

## **The effectiveness of Learning Disabilities Programs and Services Among Children with (LD) in Light of Special Education Quality Standards**

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### **Abstract**

*This study conducted during (2014-2015) in special educational center, Khartoum state- Sudan. It investigates to quality of (LDPS) among (CLD). The researcher used descriptive methods, applied quality of (LD) programs services questionnaire, designed by researcher used as study tool. The community of this study consisted from teachers in. Sample was chosen randomly included (43) teachers of (LD) and (20) (CLD). Researcher used statistical package for social sciences (SPSS) depends on T-test for one sample, one-way analysis of variance, Pearson correlation coefficient and T-test for independent sample. The results are as following: The quality of learning disabilities programs and services among (CLD) is positive, the quality of the curriculum is significant, the quality of teaching strategies is significant, the level of the quality of classroom environment is significant, and the quality of the supportive services is significant.*

**Key words:** Supportive Services, Curriculum, Teaching strategies, Classroom Environment.

### **1. Introduction**

Institutional support to quality teaching might help institutions to face upcoming challenges regarding teaching. Quality teaching might be considered as a distinctive feature contributing to the overall quality of the institution, along with scientific reputation and the quality of learning environment. Evaluating of teaching pupils with learning disabilities (LD), requires providing special programs and services that will enable them to receive the utmost benefit from the curriculum, modifications of the current curriculum, also are need it to develop, affirm themselves, and ensure their integration in the regular class and broader community. The National LD Professional Senate (2015) This means offering up the maximum investment in their cognitive, social, professional, and emotional potentials, Pupils with learning disabilities should be enabled to live full lives with more opportunities and less exposure to harm, as well as experience health outcomes in line with the wider general population. Two key issues underpin the current delivery of services for people with learning disabilities (LD): Transforming Care program as a result of the abuse at Winterbourne View, and the Confidential Inquiry into the Premature Deaths of people with learning disabilities (LD). A recent study conducted by Burch (2015) shows that they exhibit a wide range of symptoms. These include problems with reading, mathematics, comprehension, writing, spoken language, or reasoning abilities. Hyperactivity, inattention and perceptual coordination also may be associated with learning disabilities (LD) but are not learning disabilities themselves. The primary characteristic of a learning disability is a significant difference between a child's achievement in some areas and his or her overall intelligence. Williams suggested that, the brief of defined pupil with a learning disability as having: A significantly reduced ability to understand new or complex information and to learn new skills (impaired intelligence), A reduced ability to cope independently (impaired social functioning), Evidenced before adulthood, with a lasting effect on development. The National learning disabilities Professional Senate (2015) indicate that it will necessitate valuing professional interventions that commonly require more than face-to-face activity. As a result, commissioners will need to agree a wider range of activity reports and measures related to indirect patient support in line with the five essential functions of specialist community learning disability services. This work should be in line with national institute of clinical excellence and the care quality commission guidance on evidence-based interventions and effective service arrangements, and meeting the varying cultural needs of local communities. They should make sure that services are provided equitably to all

who need them, including people with complex disabilities and circumstances so that people with learning disabilities (LD) have positive experiences. Mark et al (2010) revealed that specific learning disability define (SLD) is disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia, Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage. Gore et al. (2014) point that Support Services is accountable to be responsive and transparent in sharing information with the community. Fitzpatrick et al. (2008) indicate that Curriculum, Instruction and Assessment - Use best practices and sound educational research to improve instructional programs, Application of Curriculum and Instruction Formulate instructional design competencies related to strategies for growth in curriculum planning, decision-making, and problem solving and change management, Evaluation - evaluate the instructional processes, strategies, techniques and methodologies (strategies for growth in planning, decision-making, problem solving, and change management) in an educational institution, relevance of established theory to current education practice and identify gaps in current literature. Gore (2014) indicate that Provision of environments that are suited to the needs of children, young people, adults and older people with learning disabilities (this should include a consideration of how predictable the environment is; levels of stimulation, and the quality and frequency of interactions with other people. Researcher pointed that supplementary aids and services procedurally may include, but are not limited to the services of various personnel that provide direct instruction, indirect consultation, and related supportive services, supplementary aids and services permit different instructional designs to enable the disabled student to receive special education services in the general education classroom, they may be combined in various ways and tailored to the individual student, for example, a student may receive the supplementary aids and services of Special Education Teacher Support Services, Related Services and Assistive Technology, similarly and a student may receive Special Education Teacher Support Services for part of their day in the general education classroom and special class services for part of their day with Related Services.

**2. Service Delivery:** Special Education Policy (2013) point that the special Education service delivery of the District is based on a continuum of placement options ranging from non-specialized classes with special education resource support to specialized classes and schools where needs dictate. Specialized class locations shall be based on geographically defined catchment areas and designated schools. Special Education Programs and Services and school catchment areas will be reviewed regularly in consultation with various stakeholders. Burch (2015) indicate that the organization supporting people with learning disabilities, estimates that at least 20% of Australian children are currently struggling with learning difficulties and 3 percent to 5 percent of students are known to have a developmental learning disability. From those students identified with a learning disability, four out of every five are assessed as having a reading disorder (or reading disability), commonly known as dyslexia. Commission for Social Care Inspection, Health care Commission and Mental Health Act Commission (2009) indicate that Services, we found that people were benefit ting from more choice in housing with plans for the last few people in inappropriate NHS campuses to move to accommodation more suited to their needs. Choices for day services and activities had improved Commission for Social Care Inspection .

**3. Challenges of Evaluating Special Education Teachers:** Evelyn and Semmelroth (2013) indicate that with a clearly defined purpose of improving instructional practice, designing a special education evaluation tool in theory should be a straightforward task. However, numerous challenges to evaluating special education teachers exist and can be categorized in the following areas: (a) Special education teachers work with a very heterogeneous group of students across a variety of settings, (b) require specially designed instruction that is individualized depending on student need, (c) unresolved labour market and teacher preparation issues undermine teacher quality in special education and have led to a “substandard quality of education for students with special needs and (d) competing demands of the special education teacher (paper work, meetings), limit the time that special education teachers actually spend on instruction. Al-Zoubii and Abdel Rahmani (2012) suggested that special education programs seek to provide quality programs eventually lead to effective educational output that helps learners with learning disabilities to progress and develop.

**4. Determining the Need for a Comprehensive Evaluation:** Mark et al (2010) point that when a student is referred to a Planning and Placement Team (PPT) because a specific learning disability is suspected, the PPT must first review information to determine whether a comprehensive evaluation needs to be conducted. In making this decision, the team should consider whether “alternative procedures and programs”, were implemented in regular education. Some of the questions the team should explore as they decide whether the student should be evaluated to determine eligibility for special education:

- Has the student been in general education, had reasonable exposure to the curriculum and been actively engaged in instruction?
- What types of strategies and interventions have been used to instruct and support the student? Have the strategies and interventions been successful?
- Why or why not?
- Are there additional general education strategies and interventions that should be in place and tried before a comprehensive evaluation is considered?
- Are there data to suggest that the student has received appropriate instruction, including, math and reading interventions with on-going progress monitoring and formative evaluation of specific skills?
- Have data been collected and reviewed to determine that the student has not met benchmark expectations?
- Might the student’s learning problems be primarily due to a visual, hearing, or motor, impairment, or to a disability other than a specific learning disability?
- If so, the team should consider recommending an appropriate evaluation based on these concerns, has the impact of the student’s sociocultural background been considered?
- Has the student been provided with culturally relevant instruction?

**4. Supplementary Aids and Services:** Paula (2014) point that the individualized education programs team considers possible aids, services, and other supports that are provided in general education classes or other education-related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate. What Is an IEP? The IEP is the document that outlines the special education and related services that your school district will provide for your child at no cost to you. Services will be based on information gathered from evaluations, state and district assessments, and current levels of achievement on IEP goals and in the general education curriculum. The IEP provides a written record of decisions made at IEP meetings.

**5. Services and Modifications for (CLD):** Paula (2014) revealed that the individualized education programs outline the special education, related services, and other supports your child will receive. Specific services and supports are given so that your child can, as much as is appropriate: Advance toward accomplishing annual goals, Learn and participate with other children with and without disabilities, Participate and make progress in the general education curriculum, participate in extracurricular or non-academic activities, each service should be based on research to the extent practical and give clear direction to staff on how to serve your child. Terms such as “when available” and “if necessary” should be avoided unless further clarified. Services and modifications include special education and related services, supplementary aids and services, and program modifications and supports for school personnel as detailed in the following section.

### 1.1 Literature review:

Barnes (2014) indicate that there are many studies conducted about evaluating the quality of supplementary aids programs and related with some variable. Study conducted by Bert (2005) indicate that this case study describes services for students with disabilities at Karuna Home in Bylakuppe, Karnataka, India, Findings indicate that service providers embrace Tibetan Buddhist beliefs about individual worth and charitable service that can benefit the children and their caregivers in this life and the next, and that karma and other factors play roles in disability. Also, the areas of concern and needed professional development are described, including effective assessment of academic and behavioural needs, improved planning and instruction using data-based objectives, and reliable monitoring of student progress toward intended learning and behavioural outcomes. In addition, can inform others who endeavor to provide similar services to individuals with disabilities in small or unique populations. Al-Zoubii and Rahmani (2012) shows that the paper focuses on some essential elements

in theory and research of the educational effectiveness movement. Finally, related to the current situation in research, we will advocate the development and testing of a more dynamic model for educational effectiveness. The study conducted by Abbot et al. (2011) aimed to measure the effect of resource room on improving reading and arithmetic skills for learners with learning disabilities, Najran, Kingdom of Saudi Arabia. Their results revealed statistically significant differences favouring experimental group members, these differences, however, could not be attributed to gender. In an others study conducted by Somaily et al. (2012) shows that the students with LD in the resource classroom achieved at a better level than did those students who received their instruction in the caught classroom. Tamika et al (2013) in their conducted study aimed to investigating the parents of students with learning disabilities attitudes towards resource room in Najran, Kingdom of Saudi Arabia, and results showed that parents of students with learning disabilities were holding positive attitudes towards resource room. The researcher revealed also a statistically significant difference in the parents' attitudes that could be attributed to the variables of gender, the academic level, age, or the number of family members. In a recent study of Alnahdi (2014) conducted to investigate the quality of individual education programs and its influence on academic achievement, inclusion in general education classrooms, and curricular access for students with disabilities, the result indicates that the quality of progress monitoring information in academic-focused individual education programs goals demonstrated a negative association with student achievement. Individual education programs quality demonstrated no significant relationship to inclusion in general education classrooms or two measures of curricular access. Moreover, Gebhardt in (2013) conduct a study to examine how special education teachers perceive their preparation for transition services in Riyadh, Saudi Arabia; the findings indicated that teachers reported having negative perceptions of the transition service aspect of their preparation programs. He revealed no differences according to gender or educational background were observed. Implications and recommendations for teacher in-service and pre-service programs are discussed. The study the characteristics of children with a diagnosis of LD are evaluated in terms of standardized testing the results are seen as indication of the fact that precise guidelines for diagnosing LD in the school system and a transition to a system of evidence-based allocation of resources are urgently needed.

### **1.2 Aim of study:**

The aims of this study to determine the quality of learning disabilities programs and services, in light of "curriculum, classroom environment and supporting services", among children with learning disabilities, of high quality and safe services, which meet the needs of children with learning disabilities throughout the life course. Finally, study aims include:

1. Explore quality of the curriculum among children with learning disabilities?
2. Investigate quality of teaching strategies among children with learning disabilities?
3. Know quality of Resourcesroom environment among children with learning disabilities?
4. Know quality of the supportive services among children with learning disabilities?

### **1.3 Question of study:**

To verify their aims, the following question should be answering:

1. What the quality of the curriculum among children with learning disabilities?
2. What the quality of teaching strategies among children with learning disabilities?
3. What the quality of Resourcesroom environment among children with learning disabilities?
4. What the of quality of the supportive services among children with learning disabilities?

## **2. Martials and Methods**

### **2.1 Study design**

**2.1.1 Research Method:** In a study, the researcher used descriptive method, depend on analytical technique. In addition, were consists of questionnaire adapted by the researcher.

#### **2.1.2 Sample technic**

The researcher used a simply random sampling method. The sample was consisting of (67), include (24) children and (43) teacher of children with learning disabilities.

### 2.1.3 Tools Technique

The questionnaire was conducted by the researcher, is formed from (55) phrases distributed into four dimensions, the curriculum dimension includes (13) phrases, teaching strategies dimension includes (19) phrases, Resources room environment dimension includes (12) phrases. Supportive services dimension includes (11) phrases

In order to ensure the validity and reliability of the questionnaire form, it distributed to four instructors who had completed their doctorates and this form developed in accordance with the opinions of the instructors, then pilot were conducted and the value of reliability was found. It was about (0.92) and after that, the questionnaire forms became ready for application.

### 2.1.4 Practical Procedures

The principle of voluntarism was the pre-condition of participating in questionnaire. For the questionnaire, an explanation was prepared. The goal of the research and how the study would be carried out were clearly stated in it. In addition, it was emphasized that the identities of the participants would remain confidential. During the questionnaire, written forms were used. Questionnaire took place between 1-6 month, and the researcher used E-mailing technique to answering the questionnaire.

### 2.1.5 Data Analysis

After collecting data, the researchers used many tests are T- test for one sample, T-test for independent samples test, to examine the study hypotheses depend to SPSS program.

Materials and Methods are written in this area. Describe in detail the technic used, the Name and the references of laboratory materials used should be cited.

### 2.2 Study Group

It formed from male and female student with learning difficulties in special educational center, Khartoum, Sudan (35) of male and female pupils with learning difficulties. Also consisted major of learning difficulties teams there are including learning difficulties teachers, normal classroom teachers, directors of learning difficulties programs and directors of educational. It included the age group between 9-12 years, with an average 11 year, distributed in different gender and economic level as in table1

## 3. Results

**3.1. What the quality of the curriculum among children with learning disabilities?** To answer this question, the researcher used (T) test for one sample, table 3 shows the result.

**Table 1.** showed the quality of the curriculum among children with learning disabilities.

Variable	N	Test value	Mean	Std	T value	df	SG	Result
The Curriculum	67	19.5	29.17	7.37	18.4	23	0.000	high

Std = Standard deviation df= Degree of Free SG= Sigma Value

When we compare the mean respectively (29.17), with standard mean (19.5), we found the mean is greater than standard mean and the significant level (0.000) is greater than the sig value (0.000), this is means that the level of the appropriateness of the curriculum among children with learning disabilities is positive (high than normal level).

**3.2 What the level of quality of teaching strategies among children with learning disabilities?**

To answer this question, the researcher used (T) test for one sample, table 4 shows the result.

**Table 2.** shows the quality of the teaching strategies among children with learning disabilities.

Variable	N	Test value	Mean	Std	T value	df	SG	Result
Teaching Strategies	67	21	44.42	6.34	18.10	23	0.000	Significant

Std = Standard deviation df= Degree of Free SG= Sigma Value

When we compare the mean respectively (44.42), with standard mean (21), we found the mean is greater than standard mean and the significant level (0.000) is greater than the sig value (0.000), this is means that the level

of the appropriateness of teaching aids among children with learning disabilities is positive (high than normal level).

**3.3 what the level of quality of resource room environment among children with learning disabilities?**

To answer this question, the researcher used (T) test for one sample, table 5 showed the result.

**Table 3.** shows the quality of the resource room environment among children with learning disabilities.

Variable	N	Test value	Mean	Std	T value	Df	SG	Result
Resources room Environment	67	18	30.33	5.55	10.9	23	0.00	Significant

Std = Standard deviation df= Degree of Free SG= Sigma Value

When we compare the mean respectively (30.33), with standard mean (18), we found the mean is greater than standard mean and the significant level (0.000) is greater than the sig value (0.000), this is means that the level of the appropriateness of the classroom environment the curriculum among children with learning disabilities is positive (high than normal level).

**3.4 What the level of quality of the supportive services among children with learning disabilities?** To answer this question, the researcher used (T) test for one sample, table 6 showed the result.

**Table 4.** shows quality of the supportive services among children with learning disabilities.

Variable	N	Test value	Mean	Std	T value	df	SG	Result
Supportive Services	67	15	21.08	4.49	3.36	23	0.003	Significant

Std = Standard deviation df= Degree of Free SG= Sigma Value

When we compare the mean respectively (21.08), with standard mean (15), we found the mean is greater than standard mean and the significant level (0.000) is greater than the sig value (0.000), this is means that the level of the appropriateness of the supporting services among children with learning disabilities is positive (high than normal level).

**4. Discussion**

Our study research revealed that:

1. The quality of the curriculum among children with learning disabilities is significant (positive), this result is in line with study of Williams (2010) revealed that the fact precise guidelines for diagnosing LD in the school system and a transition to a system of evidence-based allocation of resources are urgently needed. Study of Mark et al. (2010) pointed that service provider’s beliefs about individual worth and charitable service that can benefit the children and their caregivers in this life and the next, Areas of concern and needed professional development are described, including effective assessment of academic and behavioural needs, improved planning and instruction using data-based objectives, and reliable monitoring of student progress toward intended learning and behavioural outcomes. Study of Gore & et al. (2014) explore that educational effectiveness of resource room on improving reading and arithmetic skills for learners with learning disabilities. In addition, study of Paula (2014) point that the students with LD in the resource classroom achieved at better level than did those students who received their instruction in the caught classroom. Study conducted by Somaily et al. (2012) point that parents of students with learning disabilities were holding positive attitudes towards resource room. This is in agreement report of Special Education Policy (2013) investigate that that the quality of progress monitoring information in academic-focused IEP goals demonstrated a negative association with student achievement. Moreover, this result disagrees with study of Tamika et al. (2013) point that teachers reported having negative perceptions of the transition service aspect of their preparation programs. Researcher suggested that consistent with this result, and this means a high level of awareness of responsible administration for learning disabilities programs, and its ability to accommodate the needs of people with learning difficulties, and provide adequate support of the quality of programs, and curriculum in line with their abilities, and works on giving them the quality of skills in the academic and developmental field.

2. The quality of the teaching strategies to children with learning disabilities is significant (positive), this result is in line with study of Paula (2014) revealed that the students with LD in the resource classroom achieved at a

better level than did those students who received their instruction in the caught classroom. Also, study of Somaily et al. (2012) explore that parents of students with learning disabilities were holding positive attitudes towards resource room. Report of Special Education Policy (2013) point that IEP quality demonstrated no significant relationship to inclusion in general education classrooms or two measures of curricular access. Researcher refer that teaching strategies, are an essential requirement in the resources room, working on diversity, and the appropriate choice, taking into account individual differences among learners with learning difficulties.

3. The quality of the Resources room environment to children with learning disabilities is significant (positive), this result is on line with study of Paula (2014) point that the students with LD in the resource classroom achieved at a better level than did those students who received their instruction in the classroom. Besides, report of Special Education Policy (2013) point that the quality of progress monitoring information in academic-focused IEP goals demonstrated a negative association with student achievement, IEP quality demonstrated no significant relationship to inclusion in general education classrooms or two measures of curricular access. Moreover, the study of Williams (2010) recommend for diagnosing LD in the school system and a transition to a system of evidence-based allocation of resources are urgently needed. Finally, the aims of this study to determine the level of the quality of learning disabilities curriculum, classroom environment and supporting services, among (CLD), of high quality and safe services, which meet the needs of pupil with learning disabilities throughout the life course. Researcher refer that resource room environment or resources room play a major role in the preparation and rehabilitation of children with learning difficulties, to enable them to acquire many of the developmental skills that represent deficiencies or weaknesses, and that causes the low academic achievement levels.

4. The quality of the supportive services to children with learning disabilities is significant (positive), this result is in study of Williams (2010) suggested that, a transition to a system of evidence-based allocation of resources are urgently needed and supportive services, among (CLD), of high quality and safe services, which meet the needs of pupil with learning disabilities throughout the life course [3]. In addition, study of Mark et al. (2010) point that service providers' areas of concern and needed professional development are described, including effective assessment of academic and behavioural needs, improved planning and instruction using data-based objectives, and reliable monitoring of student progress toward intended learning and behavioural outcomes. In addition, study of Somaily et al. (2012) revealed that parents of students with learning disabilities were holding positive attitudes towards resource room, disagreement. Researcher refer that Support Services, It is a necessary requirement in the education of students with learning difficulties, in addition, help to clarify the information, and transparency, and they arrive in a good way, thus contributing to the capabilities and skills of people with learning difficulties in the development of various academic growth areas.

## **5. Limitation**

The mains limitations of our study research were: It must be recognized that there are many restrictions that guided researcher in data collection. First, the difficulty of application tools for the study as a result of the difficulty of movement, material cost, the lack of cooperation initiatives centers.

## **6. Conclusion**

The study was conducted during (2014-2015), it aims, to verify the quality of learning disabilities programs services, for children with (LD), and their relevance, in terms of curriculum, supporting programs, assistive technology, educational environment for the resource rooms, after applications study tools, showed the following results: We found that the level evaluate of quality of learning disabilities programs services among children with learning disabilities is positive, the level of quality of the curriculum is significant , the quality of teaching strategies is significant, the quality of classroom environment is significant (high) and the level of the quality of the supportive services is significant. These results are very important for elementary teachers, they are needed to improve the level of academic achievement and support many differences among their pupils. Thus, further research is needed to explore the impact of program services on academic achievement. Finally,

the study found that the evaluation of quality of learning disability programs services is positive. This means learning disability programs services is effectiveness.

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