level of educational support knowledge and skills related services offered to students with learning difficulties by the school administration at the school and educational system levels

were high (73.6%). This indicates that the level of the services offered to students with learning difficulties by the school administration at the school and education system levels according to school principals' views is high. Table 28 indicates that the scores for these services offered by school administration at the school and education levels in eight items (2, 7, 8, 9, 11, 12, 14, & 15) were high as the percentages of these items were between 70% and 85.8%. The scores for the rest of the items (six items) were low as the percentages for the school principals' responses on these items were between 47% and 64.4%. The high-low cutoff score for the principals' views is 66.4%.

The results regarding the educational supervisors' views towards educational support knowledge and skills related services offered to students with learning difficulties by the school administration at the school and education system levels are presented in table 29

Table 29: Means, standard deviations & percentages of educational supervisors' views of educational support knowledge & skills related services provided to them by school administration at the school level.

#	Item	Mean	SD	Percent	Degree
1	There is clear teaching & learning policy in school that focus on how to make students with learning difficulties acquire the basic skills in reading & mathematics.	2.84	.90	56.8%	low
2	There is a clear educational policy in school that focus on how to make students with learning difficulties acquire different life concepts such as responsibility & independency.	2.79	.85	55.8%	low
3	There is a clear policy in school which urge teachers to plan individual education programs to every student with learning difficulties.	2.64	.93	52.8%	low
4	The school meets educational needs for all students with learning difficulties.	2.49	.87	49.8%	low
5	School system in assessing achievement level of students is good.	3.00	.82	60%	low
6	There is an educational supervisor in school who offers advice & guidance for teachers on how to teach students with learning difficulties.	2.92	.95	58.4%	low
7	There is a clear policy in school related to how control students' behavior.	3.14	.87	62.8%	high
8	The school focuses on the importance of existing behavioral intervention plans for students with learning difficulties.	3.08	.85	61.6%	high
9	There is a clear policy in school to involve parents of students with learning difficulties in the educational process of their children & other school activities.	3.17	.86	63.4%	high
10	The school environment is appropriate for students with learning difficulties.	2.70	.90	54%	low
11	The school welcomes cooperation with parents of students with learning difficulties.	3.45	.78	69%	high
12	The school environment attracts students & encourages him to learn.	2.82	.87	56.4%	low
13	The school offers a resource room that is fully & effectively equipped to teach students with learning difficulties.	2.73	.74	54.6%	low
14	The school focuses on the importance that students should treat each other on a respect manner.	3.58	.89	71.6%	high
15	The school welcomes & considers the comments & suggestions provided by teachers & parents of students with learning difficulties	3.42	.67	68.4%	high

	related to the learning difficulties that students have.				
	Total	2.99	.53	59.8%	low

According to table 29, the total scores for the views of the educational supervisors about the level of educational support knowledge and skills related services offered to students with learning difficulties by the school administration at the school and education system levels were low (59.8%). This shows that the level of these services offered to students with learning difficulties by the school administration at the school and education system levels according to the views of educational supervisors is poor. Table 29 indicates that the scores for the educational support knowledge and skills related services offered by school administration at the school and education system levels in nine items (1, 2, 3, 4, 5, 6, 10, 12, & 13) were low as the percentages for educational supervisors' responses on these items were between 49.8% and 60%. The scores for the rest of the items (six items) were high as the percentages for the educational supervisors' responses on these items were between 61.6% and 71.6%. The high-low cutoff score for the educational supervisors' views is 60.7%.

The views of parents of students with learning difficulties towards educational support knowledge and skills related services offered to their children by the school administration at the school and education system level are presented in table 30.

Table 30: Means, standard deviations & percentages of parents' views of educational support knowledge & skills related services provided to students with learning difficulties by school administration at the school level.

#	Item	Mean	SD	Percent	Degree
1	The school makes an appropriate effort in teaching basic academic skills such as reading and math to students with learning difficulties.	3.42	1.16	68.4%	high
2	The school makes an appropriate effort in teaching different life skills such as responsibility and independency to students with learning difficulties.	3.34	1.12	66.8%	low
3	The school provides individual teaching sessions to student with learning difficulties.	2.80	1.18	56%	low
4	There is a policy in school to involve parents in the educational process for their children, especially, parents of students with learning difficulties.	3.18	1.17	63.6%	low
5	I am satisfied with the educational and academic experiences provided by School to students with learning difficulties.	3.17	1.16	63.4%	low
6	The school keeps communication with parents of children with learning difficulties.	3.32	1.19	66.4%	low
7	The school provides many opportunities to involve parents of students with learning difficulties in different school activities.	3.23	2.00	64.6%	low
8	The school forms an academic environment that attracts and encourages students with learning difficulties to learn.	3.09	1.19	61.8%	low
9	The school environment is tidy and clean.	3.71	1.02	74.2%	high
10	The school provides a special room that is fully equipped to teach students with learning difficulties.	2.80	1.37	56%	low
11	The school emphasizes the importance that students should treat each other with respect.	3.92	.950	78.4%	high
12	The school welcomes & considers the comments and suggestions	3.42	1.06	68.4%	high

	provided by teachers and parents of students with learning difficulties related to the learning difficulties that students have.				
13	The school organizes non-curriculum activities to students with learning difficulties.	3.03	1.14	60.6%	low
14	The school principal has effective communication skills with parents of students with learning difficulties.	3.45	1.22	69%	high
15	The school principal encourages cooperation and communication between school and parents of students with learning difficulties.	3.56	1.16	71.2%	high
16	The school principal focuses on providing parents of students with learning difficulties with the needed information about the progress made by their children.	3.47	1.16	69.4%	high
	Total	3.30	.830	66%	Low

Table 30 reports that the total scores for the views of parents about the level of educational support knowledge and skills related services offered to their children with learning difficulties by the school administration at the school and education system levels were low (66%). This means that the level of these services offered to students with learning difficulties by the school administration at the school and education system levels in parents' view is poor. Table 30 shows that the scores for these services offered by school administration at the school and education system levels, according to parents, as shown by nine items (2, 3, 4, 5, 6, 7, 8, 10 & 13) were low. The percentages for parents' responses on these items were between 56% and 66.8%. The scores for the rest of the items (1, 9, 11, 12, 14, 15, & 16) were high as the percentages for the parents' responses on these items were between 68.4% and 78.4%. The high-low cutoff score for the parents' views is 67.2%.

The views of students with learning difficulties themselves towards educational support knowledge and skills related services offered to them by the school administration at the school and education system levels are explained in table 31 below.

Table 31: Means, standard deviations & percentages of student' views of educational support knowledge & skill related services provided to them by school administration at the school level

#	Item	Mean	SD	Percent	Degree
1	The school seriously considers my learning difficulties.	3.51	1.1	70.2%	high
2	The school seriously considers my abilities in the exams.	3.32	1.21	66.4%	high
3	The school administration encourages my family to participate in the teaching and learning process for students.	3.62	1.09	72.4%	high
4	I am satisfied with the progress I made at school.	3.13	1.38	62.6%	Low
5	The school general atmosphere is safe and comfortable.	3.50	1.16	70%	high
6	The school administration communicates with my family with regard to issues related to my studies.	3.45	1.17	69%	high
7	The school provides many opportunities to involve my parents in different school activities.	3.45	1.20	69%	high
8	The school general atmosphere encourages me to learn.	3.52	1.10	70.4%	high
9	The school environment is tidy and clean.	3.63	1.10	72.6%	high
10	The school provides a special room that is fully equipped to teach students with learning difficulties.	2.93	1.40	58.6%	Low
11	The school emphasizes the importance that students should treat	3.36	1.18	67.2%	high

	each other with respect.				
12	The school is free of noise and disturbances.	2.84	1.31	56.8%	Low
13	The school principal shows obvious interests in my learning difficulties.	3.57	1.19	71.4%	high
	Total	3.38	0.77	67.6%	high

As shown by table 31, it is clear that the total scores for the views of students with learning difficulties about the level of educational support knowledge and skills related services offered to them by the school administration at the school and education system levels were somehow high (67.6%). This means that the level of these services offered to students with learning difficulties by the school administration at the school and education system levels, in students' views, is relatively good. Table 31 demonstrates that the high scores for the services offered to students with learning difficulties by the school administration at the school and education system levels, according to the students themselves, are shown by ten items (1, 2, 3, 5, 6, 7, 8, 9, 11, & 13), and the percentages on these items were between 66.4% and 72.6%. The scores for the rest of the items (4, 10, & 12) were low as the percentages for the students' responses on these items were between 56.8% and 62.6%. The high-low cutoff score for the students' views is 64.7%.

Research Key Question 8: Do regular classroom teachers have the knowledge and skills needed to teach students with learning difficulties in regular schools?

To answer the above research key question, means, standard deviations and percentages for regular classroom teachers' responses towards the skills they have to teach students with learning difficulties were calculated. Table 32 explains this

Table 32: Means, standard deviations & percentages of school teachers' views of the knowledge & skills they have to teach students with learning difficulties.

#	Item	Mean	SD	Percent	Degree
1	Special education philosophy, principles and objectives.	2.13	1.59	70.9%	high
2	The forms of services offered to students with learning difficulties from least to most restrictive environment.	2.23	0.58	74.3%	high
3	Special education laws, procedures and philosophies.	2.25	1.59	74.9%	high
4	Procedures of obtaining special education services.	2.33	6.88	77.6%	high
5	Steps of referring students with learning difficulties and the procedures of identifying their illegibility to obtain special education services.	2.28	0.65	75.9%	high
6	The philosophy of teaching students with learning difficulties with students without learning difficulties in the same classroom.	2.05	0.58	68.3%	high
7	Characteristics of students with learning difficulties.	1.91	0.56	63.6%	high
8	The methods of gathering and analyzing data and information related to students with learning difficulties.	2.24	1.17	74.6%	high
9	The methods of following up the progress made by students with learning difficulties.	2.02	0.61	67.3%	high
10	The methods of gathering and analyzing data for the purpose of evaluating educational programs for students with learning difficulties.	2.21	0.79	73.6%	high

11	The methods of curriculum based measurements.	1.97	1.28	65.6%	high
12	Using informal measurement tools such as task analysis, observation, ratings.	2.09	1.198	69.6%	high
13	The selection of curriculum content that is suitable to the individual needs of students with learning difficulties.	1.95	0.63	64.9%	high
14	Meeting the individual needs of students in the classroom.	1.42	0.55	47.3%	low
15	Planning weekly and daily educational program .	1.74	1.17	57.9%	low
16	Organizing classroom environment in a way that is suitable to students with learning difficulties.	1.64	0.65	54.6%	low
17	Identifying the current level of students in the various academic subjects.	1.69	0.79	56.3%	low
18	The ethical awareness and the commitment of the teaching profession for students with learning difficulties.	1.51	0.60	50.3%	low
19	Using cooperative learning strategies.	1.79	0.80	59.6%	low
20	Coordination the work between professionals for the benefit of students with learning difficulties.	1.96	0.82	65.3%	high
21	Identifying the needs of families of students with learning difficulties.	2.02	0.91	67.3%	high
22	Working and communicating with families of students with learning difficulties.	1.89	0.67	62.9%	high
23	Managing the behavior of students with learning difficulties and their social interaction.	1.90	0.61	63.3%	high
24	Using various instructional strategies such as peer tutoring and student-teacher.	1.80	0.67	59.9%	low
	Total	1.96	0.42	65.3%	high

By looking at table 32, we can find that the total scores for the regular classroom teachers' responses towards whether they have the teaching skills needed to teach students with learning difficulties is somehow high. This means that the regular classroom teachers believe that they have many teaching skills that they use in teaching students with learning difficulties. These teachers indicated that they are aware of and familiar with 17 skill and knowledge items (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 20, 21, 22, & 23) and teachers' responses on these items ranged between 62.9% and 77.6%. Table 32 also shows that the teachers' responses on the rest of the skill and knowledge items (14, 15, 16, 17, 18, 19, & 24) were low and the percentages of their responses on these items were between 47.3% and 59.9% which means that the teachers were not aware of and familiar with those skill and knowledge items. The high-low cutoff score for the teachers' responses is (62.5%).

Research Key Question 9: Are there any significant differences in the level of educational support knowledge and skills related services offered by principals to students with learning difficulties according to the job variable (teacher, principal, and educational supervisor)?

To answer the above questions, the means and standards deviations for the target groups' views towards the level of educational support knowledge and skills related services offered by principals to students with learning difficulties according to the target groups job variable (teacher, principal and supervisor) were calculated. Table 33 below presents the results.

Table 33: Means & standard deviations of study sample views of the educational support knowledge & skills related services provided by school principal to students with learning difficulties according to job variable.

Job	N	Mean	SD
School principal	61	4.00	0.36
Teacher	406	3.76	0.69
Educational supervisor	80	3.04	0.57
Total	547	3.68	0.70

Table 33 shows apparent differences in the means of target groups' views about the level of educational support knowledge and skills related services offered to students with learning difficulties by school principal according to job variable (teacher, principal, and supervisor). To find out whether these differences were significant, one way ANOVA was performed, as this is shown in table 34 below:

Table 34: One way ANOVA test results to examine the differences in the views of the study sample for the educational support knowledge & skills related services provided by school principals to students with learning difficulties according to job variable

	Source of difference	Sum of squares	Df	Mean squares	F	Sign
Service provided by school principal	Between subjects	41.867	2	20.923	49.749	*0.000
	Within subjects	228.901	544	4210		
	Total	270.773	546			

*Significant at $p \leq 0.05$ level

Table 34 above shows that there are significant differences at $p \leq 0.05$ level in the study sample views towards the educational support knowledge and skills related services offered by school principals to students with learning difficulties according to the study sample job variable (teacher, school principal and educational supervisor). Tukey Test was performed in order to determine in which job variable the differences in the views of the study sample towards these services existed. Table 35 shows the results.

Table 35: Tukey test results for the differences in the study sample views of educational support knowledge and skills related services provided by school principal according to the job variable

Job	Principal	Teacher	Supervisor
Principal		*0.24	*0.96
Teacher			*0.72
Supervisor			

*Significant at $p \leq 0.05$ level

Tukey Test found that there were statistically significant differences at $p \leq 0.05$ level in the means of the views of school principals and both teachers and supervisors towards educational support knowledge and skills related services levels provided to students with learning difficulties, and these differences were in favor of school principals. As table 35 shows, Tukey Test also found a significant difference at $p \leq 0.05$ level in the means of teachers and educational supervisors' views towards the educational support knowledge and skills related services provided to students with learning difficulties as this difference was in favor of teachers.

Research Key Question 10: Are there any significant differences in the level of educational support knowledge and skills related services offered by educational supervisors to teachers in teaching students with learning difficulties according to the job variable (teacher, principal, and educational supervisor)?

To answer the above question, the means and standards deviations for the target groups' views towards the level of educational support knowledge and skills related services offered by educational supervisors to students with learning difficulties according to the target groups job variable (teacher, principal and supervisor) were calculated. Table 36 below presents the results.

Table 36: Means and standard deviations of study sample views of the educational support knowledge and skills related services provided by educational supervisors to students with learning difficulties according to the job variable.

Job	N	Mean	SD
School principal	61	3.28	0.56
Teacher	406	3.25	0.66
Educational supervisor	80	3.79	0.60
Total	547	3.33	0.67

Table 36 shows that there were apparent differences in the means of study sample views about the level of educational support knowledge and skills related services offered to students with learning difficulties by educational supervisors according to the study sample job variable (teacher, principal, and supervisor). To find out whether these differences were significant, one way ANOVA was performed as this is shown in table 37 below:

Table 37: One way ANOVA test results to examine the differences of the views of the study sample for the educational support knowledge and skills related services provided by educational supervisors to students with learning difficulties according to job variable

	Source of difference	Sum of squares	Df	Mean squares	F	Sig.
Service provided by educational supervisor	Between subjects	19.713	2	9.857	23.619	*0.000
	Within subjects	227.022	544	0.417		
	Total	246.735	546			

*Significance at $p \leq 0.05$ level

Table 37 shows that there are significant differences at $p \leq 0.05$ level in the study sample views about the educational support knowledge and skills related services offered by educational supervisors to students with learning difficulties according to the study sample job variable (teacher, school principal and educational supervisor). Tukey Test was performed in order to determine in which job variable the differences in the views of the study sample towards educational support knowledge and skills related services existed. Table 38 shows the results.

Table 38: Tukey test results for the differences in the study sample views of educational support knowledge and skills related services provided by educational supervisors according to job variable

Job	Principal	Teacher	Supervisor
Principal			
Teacher	-0.04		
Supervisor	*0.50	*0.54	

*Significant at $p \leq 0.05$ level

Tukey Test found that there were significant differences at $p \leq 0.05$ level in the means of the views of the educational supervisors and both teachers and school principals towards educational support knowledge and skills related services levels provided to students with learning difficulties, and these differences were in the favor of supervisors. As table 38 shows, Tukey Test also found a significant difference at $p \leq 0.05$ level in the means of views of teachers and school principals towards the services provided to students with learning difficulties, and this difference was in favor of teachers.

Research Key Question 11: Are there any significant differences in the level of educational support knowledge and skills related services offered by teachers to students with learning difficulties according to the job variable (teacher, principal, and educational supervisor)?

To answer the above questions the means and standards deviations for the target groups' views towards the level of educational support knowledge and skills related services offered by teachers to students with learning difficulties according to the target groups job variable (teacher, principal and supervisor). Table 39 below explains this.

Table 39: Means and standard deviations of study sample views of the educational support knowledge and skills related services provided by teachers to students with learning difficulties according to job variable.

Job	N	Mean	SD
School principal	61	3.09	0.49
Teacher	406	3.76	0.48
Educational supervisor	80	2.85	0.53
Total	547	3.55	0.60

Table 39 indicates that there were apparent differences in the means of study sample views towards the level of educational support knowledge and skills related services offered to students with learning difficulties by their teachers according to the study sample job variable (teacher, principal, and supervisor). To find out whether these differences were significant, one way ANOVA was performed as this is shown in table 40 below:

Table 40: One way ANOVA test results to examine the differences in the views of the study sample of the educational support knowledge and skills related services provided by teachers to students with learning difficulties according to job variable

	Source of difference	Sum of squares	Df	Mean squares	F	Sig.
Service	Between subjects	69.478	2	34.739		

provided by teachers	Within subjects	129.291	544	0.238	146.167	*0.000
	Total	198.769	546			

*Significance at $p \leq 0.05$ level

Table 40 shows that there are significant differences at $p \leq 0.05$ level in the study sample views towards the educational support knowledge and skills related services provided by teachers to students with learning difficulties according to the study sample job variable (teacher, school principal and educational supervisor). Tukey Test was performed in order to determine in which job variable the differences in the views of the study sample towards the services existed. Table 41 shows this.

Table 41: Tukey test results for the differences in the study sample views of educational support knowledge and skills related services provided by teachers according to the job variable

Job	Teacher	Principal	Supervisor
Teachers		*0.67	*0.90
Principal			*0.23
Supervisor			

*Significant at $p \leq 0.05$ level

Tukey Test found that there were significant differences at $p \leq 0.05$ level in the means of views of teachers and both educational supervisors and school principals about educational support knowledge and skills related services levels provided to students with learning difficulties, and these differences were in the favor of teachers. As table 41 shows, Tukey Test also found a significant difference at $p \leq 0.05$ level in the means of views of school principals and educational supervisors about the services provided to students with learning difficulties, as this difference was in favor of school principals.

Research Key Question 12: Are there any statistically significant differences in the level of educational support knowledge and skills related services offered by school administration to students with learning difficulties at classroom level according to the job variable (teacher, principal, and educational supervisor)?

To answer the above question, the means and standards deviations for the target groups' views about the level of educational support knowledge and skills related services provided by school administration at the classroom level to students with learning difficulties according to the target groups job variable (teacher, principal and supervisor) were calculated. Table 42 below explains this.

Table 42: Means and standard deviations of study sample views of the educational support knowledge and skills related services provided by school administration to students with learning difficulties according to the job variable.

Job	N	Mean	SD
School principal	61	3.00	0.69
Teacher	406	3.00	0.73
Educational supervisor	80	2.67	0.56

Total	547	2.95	0.71
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Table 42 indicates that there were apparent differences in the means of study sample views towards the level of educational support knowledge and skills related services offered to students with learning difficulties by school administration at the classroom level according to the study sample job variable (teacher, principal, and supervisor). To find out whether these differences were significant, one way ANOVA was performed as this is shown in table 43 below:

Table 43: One way ANOVA test results to examine the differences in the views of the study sample of the educational support knowledge and skills related services provided by school administration to students with learning difficulties according to job variable

	Source of difference	Sum of squares	Df	Mean squares	F	Sig.
Service provided by school administration	Between subjects	7.515	2	3.757	7.565	*0.001
	Within subjects	270.204	544	0.497		
	Total	277.719	546			

*Significant at $p \leq 0.05$ level

Table 43 shows that there are significant differences at $p \leq 0.05$ level in the study sample views about the educational support knowledge and skills related services provided by school administration at the classroom level to students with learning difficulties according to the study sample job variable (teacher, school principal and educational supervisor). Tukey Test was performed in order to determine in which job variable the differences in the views of the study sample towards educational support knowledge and skills related services existed. Table 44 shows this.

Table 44: Tukey test results for the differences in the study sample views of educational support knowledge and skills related services provided by school administration according to job variable

Job	Teacher	Principal	Supervisor
Teachers		*0.005	*0.332
Principal			*0.327
Supervisor			

*Significant at $p \leq 0.05$ level

Tukey Test found that there were significant differences at $p \leq 0.05$ level in the means' views of teachers and educational supervisors about educational support knowledge and skills related services levels provided to students with learning difficulties by school administration at classroom level, and these differences were in the favor of teachers. As table 44 shows, Tukey Test also found a significant difference at $p \leq 0.05$ level in the means' views of school principals and educational supervisors about the educational support knowledge and skills related services provided to students with learning difficulties by school administration at the classroom level as this difference was for the favor of school principals.

Research Key Question 13: Are there any significant differences in the level of educational support knowledge and skills related services offered by school administration to students with

learning difficulties at school level according to the job variable (teacher, principal, and educational supervisor)?

To answer the above questions, the means and standards deviations for the target groups' views about the level of educational support knowledge and skills related services provided by school administration at the school and education system levels to students with learning difficulties according to the study sample job variable (teacher, principal and supervisor) were calculated. Table 45 below explains this.

Table 45: Means and standard deviations of study sample views of the educational support services provided by school administration at the school level to students with learning difficulties according to job variable.

Job	N	Mean	SD
School principal	61	3.6109	2.14
Teacher	406	3.2966	0.70
Educational supervisor	80	2.9617	0.51
Total	547	3.2826	0.96

Table 45 indicates that there were apparent differences in the means of study sample views about the level of educational support knowledge and skills related services offered to students with learning difficulties by school administration at the school and education system levels according to the study sample job variable (teacher, principal, and supervisor). To find out whether these differences were significant, one-way ANOVA was performed as this is shown in table 46 below:

Table 46: One-way ANOVA test results to examine the differences in the views of the study sample for the educational support knowledge and skills related services provided by school administration at school level to students with learning difficulties according to job variable

	Source of difference	Sum of squares	Df	Mean squares	F	Sig.
Service provided by school administration at school level	Between subjects	14.895	2	7.447	8.252	*0.000
	Within subjects	490.970	544	0.903		
	Total	505.865	546			

*Significance at $p \leq 0.05$ level

Table 46 shows that there are significant differences at $p \leq 0.05$ level in the study sample views about the educational support knowledge and skills related services provided by school administration at the school and education system levels to students with learning difficulties according to the study sample job variable (teacher, school principal and educational supervisor). Tukey Test was performed in order to determine in which job variable the differences in the views of the study sample towards educational support knowledge and skills related services existed. Table 47 shows the test results.

Table 47: Tukey test results for the differences in the study sample views of educational support knowledge and skills related services provided at the school level by school administration according to job variable

School type	Teacher	Principal	Supervisor
Teachers		*-0.31	*0.33

Principal			*0.65
Supervisor			

*Significance at $p \leq 0.05$ level

Tukey Test found that there was a significant difference at $p \leq 0.05$ level in the means of views of teachers and educational supervisors about educational support knowledge and skills related services levels provided to students with learning difficulties by school administration at school and education system levels, and this difference was in favor of teachers. As table 47 shows, Tukey Test also found a significant difference at $p \leq 0.05$ level in the means' views of teachers and school principals towards the services provided to students with learning difficulties by school administration at the school and education system levels, as this difference was in favor of teachers too. There was also a significant difference at $p \leq 0.05$ level in the means of views of school principals and supervisors towards the services provided to students with learning difficulties by school administration at the school and education system levels, as this difference was for the favor of principals.

Research Key Question 14: Are there any significant differences in the teachers' teaching skills according to their gender, type of school (government, private and UN schools) and the interaction between them?

To answer the above question, the means and standards deviations for the teachers' views towards the teaching skills they use to teach students with learning difficulties according to teachers gender and the type of school they work in (government, private & UNRWA). Table 48 below shows the results.

Table 48 shows that there were apparent differences in the means of views of teachers towards the teaching skills they have related to teaching students with learning difficulties according to the teachers gender and the type of school that teachers work in (government, private & UNRWA). To determine whether these differences were significant, two way ANOVA was performed and table 49 below presents the results.

Table 48: Means and standard deviations of teachers' views of their teaching skills related to teaching students with learning difficulties according to teachers' gender and type of school.

Gender		School Type			
		Government	Private	UNRWA	Total
Male	M	1.79	1.90	1.87	1.82
	SD	0.39	0.52	0.41	0.42
Female	M	1.98	2.01	2.15	2.00
	SD	0.41	0.37	0.46	0.41
Total	M	1.94	1.99	2.12	1.96
	SD	0.42	0.41	0.45	0.42

Table 49: Two-way ANOVA results to examine differences in means of teachers' views of teaching skills related to teaching students with learning difficulties according to teachers' gender and type of school.

Source of difference	Sum of Squares	Df	Mean Square	F	Sig.
Gender	0.640	2	0.320	1.900	0.151
School Type	0.298	2	0.149	9.299	0.414
Gender*school type	0.087	2	0.043	1.363	0.773
Error	65.473	399	0.168		
All	66.498	405			

*Significance at $p \leq 0.05$ level

As shown in table 49, there was no significant difference at $p \leq 0.05$ level in the means of teachers views towards the teaching skills they have that are related to teaching students with learning difficulties according to the teachers gender and type of schools they work in.

Research Key Question 15: What is the type of training that each target group previously received?

The above key question can be answered by answering the following four sub-questions:

1. What is the type of training received by teachers of students with learning difficulties in the last three years?
2. What is the type of training received by principals in relation to students with learning difficulties in the last three years?
3. What is the type of training received by educational supervisors in relation to students with learning difficulties in the last three years?
4. What is the type of training received by parents of students with learning difficulties in the last three years?

To answer the above sub-questions, percentages were calculated for the type of training received by the study sample. These are shown in tables 50 to 53 below:

Table 50: Percentages of the type of previous training obtained by teachers of children with learning difficulties.

Training	No. of trainees attended training	Percent
Did not attend any training	169	41.63%
Individual with special needs in general	44	10.84%
Learning difficulties & their causes	74	18.23%
Issues related to behavior	32	7.88%
Specific disabilities	4	1%
Inclusive education	41	10.08%
Communication skills	42	10.34%
Total	406	100%

Table 51: Percentages of the type of previous training obtained by principals

Training	No. of trainees attended training	Percent
Did not attend any training	50	82%
Individual with special needs in general	2	3.3%
Learning difficulties & their causes	0	0%
Issues related to behavior	1	1.6%

Specific disabilities	2	3.3%
Inclusive education	1	1.6%
Communication skills	5	8.2%
Total	61	100%

Table 52: Percentages of the type of previous training obtained by educational supervisors

Training	No. of trainees attended training	Percent
Did not attend any training	32	40%
Individual with special needs in general	9	11.2%
Learning difficulties & their causes	13	16.4%
Issues related to behavior	9	11.2%
Specific disabilities	0	0%
Inclusive education	8	20%
Communication skills	9	11.2%
Total	80	100%

Table 53: The type of previous training obtained by parents of students

Training	No. of trainees attended training	Percent
Did not attend any training	332	97.4%
Individual with special needs in general	5	1.4%
Learning difficulties & their causes	1	0.3%
Issues related to behavior	1	0.3%
Specific disabilities	0	0%
Inclusive education	1	0.3%
Communication skills	1	0.3%
Total	341	100%

Research Key Question 16: What is the type of training that each target group needs to undertake?

The above question can be answered by answering the four sub-questions below:

1. What is the type of training that teachers of students with learning difficulties would like to get?
2. What is the type of training that the principals would like to get in schools of students with learning difficulties?
3. What is the type of training that educational supervisors would like to get to help them in supervising teachers of students with learning difficulties?
4. What is the type of training that parents of students with learning difficulties would like to get?

To answer the above sub-questions, the percentages of the type of training programs that the study sample would like to get were calculated. Tables 54 to 57 show the results.

Table 54: Percentages of the type of training desired by teachers of students with learning difficulties.

Training	No. of trainees attended training	Percent
No desire to attend any training	65	16.1%
Individual with special needs in general	37	9.11%
Learning difficulties & their causes	121	29.80%
Issues related to behavior	63	15.52%

Specific disabilities	13	3.23%
Inclusive education	17	4.18%
Communication skills	18	4.43%
Assessing students with learning difficulties	36	8.86%
Teaching students with learning difficulties	36	8.86%
Total	406	100%

Table 55: Percentages of the type of training desired by school principals.

Training	No. of trainees attended training	Percent
No desire to attend any training	6	9.8%
Individual with special needs in general	11	18%
Learning difficulties & their causes	25	41%
Issues related to behavior	8	13.2%
Specific disabilities	0	0%
Inclusive education	3	4.9%
Communication skills	0	0%
Assessing students with learning difficulties	6	9.8%
Teaching students with learning difficulties	2	3.3%
Total	61	100%

Table 56: Percentages of the type of training desired by educational supervisors.

Training	No. of trainees attended training	Percent
No desire to attend any training	5	6.3%
Individual with special needs in general	18	22.5%
Learning difficulties & their causes	20	25%
Issues related to behavior	8	10%
Specific disabilities	2	2.5%
Inclusive education	4	5%
Communication skills	4	5%
Assessing students with learning difficulties	9	11.2%
Teaching students with learning difficulties	10	12.5%
Total	80	100%

Table 57: The type of training desired by parents of students with learning difficulties.

Training	No. of trainees attended training	Percent
No desire to attend any training	68	19.9%
Individual with special needs in general	27	7.7%
Learning difficulties & their causes	148	43.4%
Issues related to behavior	31	9.1%
Specific disabilities	2	0.6%
Inclusive education	10	2.6%
Communication skills	14	4.0%
Assessing students with learning difficulties	11	3.1%
Teaching students with learning difficulties	30	8.6%
Total	341	100%

Research Key Question 17: What is the support that teachers and educational supervisors need while receiving the desired training?

To answer the above question, percentages were calculated for the type of support that teachers and educational supervisors would need while they were receiving the desired training. Tables 58 and 59 show the results.

Table 58: Percentages for the type of support that teachers of students with learning difficulties need while getting the training, according to the type of training they need to obtain.

Type of Support	No. of Teachers	Percent
No support is needed	77	21.94%
Work unloading	73	20.80%
Covering training cost	201	57.26%
Total	351	100%

Note: The number of teachers who did not answer this item was 55.

Table 59: Percentages for the type of support that educational supervisor need while getting the training, according to the type of training they need to obtain.

Type of Support	No of Teachers	Percent
No support is needed	3	3.7%
Work unloading	35	43.8%
Covering training cost	42	52.5%
Total	80	100%

Research Question 18: Does the public educational system in Palestine have an operational policy and procedures that regulate the process of meeting the needs of students with disabilities in regular schools?

To answer this research question, a questionnaire was specifically developed to investigate whether there are policies and procedures in place in Palestine that regulate the process of meeting the needs of students with learning difficulties in regular schools. This questionnaire was directed to the Department of Special Education at the Palestinian Ministry of Education and was completed by the Director of the Department. This questionnaire was analyzed and the following information was obtained:

There is a law in Palestine that is related to teaching students with disabilities in the regular school and there is also a definition for each disability adopted by the Palestinian Ministry of Education. Further, there are educational, psychological, health and social intervention programs that have to be carried out at school before referring students for comprehensive assessment to determine their eligibility for special education. Moreover, there are specific procedures followed at schools if a student is found to have psychological or social problems that affect his/her academic and functional performance. These procedures include carrying out observation on student, describing the problem, and referring the student to the academic counselor by the school principal. The teachers who teach the referred student would follow up the student's case with the school academic counselor. There are certain procedures carried out by administrators, psychologists, social workers and other professionals with regard to students with learning difficulties. These procedures include the following:

1. Gathering information about the student from the student himself, his parents and teachers.
2. Holding individual sessions with the student to understand his/her problem and provide him/her with psychological and social support.
3. Communicating with student's parents to provide them with information necessary to make them understand their child's problems. Further, parents should also be provided with the skills necessary to deal with their child's problems.
4. Communicating with student's teachers and provide them with the knowledge and skills needed to deal with the student and help him to overcome his problems.

In addition, there are certain procedures carried out by supervisors and professionals in the educational zone with regard to dealing with students with learning difficulties including:

1. Developing the abilities and skills of educational supervisors in their supervision role to train teachers on how to deal with students with learning difficulties.
2. Providing follow-up and support to schools regarding students with learning difficulties.
3. Referring students with more serious problems in learning to specialized services.
4. Intervening in crises.

When the student is referred for comprehensive evaluation, a team of professionals carries out such evaluation and this team consists of 10 professionals including two special education specialists, two social workers, two speech therapists and two physical therapists.

In responding to the question related to the component of the Individual Education Plan (IEP) designed for persons with disability, the respondent stated that there is specific information in the Ministry policies that emphasize the IEP components and the persons who are responsible for its development.

With regard to the formal and informal assessment and diagnosis tools and tests adopted to assess and diagnose individuals with disabilities, the respondent reported that there are such tests and tools adopted by the Ministry of Education. The table below shows all of the tests used:

Table 60: Formal & informal assessment tools approved by the Palestinian Ministry of Education that are used to assess disabilities and difficulties among students

#	Name of Test	Author	Function Measured	Target Group
1	Wechsler IQ: modified version 2010	Wechsler	Mental functioning	Students aged between 6 & 16 years.
2	Arabic language test.	A team from the Ministry of Education.	Reading & writing	Students from grades 1 to 4
3	Math test	A team from the Ministry of Education.	Math skills	Students from grade 1 to 4
4	Speech & language	A team of speech therapists.	Speech & language	Students with speech &

	test		difficulties.	language disorders.
5	Motor skill assessment tool.	A team of physical therapists.	Fine & gross motor skills.	Students with motor problems.
6	Daily living skill assessment instrument.	A team of occupational therapists.	Independent living skills	Students with problems in independent living skills problems.
7	Behavioral & social skill assessment tool.	A team of social workers.	Behavioral & social skills.	Students with behavioral & social skills.
8	Unified general skill assessment instrument.	A team of professionals including: 1. Director of Special Education Department. 2. A team from the Resource Centre at the Ministry of Education. 3. The Head of Occupational Therapy Department at Bethlehem University.	Motor, speech, social, behavioral, academic, & independent living skills.	Students with motor, speech, academic, & social problems.

In responding to organizational chart, the respondent stated that there is an organizational chart for special education services at the Ministry of Education and for the educational zones sponsored by the Ministry.

As for the question related to the distribution of the specialized teachers in the regular schools, there are only ten specialized teachers in some schools who carry out their duties as intellectual disability teachers four of them having a diploma in special education and six have a Bachelor degree in special education.

With regard to the number of students who benefit from different forms of special education services or placement, the respondent stated that the number of these students is 6156 distributed among different special education placements as outlined in table 61 below.

Table 61: Number of students benefiting from different special education placements by gender & education stage

#	Type of Placement	Lower-Basic Education Stage		Upper-Basic Education Stage		Secondary Education Stage		
		Male	Female	Male	Female	Male	Female	Total
1	Ministry Day-care Schools.							
2	Special Education Classrooms in regular schools.	8	6					14
3	Resource Rooms in Regular Schools.	500	670					1170
4	Inclusive classrooms in Regular Schools.	1195	991	1262	1082	204	238	4972
	Total	1703	1667	1262	1082	204	238	6156

With regard to the number of specialized persons who work in the field of special education, the respondent reported that there have been 816 people working in the field as table 62 below shows:

Table 62: The number & specialty of professionals working in the field of special education

#	Type of Specialty						
	Physical Therapists	Speech Therapists	Social Workers	General Academic Supervisors	Teachers	Special Education Supervisors	Occupational Therapists
	2	2	2	714	90	4	2

Tables 63, 64, 65, and 66 show the number of students served by various special education placements by gender and type of disability.

Table 63: Students with intellectual disability served by gender, education stage and type of placement

#	Type of Placement	Lower-Basic Education Stage		Upper-Basic Education Stage		Secondary Education Stage		
		Male	Female	Male	Female	Male	Female	Total
1	Ministry Day-care Schools.							
2	Special Education Classrooms in regular schools.							
3	Resource Rooms in Regular Schools.							
4	Inclusive classrooms in Regular Schools.	91	122	113	164	14	14	518
	Total	91	122	113	164	14	15	518

Table 64: Students with hearing impairment served by gender, education stage and type of placement

#	Type of Placement	Lower-Basic Education Stage		Upper-Basic Education Stage		Secondary Education Stage		
		Male	Female	Male	Female	Male	Female	Total
1	Ministry Day-care Schools.							
2	Special Education Classrooms in regular schools.							
3	Resource Rooms in Regular Schools.							
4	Inclusive classrooms in Regular Schools.	151	127	243	191	42	60	814
	Total	151	127	243	191	42	60	814

Table 65: Students with learning disability served by gender, education stage and type of placement

#	Type of Placement	Lower-Basic Education Stage		Upper-Basic Education Stage		Secondary Education Stage		
		Male	Female	Male	Female	Male	Female	Total
1	Ministry Day-care Schools.							

2	Special Education Classrooms in regular schools.							
3	Resource Rooms in Regular Schools.	500	670					1170
4	Inclusive classrooms in Regular Schools.	91	122	113	164	14	15	519
	Total	591	792	113	164	14	15	1689

Table 66: Students with visual impairment served by gender, education stage and type of placement

#	Type of Placement	Lower-Basic Education Stage		Upper-Basic Education Stage		Secondary Education Stage		
		Male	Female	Male	Female	Male	Female	Total
1	Ministry Day-care Schools.							
2	Special Education Classrooms in regular schools.							
3	Resource Rooms in Regular Schools.							
4	Inclusive classrooms in Regular Schools.	209	180	355	240	85	94	1163
	Total	209	180	355	240	85	94	1163

In relation to promoting students with disabilities from one grade to another at school, the respondent stated that there are documented regulations in place that show grade promotion for these students. The respondent also reported that there is a vision for special education department in the Ministry of Education but there is no specific budget allocated by the Ministry to meet the needs for students with disabilities.

With regard to training for those who work in the field of special education, the respondent stated that such training is only offered as follows:

1. Workshops carried out for newly appointed staff before taking-up employment.
2. Specific and specialized on-job workshops for employees.
3. Workshops for newly appointed teachers and principals.
4. Professional Diploma in Special Education.
5. Various types of workshops in different fields such as computer, plans and report writing, drama, music...etc.
6. Other workshop in and outside the country.

Summary of Results

This research project investigated the educational support knowledge and skills related services provided to students with learning difficulties in the regular school system by different target groups namely teachers, parents, school principals, school administration and educational supervisors. Members of each group responded to a questionnaire that was specifically designed for them to measure the level of the services provided by them to students with learning difficulties. Further, each target group members gave their views of these services provided to students with learning difficulties by other target groups. Taking into account the total scores of each scale, the study results revealed that the level of the services provided by many target group members were above the cut-off score while the level of these services provided by many other members was below the cutoff score. Considering each item in the scales, the results revealed that some items in each scale was also above the cutoff score while some others were below the cutoff score. The items above the cutoff score were considered less problematic and those below the cutoff score were more problematic and need to be remediated. As shown below, the items that were below the cut-off score for each target group are discussed in details because they are important for the purpose of identifying the training needs of each target group.

The following is a summary of educational support knowledge and skills related services as reported by members of each target group in the study offered to students with learning difficulties in the regular schools.

Regular Classroom Teachers

By referring to table 1 and 32 above, the regular classroom teachers, in their views, were found to have eleven problematic items and 31 less problematic items. The 11 problematic items were as follows:

1. Planning individual education programs for students with learning difficulties.
2. Considering the learning styles of students with learning difficulties.
3. Teaching students with learning difficulties.
4. Making changes to curriculum content and activities to help students with learning difficulties learn.
5. Meeting the individual needs of students in the classroom.
6. Planning weekly and daily educational programs.
7. Organizing classroom environment in a way that is suitable to students with learning difficulties.
8. Identifying the current level of students in the various academic subjects
9. The ethical awareness of and commitment to the teaching profession for students with learning difficulties.
10. Using cooperative learning strategies.
11. Using various instructional strategies such as peer tutoring and student-teacher.

The vast majority of the other target groups in the study (principals, educational supervisors, and students with learning difficulties and their parents) believed that teachers have problems with

the following items related to the educational support knowledge and skills related services provided to students with learning difficulties:

1. Designing behavioral intervention plans to overcome behavior problems that may arise among students.
2. Planning individual education programs for students with learning difficulties.
3. Lack teaching skills that can be used to teach students with learning difficulties.
4. Do not have enough skills to modify the behavior of students with behavior problems.
5. Problems with using different teaching and technological skills in teaching students with learning difficulties.
6. Problems with following up the progress made by students with learning difficulties using precise recording techniques.
7. Teachers lack the training to teach students with learning difficulties.
8. Teachers have difficulties in making changes to curriculum content and activities to help students with learning difficulties to learn.
9. Teachers have difficulties in making accommodations on the classroom environment to fit students with learning difficulties.
10. Teachers have difficulties in seeing the importance of obtaining professional consultations related to academic issues and others for students with learning difficulties.
11. Teachers have difficulties in designing achievement tests that are appropriate to the levels of students with learning difficulties.
12. Teachers have difficulties in realizing the importance of learning styles for students with learning difficulties.
13. Teachers do not keep communication channels with parents of students with learning difficulties to discuss issues related to their children.
14. Teachers have difficulties in following up the child individual education program.
15. Teachers are less likely to consider carefully students' personal interests.
16. Teachers are less likely to follow up students' learning difficulties.
17. Teachers have difficulties in giving students homework that is appropriate to their levels and abilities.
18. Teachers are less likely to make serious effort to help students with learning difficulties learn.
19. Teachers have problems/ are less likely to design worksheets for students with learning difficulties that are appropriate to their abilities and academic level.
20. Teachers are less likely/have difficulties in carrying out changes on learning materials to make them appropriate to their abilities and academic level.

School Principals

By referring to table 2 in this report, the school principals, in their views, were found to have problems with five items and no problems with the rest of items (5 items). The five problematic items were as follows:

1. Not much familiar with the characteristics of students with learning difficulties.
2. Do not have an appropriate knowledge about the learning and teaching methods for students with learning difficulties.

3. Do not have an appropriate knowledge related to individual education programs for students with learning difficulties.
4. Not much familiar with the appropriate procedures to refer students with learning difficulties to special education services.
5. Less likely to/cannot plan awareness campaigns for parents of students with learning difficulties on issues related to the learning difficulties that their children have.

The vast majority of the other target groups in the study (teachers, and educational supervisors) found that school principals have problems with the following items related to the educational support knowledge and skills related services provided to students with learning difficulties:

1. The familiarity of the school principals with the characteristics of students with learning difficulties.
2. The school principals' knowledge about the learning and teaching methods for students with learning difficulties.
3. School principals' familiarity with the appropriate procedures to refer students with learning difficulties to special education services.
4. School principals' knowledge related to individual education plans for students with learning difficulties.
5. School principals' provision of training to teachers on how to identify and teach students with learning difficulties.
6. School principals' ability to plan awareness campaigns for parents of students with learning difficulties on issues related to the learning difficulties that students have.

Educational Supervisors

By referring to table 3 above, the educational supervisors, in their views, were found to have more problems with four items and fewer problems with the rest of items (4 items). The four problematic items were related to:

1. Offering advice and guidance to teachers in providing special programs to students with learning difficulties.
2. Carrying out any changes or modifications in the nature of supervision for teachers who teach students with learning difficulties.
3. Offering advice and guidance to teachers in their teaching of students with learning difficulties in relation to the number of teachers supervised.
4. Supervising teachers who teach students with learning difficulties in relation to the number of schools visited by educational supervisors.

The vast majority of the other target groups in the study (teachers and school principals) believed that educational supervisors have problems with the following items related to the educational support knowledge and skills related services provided to students with learning difficulties:

1. The educational supervisor enjoyment level when supervising teachers when teaching students with learning difficulties.
2. The educational supervisor freedom to carry out any changes or modifications in supervising teachers of students with learning difficulties
3. The educational supervisor training needs in the field of educational supervision of teachers in teaching students with learning difficulties
4. The educational supervisor knowledge, experience and skills to supervise teachers of students with learning difficulties.
5. The educational supervisor ability to offer advice and guidance to teachers of students with learning difficulties.
6. The number of teachers that the educational supervisors are supervising and whether this number is preventing them from offering advice and guidance to teachers of students with learning difficulties.
7. The number of schools that the educational supervisor is visiting and whether this number of visits prevents him from supervising teachers of students with learning difficulties.

Parents of children with learning difficulties

By referring to table 4 above, parents of students with learning difficulties, in their views, were found to have more problems with nine items and fewer problems with the rest of items (8 items). The nine problematic items were related to:

1. Parents' understanding of the learning material in order to help their child with learning difficulties learn.
2. The time that is available to parents to help their child with learning difficulties learn.
3. Parents' view of their child with learning difficulties responsibility for his learning difficulties.
4. Parents' request for help from their child's teachers when they face difficulties in helping him to learn.
5. Parents' cooperation with their child teachers to overcome his learning difficulties.
6. Child learning difficulties and characteristics.
7. Parents' use of different teaching and technological means such as computers when helping their child to learn.
8. Parents' initiation of visits to school to follow up their child academic affairs.
9. Parents' communication with other parents of children with learning difficulties in order to exchange experiences.

The vast majority of the other target groups in the study (teachers, principals & parents) believed that educational supervisors have problems with the following items related to the educational support knowledge and skills related services provided to students with learning difficulties:

1. Parents' awareness of the learning difficulties that their children have.
2. Parents' serious consideration of their children learning difficulties.
3. Parents' support of their children when doing their homework.

4. Parents' familiarity with their children learning difficulties and their characteristics.
5. Parents' cooperation with the teachers of their children to overcome their learning difficulties.
6. Parents' participation in the different activities held at their children school.
7. Parents' awareness of the importance of resource rooms at school to help their children to learn.
8. Parents' agreement to teach their children with learning difficulties for part of the time in the resource room.
9. Parents' communication with each other to exchange experiences.
10. Parents' ability in helping their children to learn.
11. The time that family members have to help their children in their studies.
12. Parents' continuous visit to their children school.
13. Family members use of different teaching and technology strategies such as computer and others when they help their children to learn.
14. Parents seeking help from teachers or other professionals when finding any difficulties in teaching their children.

*Educational support knowledge and skills related services provided to students with learning difficulties by school administration at **classroom level** in the target groups point of view (teachers, school principals, educational supervisors, and students with learning difficulties & their parents)*

Teachers believed that the school administration has more problems related to educational support knowledge and skills related services items below provided to students with learning difficulties at the classroom level:

1. Teachers' satisfaction with the classroom environment where students with learning difficulties learn.
2. The availability of various learning and technology materials in the classroom where students with learning difficulties learn.
3. Whether the regular classroom is the ideal place to teach students with learning difficulties.
4. The behavior problems among students in the classroom.

School principals believed that the school administration has more problems related to educational support knowledge and skills related services items below provided to students with learning difficulties at the classroom level:

1. School principals' satisfaction with the classroom environment where students with learning difficulties learn.
2. School principals concern about the number of students in the classroom and whether this number helps students with learning difficulties learn.
3. The school principals' satisfaction with the various learning and technology materials available in the classroom where students with learning difficulties learn.

4. The school principals' views whether the ideal place to teach students with learning difficulties is the regular classroom.
5. School principals' views whether students with learning difficulties feel comfortable in their classroom.
6. The school principals' views whether the classroom environment encourages students with learning difficulties to interact.
7. School principals' views whether students have behavior problems. in the classroom.

Educational supervisors believed that the school administration has more problems related to educational support knowledge and skills related services items below provided to students with learning difficulties at the classroom level:

1. The satisfaction with the classroom environment where students with learning difficulties learn.
2. Whether the number of students in the classroom helps students with learning difficulties learn.
3. Whether the classroom where students with learning difficulties learn contains various learning and technology materials that help them learn.
4. Whether the regular classroom forms a safe environment for students with learning difficulties.
5. Whether the ideal place to teach students with learning difficulties is the regular classroom.
6. Whether students with learning difficulties feel comfortable in their classroom.
7. Whether students in the classroom have behavior problems.

Parents of students with learning difficulties believed that the school administration has more problems related to educational support knowledge and skills related services items below provided to students with learning difficulties at the classroom level:

1. The satisfaction with the classroom environment where students with learning difficulties learn.
2. Whether the number of students in the classroom is appropriate and helps children learn.
3. Whether children with learning difficulties feel safe & comfortable in their classroom.
4. Whether the classroom where students with learning difficulties learn contains various learning and technology materials that help students learn such as computer and others.

Students with learning difficulties believed that the school administration has more problems related to educational support knowledge and skills related services items below provided to them at the classroom level:

1. Whether the classroom environment is clean and tidy.
2. Whether the number of students is appropriate and whether it negatively influences learning.
3. Whether the classroom contains various learning and technology materials that are used in teaching such as computer and TV.
4. Whether students feel safe and comfortable in classroom.

5. Whether the general atmosphere in the classroom encourages students to learn.
6. Whether the behavior of students is controlled and disciplined.
7. Whether classmates offer the needed help and support to each other in the classroom.

*Educational support knowledge and skills related services provided to students with learning difficulties by school administration at **school and education system levels** from the target groups point of view (teachers, school principals, educational supervisors, and students with learning difficulties & their parents)*

Teachers believed that the school administration has more problems related to educational support knowledge and skills related services items below provided to students with learning difficulties at the **school and education system levels**:

1. Whether there is a clear teaching and learning policy in school that focus on how to make students with learning difficulties acquire the basic skills in reading and mathematics.
2. Whether there is a clear educational policy in school that focus on how to make students with learning difficulties acquire different life concepts such as responsibility and independency.
3. Whether there is a clear policy in school which urges teachers to plan individual education programs to every student with learning difficulties.
4. Whether the school meets educational needs for all students with learning difficulties.
5. Whether there is an educational supervisor in school who offers advice and guidance for teachers on how to teach students with learning difficulties.
6. Whether the school focuses on the importance of existing behavioral intervention plans for students with learning difficulties.
7. Whether there is a clear policy in school to involve parents of students with learning difficulties in the educational process of their children and other school activities.
8. Whether the school environment is appropriate for students with learning difficulties.
9. Whether the school offers a resource room that is fully and effectively equipped to teach students with learning difficulties.

Principals believed that the school administration has more problems related to educational support knowledge and skills related services items below provided to students with learning difficulties at the **school and education system levels**:

1. Whether there is clear teaching and learning policy in school that focus on how to make students with learning difficulties acquire the basic skills in reading and mathematics.
2. Whether there is a clear policy in school which urge teachers to plan individual education programs to every student with learning difficulties.
3. Whether the school meets educational needs for all students with learning difficulties.
4. Whether there is an educational supervisor in school who offers advice and guidance for teachers on how to teach students with learning difficulties.
5. Whether the school environment is appropriate for students with learning difficulties.

6. Whether the school offers a resource room that is fully and effectively equipped to teach students with learning difficulties.

Educational supervisors believed that the school administration has more problems related to educational support knowledge and skills related services items below provided to students with learning difficulties at the *school and education system levels*:

1. Whether there is clear teaching and learning policy in school that focus on how to make students with learning difficulties acquire the basic skills in reading and mathematics.
2. Whether there is a clear educational policy in school that focus on how to make students with learning difficulties acquire different life concepts such as responsibility and independency.
3. Whether there is a clear policy in school which urge teachers to plan individual education programs to every student with learning difficulties.
4. Whether the school meets educational needs for all students with learning difficulties.
5. Whether school system in assessing achievement level of students is good.
6. Whether there is an educational supervisor in school who offers advice and guidance for teachers on how to teach students with learning difficulties.
7. Whether the school environment is appropriate for students with learning difficulties.
8. Whether the school environment attracts students and encourages him to learn.
9. Whether the school offers a resource room that is fully and effectively equipped to teach students with learning difficulties.

Parents of students with learning difficulties believed that the school administration has more problems related to the educational support knowledge and skills related services items below provided to their children with learning difficulties at the *school and education system levels*:

1. Whether the school makes an appropriate effort in teaching different life skills such as responsibility and independency to students with learning difficulties.
2. Whether the school provides individual teaching sessions to student with learning difficulties.
3. Whether there is a policy in school to involve parents in the educational process for their children, especially, parents of students with learning difficulties.
4. The satisfaction with the educational and academic experiences provided by School to students with learning difficulties.
5. Whether the school keeps communication with parents of children with learning difficulties.
6. Whether the school provides many opportunities to involve parents of students with learning difficulties in different school activities.
7. Whether the school forms an academic environment that attracts and encourages students with learning difficulties to learn.
8. Whether the school provides a special room that is fully equipped to teach students with learning difficulties.
9. Whether the school organizes non-curriculum activities to students with learning difficulties.

Students with learning difficulties believed that the school administration has more problems related to the educational support knowledge and skills related services items below provided to them with learning difficulties at the *school and education system levels*:

1. Students' satisfaction with the progress they made at school.
2. Whether the school is free of noise and disturbances.
3. Whether the school provides a special room that is fully equipped to teach students with learning difficulties.

With regard to the public educational system in Palestine and whether has an operational policy and procedures that regulate the process of meeting the needs of students with disabilities in regular schools, and according to the information given by the director of Special Education Department at the Palestinian Ministry of Education, the following can be concluded:

1. The Palestinian society has a law emphasizes on the rights of children with disabilities to learn in the regular schools.
2. There is a definition for all categories of disability in Palestine that is approved and adopted by the Ministry of Education.
3. There are specific procedures followed at schools if a student is found to have psychological or social problems affect his/her academic and functional performance.
4. These procedures include carrying out observation on student, describing the problem, and referring the student to the academic counselor by the school principal.
5. There is a team of professionals which carries comprehensive assessment if certain students are referred for comprehensive.
6. The team who does comprehensive assessment consists of 10 professionals including two special education specialists, two social workers, two speech therapists and two physical therapists.
7. There are specific information in the Ministry of Education policies emphasizing the IEP components and the persons who are responsible for its development.
8. There are formal and informal assessment tests and tools adopted by the Ministry of Education and used to assess and diagnose individuals with disabilities.
9. There is an organizational chart for special education services at the Ministry of Education and for the educational zones sponsored by the Ministry.
10. There are ten specialized teachers in some schools who carry out their duties as intellectual disability teachers, four of whom having a diploma in special education and six have a Bachelor degree in special education.
11. There are around 6156 students with various disabilities who benefit from different forms of special education services in different educational placements. These students are distributed among different special education placements as outlined in tables above.

12. There are 816 specialized persons who work in the field of special education in regular schools.
13. There are documented regulations in place in Palestine that show promotion from one grade to another for students with disabilities.
14. There is a vision for special education department in the Ministry of Education.
15. There is no specific budget allocated by the Ministry of Education to meet the needs for students with disabilities.
16. There is a policy at the Ministry of Education to offer training workshops for newly appointed teachers, principals and educational supervisors. Training also offered to those who are already employed.

Recommendations and Conclusion

Based on the results reached in this research project, the following recommendations regarded the needed trainings have been identified:

1. According to the teachers themselves and from the point of view of schools' principals, educational supervisors, and students with learning difficulties and their parents, teachers lack much knowledge and many skills needed to meet the needs of students with learning difficulties. These needs can be met by providing these teachers with a university official training such as a master's degree in special education with an emphasis on learning difficulties and environmental learning difficulties.
2. According to educational supervisors and according to the views provided by teachers and school principals, educational supervisors lack the knowledge and the skills needed to supervise the work of teachers in teaching students with learning difficulties. Therefore, and in order to be more effective educational supervisors, they should follow a university training in special education and the master's degree program that is designed for teachers can also fit the supervisors with a focus on topics related to supervision in their graduation dissertation.
3. According to the school principals, and from teachers and parents' point of view, school principals also lack the knowledge and skills related to dealing with students with learning difficulties. They need also to learn how to provide his teachers at school with the needed help and support in teaching students with learning difficulties. School principals can also undertake the master's degree in special education with an emphasis on administrative issues related to students with learning difficulties in their dissertation.
4. The educational support knowledge and skills related services provided to students with learning difficulties by the school administration at the classroom and school levels are limited. Therefore, improving such services can be achieved by designing a tailor-made training program to school administrators and people from the Ministry of Education. This training can take the form of a certificate or a series of workshops.
5. Parents also have been found to experience difficulties in dealing with their children with learning difficulties. To equip these parents with the needed knowledge and skills to overcome their difficulties, awareness campaigns and series of workshops should be designed for them to meet their needs as outlined above in the summary section.

6. Since the Ministry of Education in Palestine is providing somehow good services for students with disabilities in the regular schools and the base of services is existed, then it is more feasible to build on these existed services and develop them by offering the needed training programs as outlined in points one to five above.

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