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## Evaluating Educational Services For Students With Handicap In Palestine Based On The Council For Exceptional Children's Standards

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### Abstract

The present study aims at evaluating the educational services provided to handicapped students in Palestine based on the Council of Extraordinary Children's standards. The method of the study was represented by the descriptive analytical method, while the study sample consisted of (44) centers selected by a simple random method from all regions of north, central and south of Palestine, and the sample of workers in the centers, which consisted of (232) workers, who were chosen by the available random method from northern, central and southern regions of Palestine. In order to achieve the objectives of the study, a scale for evaluating educational services provided to handicapped students was built based on the Council of Extraordinary Children's standards, in its final form, the scale consisted of (79) paragraphs distributed over (12) domains, where the scale was applied after reaching its appropriate psychometric properties. The data resulting from the application of the scale had been processed statistically using a set of appropriate statistical methods to reach the results of the study. The results showed the level of educational services provided to handicapped people in Palestine in light of the standards of the Council for Extraordinary children was generally high, where the total calculated average of the study tool was (3.99) with a standard deviation (0.57), while the domains were at the high level with the exception of one domain, which is the domain of transitional and professional services, which came to a medium degree, as the averages ranged between (4.18-3.61).

**Key words:** educational services, handicapped students, council of extraordinary children.

### Introduction:

The field of special education has recently seen a clear development and interest in various Arab and foreign countries, where the scale of society's progress is linked to the services it provides to its handicapped students.

As for the State of Palestine, it has progressed rapidly in the field of special education. This radical change in special education and the opening of institutions interested in this category of people has not occurred until after the year of 1987 AD, when the Palestinian people's uprising (Intifada)

began at the beginning of December. The number of institutions and centers in the north and south regions of Palestine increased as a result of the significant increase in the number of handicapped people. (Amr, 2001).

From this perspective, this development of institutions and centers has become tangible in terms of providing programs, services, measurements and diagnosis strategies, and staff working in this field. Despite this development, handicapped people still suffer from a lack of services provided to them. International legislation and laws have emphasized the importance of providing all educational and supportive services for handicapped students such as the Individuals with Disabilities Education Act (IDEA, 1997).

Although legislation and laws emphasize the need to provide educational services for handicapped students that help them live in a more independent way and participate in activities, some institutions and centers that deal with handicapped students still lack programs that fit this category and lack the educational services they need, so these institutions and centers need to increase funding for the educational services in a realistic way, as we find an increasing in the number of handicapped people, which gives reason to increase attention to the services provided to them, and to control all aspects of special education through standards aimed at ensuring the provision of the best educational services to improve the quality of life for all categories of special education.

Accordingly, the Council of Extraordinary Children (CEC) has provided a form for the standards of services and programs provided for handicapped students in institutions and centers that deal with handicapped students and that can be relied upon in evaluating educational services for handicapped students in order to provide them with the best services and opportunities. The Council of Extraordinary Children in the United States is the largest professional organization for handicapped people, whose mission is to improve the quality of life for handicapped people. Moreover, it is the world's educational organization specialized for handicapped people. Thereby, several studies were conducted in the evaluation of several axes for handicapped students, including Hamadna's study (2020), which used the standards of the Council of Extraordinary Children in evaluating the competencies of gifted students' teachers. In addition to Al-Ahmary's study (2019), which evaluated early intervention programs according to the standards of the Council of Extraordinary Children, and several other studies in various aspects. Hence the idea of this study to try to assess the educational services provided to handicapped students in Palestine and to find out what has been achieved for handicapped students in Palestine.

### **Conceptual Framework and Previous Studies:**

The phenomenon of handicap has become a very tangible reality in all societies, and handicapped students are individuals above all who need to be provided with appropriate opportunities for growth and development, and to live their lives as any individual in society, while providing them

with the additional needs and services. There are many definitions that addressed the concept of handicap, some of which addressed it medically, while others addressed the sensory physical aspect. Some of them were concerned with the psychological and social aspect. Paying attention to handicapped students is a humanitarian and social necessity, in order to help them achieve the maximum that can be achieved in developing their skills and self-fulfillment. The needs and characteristics of handicapped students differ between each other, so individual differences of handicapped people must be taken into account in order for special education program to succeed and be more effective.

Several definitions of handicapped students have emerged, the most famous of which is the definition of the World Health Organization, where it stated that handicapped students are those who have difficulty in doing some activities or implimenting required tasks (Khalaf, 2020).

Al-Rousan (2019) mentioned that handicapped students are those who are included under the umbrella of special education, and they are: hearing handicap, visual handicap, physical and health handicaps, learning difficulties, mental handicap, behavioral and emotional disorders, speech and language disorders, autism spectrum disorder, attention deficit disorder and hyperactivity. Each handicap will be addressed separately in terms of its definition, classification and characteristics.

In terms of the reality of handicapped students in Palestinian territories, the vast majorities of handicapped people in the Palestinian community feel despair and hopelessness in life, because handicapped individuals feel that they are from another world and do not have the right to remain and live within the members of the society. The Palestinian handicapped, like other Palestinians, suffers from the Israeli occupation, but his situation is different because of his handicap. Most studies confirm that the percentage of handicapped people in the Palestinian society has reached high rates compared to the population. The prevalence rate in the Palestinian territories has reached 7%, and despite the remarkable increase, which was reinforced by the occupation with its crimes, the handicapped person in Palestine did not receive the most basic rights guaranteed to him by Palestinian law, where it stayed in the drawer waiting for whoever applies it, the Palestinian society has privacy in everything, even in handicap, its size and shape, where the percentage of handicapped people in Palestine is one of the highest in the world as a result of Israeli practices that deliberately kill and cause injury with the intention of handicap in many cases. According to Palestinian Statistics, the data indicate an increase in the number of handicapped people with a lack of social services provided to them (Abu Fadala, 2009).

There are a number of problems facing handicapped students in Palestine, the most important of which is the lack of statistics for all categories of handicapped people, the lack of digital information for handicaps, the society's attitudes towards handicapped students and the students' view of themselves, and the lack of criteria to measure the extent to which services are provided to

students, in addition to the lack of standardized scales on the Palestinian environment for most handicaps (Abu Fadala, 2009).

Despite that, Palestine has begun to develop the field of special education in several areas, the most important of which is the opening of majors for bachelor's and master's programs in some universities, conducting studies related to all matters related to handicapped students, and interest in services provided in institutions and centers for handicapped students, the most important of which are educational services (Al-Saadi et al., 2015).

Al-Qattan (2015) stated a definition of educational services as “organized and purposeful activities and facilities that help individuals achieve social adaptation in order to help them grow satisfactorily to the maximum of their abilities, no matter how limited they are, and qualify them psychologically and socially.”

The Individuals with Disabilities Education Act (IDEA, 1997) referred to the provision of educational services for handicapped students in less restrictive environments. For this reason, institutions and centers that deal with handicapped students provide special education services, which in turn contribute to the development of the abilities of handicapped students. These services are:

\_ Curriculum for handicapped Students: It is defined as: “a set of procedures that aim to organize educational services, and these services determine what the student will learn (content) and how the student will learn (methods).

\_The individual educational plan, which is a written plan that defines all the services that will be provided to handicapped students. The individual educational program is the main tool that ensures that each handicapped student receives special education services that meet his individual needs (Al-Khatib and Al-Hadidi, 2011).

\_ Assessment: It is an organized process that depends on collecting information using a set of appropriate tools or methods about handicapped students in order to make an appropriate decision and place each student in the appropriate place for him, and determine the student's current level of performance with his strengths and weaknesses, and then develop a special individual educational plan for each student individually, which is considered as a curriculum when teaching handicapped students, and the assessment process is not carried out by an individual alone, but is carried out by a multidisciplinary team (Al-Khatib and Al-Hadidi, 2021).

\_ Participation of families of handicapped students, which means: “those activities carried out by parents in aspects of student learning and development, such as communicating with the student's teachers, continuing his training and education from home according to the desired goals, and attending activities, training and meetings. The participation of families of handicapped students

is considered as an integral part of the educational programs system offered to their children” (Al-Habash, 2011).

\_ Behavior modification: Al-Zureikat (2015) defined it as “a field of psychology that analyzes human behavior and then modifies it through behavior modification procedures.”

\_ Vocational qualification: Radwan (2015) stated that vocational qualification services include providing suitable job opportunities for handicapped students in proportion to their abilities and skills, as well as providing early vocational guidance for them, providing opportunities for community integration, and providing small projects to help them develop their quality of life.

\_ Supportive services: Mansour (2010) defined them as “those services that help handicapped students to reach the best possible benefit from the educational programs offered to them, and to achieve a high level of personal and social harmony, which is permitted by their abilities and skills. Support services include the following:

1. Language and speech services: Language and speech services include identifying students with speech and language disorders by diagnosing and evaluating them and then referring them to pathologists. Speech and language pathologist duties and responsibilities are determined by what is referred to in the Individuals with Disabilities Education Act (IDEA, 1997) beginning with diagnosis speech and language disorders among handicapped students to determine the appropriate treatment programs for them and to monitor the progress of students (Hammad, 2021).

2. Physiotherapy services: The American Physical Therapy Association (APTA) (2005) defines physiotherapy service as “the service that depends on understanding the connections between all parts of the body, and dealing with the case through the process of examination, diagnosis and even treatment of the motor problem, then teaching the person who suffers from a motor problem how to take care of this problem through appropriate exercises and the best method for using the body, and obtaining the appropriate strength and flexibility to prevent relapse or recurrence of the injury.”

3. Occupational therapy services: The Individuals with Disabilities Education Act (IDEA, 1997) considers that the occupational therapy service is what allows handicapped students to improve their fine motor abilities to benefit from the special education programs provided to them.

4. Psychological services: The psychologist performs his duties for handicapped students since birth, by providing the families of handicapped students with a full explanation of the student’s condition, and guiding families in the proper way when dealing with the student, as well as the development of his development. The psychologist is responsible for providing the positive psychological atmosphere among handicapped students and their families, and mitigating the negative effects resulting from their disability (Al-Zari, 2013).

5. Assistive technology: It is any kind of tools that improve and develop the performance of handicapped students or maintain their current level of performance and develop their abilities. (Sesalim,2019).

### **Previous Studies:**

Juma'a (2021) study aimed at identifying the level of support services provided for students with visual, hearing and motor handicaps studying in Jordanian universities from the students' point of view. The study sample consisted of 326 students with visual, hearing and motor handicaps studying in Jordanian universities. In order to achieve the study's objectives, three scales have been developed for students with visual, hearing and motor handicaps. The results showed that the level of support services provided to students with visual handicaps was high, they also showed that the level of support services provided to students with hearing handicaps was high, and the results indicated that the level of support services provided to students with motor handicaps was high. The results also showed that there were statistically significant differences in the level of support services provided by public universities for students with visual, hearing and motor handicaps due to the variable type of handicap in favor of students who are visually handicapped, while no significant differences appeared in the level of support services provided between the levels of people with hearing handicap and motor handicap. The results also showed that there were no statistically significant differences due to the gender variable.

Al-Shatti and Al-Mursi (2020) conducted a study aimed at evaluating the reality of educational and support services for handicapped people with in the State of Kuwait, on a sample of 274 individuals working with handicapped people in Kuwait, distributed in various specializations (program manager, supervisor, superintendent, teacher, assistant teacher, physiotherapist, occupational therapist, speech pathologist, psychologist and social worker). In order to achieve the objectives of the study, a tool was built to assess the reality of educational and support services provided to the handicapped in Kuwait, and the results showed statistically significant differences between the average answers of workers in special education in schools and different centers where it has programs for handicapped people in the two axes of the questionnaire, attributable to the variable of school dependency and in favor of schools affiliated with the General Administration of Special Education and centers affiliated with associations of public benefit, and the presence of differences between the mean scores of the study sample about their assessment of the reality of educational services due to the variable of the type of school in favor of workers in private schools, and the presence of statistically significant differences according to the educational qualification variable in favor of those with a postgraduate diploma, and there are significant differences according to the nature of work variable and in favor of the members of the commission administrative and supervisory.

As for Hamdeen's study (2020) aimed at evaluating the services provided to handicapped students in inclusive schools in Jordan based on their quality standards from the point of view of parents and teachers. The study sample consisted of 313 parents and teachers. The study tools were represented in the measure of the quality of special education services in inclusive schools, and the results of the study indicated that the evaluation of special education services in inclusive schools from the parents and teachers' point of view came to a medium degree, and the results showed that there were statistically significant differences in favor of the degrees of evaluation of special education services in the private sector schools compared to government sector schools, and the results also showed that there are no differences between the evaluation of teachers and the evaluation of parents on all dimensions of the scale.

Al-Ramadin (2020) worked to determine the provision of health services for mentally handicapped children in Jordan: The perspectives of parents and health care providers and to propose solutions to deal with them. The sample of the study consisted of 1,000 parents divided equally. While the tool of the study consisted of two questionnaires, one addressed parents and the other addressed the health care providers for mentally handicapped children. The results of the study showed that a large percentage of children with mental handicaps suffer from several health problems. The results showed the existence of many challenges facing families in providing appropriate health services and various challenges facing health providers. Results also indicated that there are statistically significant differences in parents' estimates of the challenges of providing health service for mentally handicapped children in Jordan due to the variables of the child's age, number of family members, time of diagnosis of the child, family income level, and the child's weight at birth. The results also indicated that there are statistically significant differences in the estimates of health care providers of the challenges of providing health services for mentally handicapped children in the Kingdom, due to the variables of educational qualification, number of years of experience, and specialization.

Callan (2019) conducted a study with the aim of identifying the extent to which primary schools for students with special needs cover the comprehensive school standards in Britain. The study sample was represented by 15 individuals who represented school administration, teachers, assistants of handicapped, and parents at Rose Hill School. The study tools were interviews. The results showed that Rose Hill School had made a clear achievement towards transforming into a comprehensive school. The results also showed that there are some obstacles that faced the school administration that hindered the school's transformation into a comprehensive school. The results also showed the importance of having financial and technical support for the school and the need to provide training for teachers, besides the need for communication between teachers, speech therapist, psychologist and professional.

Dew and others (2018) conducted a study with the aim of knowing the current representation of individuals with mental handicap in mental health policy in Australia: the need to develop a

comprehensive policy. The researchers studied and analyzed nine legislation related to mental health in Australia, and fifteen documents for mental health policy. The results of the study found that there are strengths in the documents that can be applied to develop a comprehensive mental health policy for mental handicap, because it is based on values, recognition of diversity, taking a life role approach, focusing on the workforce, and ensuring checks and balances. A comprehensive approach to developing and implementing a mental health policy for people with mental handicap, will address the mental health needs of individuals with mental handicaps.

### **Commentary on previous studies**

What distinguishes the current study from previous Arab studies?

The current study is similar to previous studies in its interest in evaluating educational services for handicapped students and taking samples from those working with them, but it differs in its tool, as it has built a tool with acceptable psychometric characteristics based on the standards of the Council of Extraordinary Children, and it differs in its place, time and environment in which it was conducted.

### **The study Problem:**

Handicapped students are part of the members of society. They have the right to an appropriate education like other students, so they need services and programs with special specifications that are no less important than the services provided to ordinary students. The services provided to handicapped students meet the needs imposed by the nature of handicap, which requires attention to all aspects of handicapped students and educational strategies with high specifications and quality. The problem of this study stems from the researcher's sense of the importance of evaluating the level of educational services provided to handicapped students in Palestine due to the recent experience in special education centers, besides what the researcher touched, after reviewing several studies that dealt with the services provided to handicapped students, the need to evaluate the reality of educational services provided to handicapped students in the light of approved standards and try to develop these services, such as the Al-Khatib study (2011) and the Al-Sari study (2014). Since the number of studies that dealt with services provided to handicapped people in Palestine does not cover what required, the researcher worked hard in researching a topic that contributes to the development of the field of special education by evaluating the reality of educational services provided to handicapped students in light of the standards of the Council of Extraordinary Children.

**Study questions:** The problem of the study was its attempt to answer the following question:

What is the reality of educational services provided to handicapped students in Palestine based on the standards of the Council of Extraordinary Children?



### **Theoretical significance:**

- Providing a theoretical framework that includes handicap in Palestine, educational services provided to handicapped people in Palestine, and the standards of the Council of Extraordinary Children. This study is the first in Palestine -According to the researcher's knowledge -.
- It is expected that this study will serve as a reference in laying the general foundations related to handicapped people in Palestine, as well as in developing educational services to a high degree and efficiency.

### **Practical significance:**

The practical significance of this study is as follows:

- This study helps specialists and teachers of special education to identify the standards of educational services provided to handicapped people in centers and institutions approved by the Council of Extraordinary Children, which has an impact on improving these services.
- This study provides the principals of centers and institutions for handicapped student with feedback on the extent to which the standards of the Council of Extraordinary Children are applied in relation to the educational services provided by the institution.

### **Study terms and procedural definitions:**

**Educational services:** Educational services are defined procedurally as those services and activities provided by workers in institutions, centers and associations of special education to handicapped students in Palestine.

**Evaluation of educational services:** The evaluation of educational services is defined procedurally as the degree to which the centers and institutions of special education in Palestine will obtain on the scale of this study, which is built in the light of the Council of Extraordinary Children, namely: determining the foundations and characteristics of learners, individual differences in learning, teaching strategies, learning environments and social interactions, language, instructional planning, assessment, professional and ethical practices, and cooperation.

**Standards of the Council of Extraordinary Children:** The standards of the Council of Extraordinary Children are defined procedurally as those specifications, characteristics and conditions that should be available in all centers and institutions responsible for educational services provided to handicapped students in Palestine, issued by the Council of Extraordinary Children, and they are as follows: (Determining the foundations, differences Individuality in learning, characteristics of learners, teaching strategies, learning environment, language, instructional planning, assessment, professional and ethical practices, cooperation).

**Handicapped student:** handicapped students are defined procedurally as students who are diagnosed and enrolled in special education centers and institutions in Palestine with different types and degrees of handicap.

**Limitations and delimitations of the study:**

- Human limits: This study will be limited to a sample of centers and workers in special education centers and institutions operating in Palestine.
- Spatial limits: this study will be limited on a sample of special education centers and institutions in Palestine.
- Time limits: this study was applied during the first semester of 2021- 2022 year.

**As for the determinations of the study:** the results of this study are determined by the extent of cooperation and response of the study sample members in the application of this study.

**Study Methodology:**

The researcher used the descriptive analytical method to achieve the objectives of the study, as this method is based on studying the educational phenomena in their environment and characterized them quantitatively and qualitatively.

**Study Population:**

The study population consisted of 94 centers that provide educational services for handicapped students in Palestine, 32 centers in southern Palestine, of which 30 centers for people with mental handicaps, learning difficulties, attention deficit hyperactivity, autism spectrum disorder, one center for people with hearing handicaps, and one center for people with visual handicaps.

As for the northern region of Palestine, the study population consisted of 37 centers, including 33 centers for students with mental handicaps, learning difficulties, attention deficit hyperactivity and autism spectrum disorder, two centers for students with hearing handicaps, and two centers for students with visual handicaps.

As for the central region, it consisted of 25 centers, including 21 centers specialized for students with mental handicaps, learning difficulties, attention deficit hyperactivity and autism spectrum disorder, three centers for people with hearing handicaps, and one center for people with visual handicaps. Table No. (1) shows the study population and its sample.

As for the number of the study population, it reached 504 male and female workers, including principals and teachers.

**The study sample:** the sample of the centers, where a representative sample of the study population was chosen by a simple random method, where the sample of southern Palestine

consisted of 14 centers, and the sample of northern Palestine consisted of 15 centers, while the sample of central Palestine consisted of 15 centers, bringing the total number of the sample of special education centers 44 centers from the regions of Palestine, representing 46.8%.

**The sample of workers in the centers:** The sample of workers who responded to the study tool amounted to 232 workers in special education centers and institutions in Palestine who were chosen by the available random method, 44 of them are male and female principals, their qualifications ranged from a bachelor's degree to a master's degree, and 188 teachers and specialists, their qualifications ranged between Diploma to master's in special education, social work, psychology, primary education, occupational, physical and speech therapy, with a rate of 46.3%. The study sample was taken from all governorates of Palestine without exception. Table No. (1) shows the study population and its sample.

The number of centers in Palestine was determined through the Ministry of Social Development, and then contact was made with the Ministry of Local Government to reach the final number of governmental and private daytime special education institutions and centers.

Table No. (1) Study population and its sample

<b>centers' workers sample</b>	<b>Centers sample</b>	<b>Total number</b>	<b>Governorate</b>	<b>region</b>	<b>Number</b>
74	14	32	Hebron- Bethlehem	Southern region	1
78	15	37	Nablus- Silfeet- Tulkarim- Jenin- Tobas- Qalqilia	Northern region	2
80	15	25	Jericho- Ramallah- Al- Bereh- Jerusalem	Central regions	3
<b>232</b>	<b>44</b>	<b>94</b>	-	-	<b>Total</b>

**Study tool:**

The scale was presented to a group of university professors to express their opinions about it, which came by adding, deleting or modifying some paragraphs or dimensions. The scale became after arbitration and in its final form consisted of twelve dimensions, where two dimensions were

added: the appropriate support services, after the transitional and professional services, so that the scale in its final form consists of 79 paragraphs distributed over 12 dimensions as follows:

1. Determining the foundations: it included 6 paragraphs.
2. 2 - Development and characteristics of learners: It included 3 paragraphs.
3. Individual differences in learning: It included 5 paragraphs.
4. Teaching strategies: It included 7 paragraphs.
5. Learning environments and social interactions: it includes 10 paragraphs.
6. Language: It includes 4 paragraphs.
7. The educational planning standard: It included 10 paragraphs.
8. Evaluation: It included 9 paragraphs.
9. Professional and ethical practices: it included 8 paragraphs.
10. Cooperation: It included 6 paragraphs.
11. Appropriate support services: It included 5 paragraphs.
12. Transitional and professional services: it included 6 paragraphs.

### **The psychometric properties of the study tool:**

1- Validity indications:

A- Content validity:

To verify the indications of the validity of the study tool, the scale was presented in its initial form to a number of arbitrators from Jordanian and Palestinian university professors and workers in the field, and they are (12) arbitrators, in order to ensure the correctness of the wording of the paragraphs and their suitability, clarity and integrity of the linguistic formulation and their affiliation to each of the dimensions. Collecting the arbitrators' observations, suggestions and amendments into consideration to reach the final picture of the scale, and the approval of (90%) or more of the arbitrators was considered an indication of its validity.

B- Structural validity:

After verifying the content validity of the study tool, its structural validity was verified through the use of the Correlation Matrix using the Pearson equation for the correlations between the paragraphs of the study tool and its total score on the one hand, and between each paragraph and the domain to which it belongs.

The stability of the tool was checked by two methods: internal consistency and the half-segmentation method as follows:

In order to verify the stability of the study tool, the internal consistency method was used and calculated using the Cronbach Alpha equation, and the split-half method using the Spearman-

Brown equation.

## **Results:**

### **The first question: What is the level of educational services provided to handicapped people in Palestine in light of the standards of the Council of Extraordinary Children?**

To answer this question, arithmetic means and standard deviations were calculated and ranks were determined for the domains of the level of educational services provided to handicapped people in Palestine in the light of the standards of the Council of Extraordinary Children.

The first result indicates that the level of educational services provided to handicapped people in Palestine in the light of the standards of the Council of Extraordinary Children in general was high, as the total arithmetic mean of the study tool was (3.99) with a standard deviation of (0.57), while the fields were at the high level except for one area, where the averages ranged between (4.18 - 3.61), and the field of "individual differences in learning" came in the first rank with an arithmetic mean (4.18) and a standard deviation (0.62) and at a high level, and in the second rank came the field of "evaluation" with an arithmetic mean (4.15) and a standard deviation (0.65) at a high level, and in the penultimate rank, the field of "after appropriate support services" with a mean (3.80) and a standard deviation (0.86) and at a high level, and in the last rank was the field of "after transitional and professional services" with an arithmetic mean (3.61) and a standard deviation (0.89) and at a medium level.

#### **1. The domain of individual differences in learning**

Arithmetic averages, standard deviations, and rank determinations were calculated at the level of educational services provided to handicapped people in Palestine in light of the standards of the Council of Extraordinary Children for the field of individual differences in learning.

The results show that the level of educational services provided to handicapped people in Palestine in light of the standards of the Council of Extraordinary Children for the field of individual differences in learning was high, as the total arithmetic means of the field was (4.18) with a standard deviation of (0.62), while all items were at the high level, where the averages ranged between (4.25-4.08), and Paragraph (10) was ranked first, which states that "the institution conducts a repeated assessment to observe the extent of progress in the students' academic abilities" with a mean (4.25) and a standard deviation (0.75) at a high level, In the second rank, paragraph (11) which states that "the institution takes into account the difference in skills between handicapped students during the development of the individual educational plan" with an arithmetic mean (4.23) and a standard deviation (0.76) and at a high level, and ranked in the penultimate rank, paragraph (13) which It states "the institution's diversity in educational methods for handicapped students, taking into account the difference in abilities" with an arithmetic mean (4.14) and a standard deviation (0.85) and at a high level, and came in the last

rank of paragraph (14) which states that "the institution provides levels of support (psychological - family) according to the needs of handicapped students With an arithmetic mean (4.08) and a standard deviation (0.77), and at a high level.

## **2- The domain of evaluation**

Arithmetic averages, standard deviations, and ranks were calculated at the level of educational services provided to handicapped people in Palestine in light of the standards of the Council of Extraordinary Children for the evaluation field.

The results show that the level of educational services provided to handicapped people in Palestine in the light of the standards of the Council of Extraordinary Children for the assessment field was high, as the total arithmetic mean of the field was (4.15) with a standard deviation of (0.65), while all the items were at the high level, where they ranged The averages ranged between (4.30-4.04), and the first rank came to paragraph (52) which states that "the institution maintains records for all handicapped students" with arithmetic mean (4.30) and a standard deviation (0.78) and at a high level, and ranked second in paragraph (47) which It states, "The institution abides by ethical principles when evaluating handicapped students" with a mean (4.22) and a standard deviation (0.83) at a high level, and came in the penultimate rank of Paragraph (49) which states that "the institution applies formal or informal evaluations of handicapped students." With arithmetic mean (4.07), a standard deviation (0.79), and a high level, and came in the last rank, paragraph (51) which states that "the institution informs the evaluation results to all stakeholders" with a mean (4.04) and a standard deviation (0.89) and a high level.

## **3- The domain of student characteristics and development**

Arithmetic averages, standard deviations, and rank determinations were calculated at the level of educational services provided to handicapped people in Palestine in light of the standards of the Council of Extraordinary Children for the field of students' characteristics and development.

The results show that the level of educational services provided to handicapped people n Palestine in light of the standards of the Council of Extraordinary Children for the field of student characteristics and development was high, as the total arithmetic mean of the field was (4.12) with a standard deviation of (0.64), while all items were at the high level, Where the averages ranged between (4.17 -4.05), and Paragraph (7) was ranked first, which states that "the institution takes into account the stages of human growth for handicapped students compared to ordinary students" with an arithmetic mean (4.17) and a standard deviation (0.76) and at a high level, and it ranked in The second rank is paragraph (8), which states that "the institution takes into account the impact of the family environment on the characteristics of handicapped students" with a mean (4.13) and a standard deviation (0.73) at a high level, and in the last rank was paragraph (9) which states that "the institution takes into account the impact of various aspects of life." Deficiency in

the characteristics of handicapped students on the learning process" with an arithmetic mean (4.05) and a standard deviation (0.75) and at a high level.

#### **4- The domain of language**

Arithmetic averages, standard deviations, and rank determinations were calculated at the level of educational services provided to handicapped people in Palestine in light of the standards of the Council of Extraordinary Children in the field of language.

The results show that the level of educational services provided to handicapped people in Palestine in light of the standards of the Council of Extraordinary Children in the language domain was high, as the total arithmetic mean of the field was (4.09) with a standard deviation of (0.72), while all items were at the high level, where they ranged The averages ranged between (4.21 -3.84), and it ranked first in paragraph (34), which states that "the institution uses appropriate communication and communication strategies when dealing with handicapped students" with arithmetic mean (4.21) and a standard deviation (0.82) at a high level, and it ranked second. Paragraph (33) states, "The institution is keen to teach handicapped students the necessary language skills" with an arithmetic mean (4.20) and a standard deviation (0.78) and at a high level. Lack of language development among handicapped students" with a mean (4.11) and a standard deviation (0.87) at a high level, and came in the last rank, paragraph (35), which states "The institution takes into account the results of scientific research in the field of supporting and improving communication skills of handicapped students." with an arithmetic average) 3.84), standard deviation (0.93), and at a high level.

#### **5- The domain of foundations**

Arithmetic averages, standard deviations, and rank determinations were calculated at the level of educational services provided to handicapped people in Palestine in light of the standards of the Council of Extraordinary Children in the field of foundations.

The results show that the level of educational services provided to handicapped people in Palestine in light of the standards of the Council of Extraordinary Children for the field of foundations was high, as the total arithmetic mean of the field was (4.06) with a standard deviation of (0.64), while all the items were at the high level, where they ranged The averages ranged between (4.28 - 3.96), and it came in the first rank, paragraph (3), which states that "the institution takes into account the rights and duties of handicapped students" with an arithmetic mean (4.28) and a standard deviation (0.80) at a high level, and ranked second in paragraph (1) that It states, "The institution is based in its educational practices on models, theories, philosophies and curricula that form the basis of special education" with a mean (4.12) and a standard deviation (0.77) and at a high level, and came in the penultimate rank of Paragraph (4) which states "The institution participates with the family in all The stages of the educational process for their handicapped children" with an

arithmetic mean (3.97) and a standard deviation (0.96) and at a high level. Paragraph (5) came in the last rank, which states "The institution is keen to strengthen its relationship with other educational institutions working in the same field" with an average My Account (3.96) and standard deviation (0.89) and at a high level.

## **6- The domain of professional and ethical practice**

Arithmetic averages, standard deviations, and ranks were calculated at the level of educational services provided to handicapped people in Palestine in light of the standards of the Council of Extraordinary Children in the field of professional and ethical practice.

The results show that the level of educational services provided to handicapped people in Palestine in light of the standards of the Council of Extraordinary Children in the field of professional and ethical practice was high, as the total arithmetic mean of the field was (4.01) with a standard deviation of (0.69), while all items were at the high level, where the averages ranged between (4.21 -3.84), and it came in the first rank, paragraph (61) which states that "the confidential institution is taken into account in dealing with files and cases of handicapped students" with an arithmetic mean (4.21) and a standard deviation (0.86) and at a high level, and it ranked in the rank The second paragraph (58), which states that "the institution is committed to the entire staff to work ethically with handicapped students" with an arithmetic mean (4.13) and a standard deviation (0.93) at a high level, and came in the penultimate rank of paragraph (56) which states that "the institution works to: Continuity of permanent professional development for its teachers through their participation in courses at the local and international levels" with an arithmetic mean (3.87) and a standard deviation (0.99) and at a high level, and came in the last rank, paragraph (57), which states "The institution abides by the standards of professional practice according to the Children's Council No. not normal" with mean (3.84) and standard deviation (0.98) and at a high level.

## **7- The domain of cooperation**

Arithmetic averages, standard deviations, and rank determinations were calculated at the level of educational services provided to handicapped people in Palestine in light of the standards of the Council of Extraordinary Children in the field of cooperation.

The results show that the level of educational services provided to handicapped people in Palestine in light of the standards of the Council of Extraordinary Children in the field of cooperation was high, as the total arithmetic mean of the field was (4.01) with a standard deviation of (0.75), while all the items were at the high level, where they ranged The averages ranged between (4.11 -3.97), and Paragraph (67) came in the first place, which states that "the institution builds relationships based on respect and assistance between families and teachers of handicapped students" with arithmetic mean (4.11) and a standard deviation (0.88) at a high level.



The second rank is paragraph (66), which states that “the institution cooperates with all parties in providing services to handicapped students” with an arithmetic mean (4.01) and a standard deviation (0.92) at a high level. handicapped Students and Families in Individual Program Planning” and (64), which states that “the institution provides families of handicapped students with strategies to treat the problems they face” with arithmetic mean (3.97) and two standard deviations (0.82), and (0.89) and at a high level.

## **8- The domain of learning environments and social interaction**

Arithmetic averages and standard deviations were calculated and ranks were determined at the level of educational services provided to handicapped people in Palestine in light of the standards of the Council of Extraordinary Children for the field of learning environments and social interaction.

The results show that the level of educational services provided to handicapped people in Palestine in light of the standards of the Council of Extraordinary Children for the field of learning environments and social interaction was high, as the total arithmetic mean of the field was (3.99) with a standard deviation of (0.64), while all items were at the high level. , where the averages ranged between (4.23 -3.80), and the first rank came to paragraph (27), which states that the institution provides a safe learning environment for handicapped students” with an arithmetic mean (4.23) and a standard deviation (0.79) at a high level, and in the second rank came the paragraph ( 29) which states “The institution builds positive relationships with handicapped students and their non-disabled peers, which is reflected in the educational process” with an arithmetic mean (4.11) and a standard deviation (0.76) and at a high level, and ranked in the penultimate rank of paragraph (25) which states: The institution provides the appropriate physical environment to obtain the best learning opportunities for handicapped students” with a mean (3.84) and a standard deviation (0.96) and at a high level, and came in the last rank in paragraph (28) which states “The institution participates with the families of handicapped students in designing an appropriate learning environment ” With an arithmetic mean (3.80) and standard deviation (0.92), and at a high level.

## **9- The domain of educational strategies**

Arithmetic averages, standard deviations, and ranks were calculated at the level of educational services provided to handicapped people in Palestine in light of the standards of the Council of Extraordinary Children in the field of educational strategies.

The results show that the level of educational services provided to handicapped people in Palestine in light of the standards of the Council of Extraordinary Children for the field of educational strategies was high, as the total arithmetic mean of the field was (3.95) with a standard deviation of (0.65), while all items were at the high level, where The averages ranged between

(4.12 -3.80), and it ranked first in paragraph (16), which states that “the institution continues to teach handicapped students through previous learning experiences with its students” with arithmetic mean (4.12) and a standard deviation (0.80) at a high level. In the second rank, paragraph (19), states: “The institution is keen to adapt and adapt educational aids according to the characteristics of handicapped students” with arithmetic mean (4.00) and a standard deviation (0.92) at a high level, and came in the penultimate rank, paragraph (21) which states: The Foundation provides handicapped students with feedback on their performance” with arithmetic mean (3.87) and standard deviation (0.86) and at a high level, and came in the last rank of paragraph (18) which states “The Foundation trains handicapped students to solve problems using appropriate methods” with arithmetic mean ( 3.80) and standard deviation (0.85) and at a high level.

### **10- The domain of educational planning**

Arithmetic averages, standard deviations, and ranks were calculated at the level of educational services provided to handicapped people in Palestine in light of the standards of the Council of Extraordinary Children in the field of educational planning.

The results show that the level of educational services provided to handicapped people in Palestine in light of the standards of the Council of Extraordinary Children in the field of educational planning was high, as the total arithmetic mean of the field was (3.95) with a standard deviation of (0.66), while all items were at the high level, where The averages ranged between (4.17 -3.73), and the first rank came to paragraph (36), which states that “the institution explains the roles and responsibilities of its teachers in providing services to handicapped students” with a mean (4.17) and a standard deviation (0.83) at a high level, and it ranked second. Paragraph (42) states, “The institution determines the tools and means necessary to achieve the goal of the lesson” with arithmetic mean (4.03) and a standard deviation (0.84) and at a high level, and came in the penultimate rank Paragraph (45) which states “The institution employs technological methods in teaching handicapped” with arithmetic mean (3.86) and a standard deviation (0.93) at a high level and came in the last rank of paragraph (38), which states that “the institution participates with the family in setting educational goals” with arithmetic mean (3.73) and a standard deviation (0.95) at a high level.

### **1- The domain of appropriate support services**

Arithmetic averages, standard deviations, and ranks were calculated at the level of educational services provided to handicapped people in Palestine in light of the standards of the Council of Extraordinary Children for the field of appropriate support services.

The results show that the level of educational services provided to handicapped people in Palestine in light of the standards of the Council of Extraordinary Children for the field of

appropriate support services was high, as the total arithmetic mean of the field was (3.80) with a standard deviation of (0.86), while the paragraphs were in the high and medium levels, Where the averages ranged between (4.02 -3.64), and the first rank came to paragraph (69), which states that “the institution provides psychological counseling services for handicapped students” with an arithmetic mean (4.02) and a standard deviation (1.00) at a high level, and came in the second rank, paragraph ( 73), which states that “the institution provides services for the treatment of speech and language disorders for handicapped students” with an arithmetic mean (4.00) and a standard deviation (1.06) and at a high level, and ranked in the penultimate rank of paragraph (70) which states that “the institution provides physiotherapy services for handicapped students” with an arithmetic mean (3.66), a standard deviation (1.21) and an average level, and came in the last rank, paragraph (72), which states “the institution provides the prevailing technology devices with handicapped students” with an arithmetic mean (3.64) and a standard deviation (1.09) and an average level .

## **2- The domain of transitional and professional services**

Arithmetic averages, standard deviations, and ranks were calculated at the level of educational services provided to handicapped people in Palestine in light of the standards of the Council of Extraordinary Children for the field of transitional and professional services.

The results show that the level of educational services provided to handicapped people in Palestine in light of the standards of the Council of Extraordinary Children for the field of transitional and professional services was average, as the total arithmetic mean of the field was (3.61) with a standard deviation of (0.89), while the items were in the high and medium levels, Where the averages ranged between (3.84 -3.50), and paragraph (74) came in the first rank, which states that "the institution determines a transitional plan for each student" with arithmetic mean (3.84) and a standard deviation (0.95) at a high level. Paragraph (75) came in the second rank which states that “the institution provides guidance programs to help handicapped students to identify their professional tendencies” with a mean (3.72) and a standard deviation (1.01) and at a high level, and came in the penultimate rank of paragraph (79) which states “the institution continues to provide its services to handicapped students after they transition to environments beyond the institution” with a mean (3.53) and a standard deviation (1.14) and an average level. Paragraph (78) came in the last rank, which states “The institution provides training programs with the aim of professional preparation for handicapped students” with an average of (3.50) and standard deviation (1 .16) and at an average level.

The previous results showed that the level of educational services provided to handicapped people in Palestine in light of the standards of the Council of Extraordinary Children in general was high, as the total arithmetic mean of the study tool was (3.99) with a standard deviation of (0.57), while the fields were at the high level except for one area , where the averages ranged between (4.18 -

3.61), and the field of "individual differences in learning" came in the first rank with an arithmetic mean (4.18) and a standard deviation (0.62) at a high level, and in the second rank came the field of "assessment" with an arithmetic mean (4.15) and a standard deviation (0.65) at a high level, and in the penultimate rank the field "after appropriate support services" with an arithmetic mean (3.80) and a standard deviation (0.86) and at a high level, and in the last rank was the field "after transitional and professional services" with an arithmetic mean (3.61) and a standard deviation (0.89) and at an average level.

It is clear from the results of the first question that the level of educational services provided to handicapped students in light of the standards of the Council of Extraordinary Children in general was high, and this is an indication that these schools and institutions that care for handicapped students are largely committed to applying the standards of the Council of Extraordinary Children and are working to provide activities A variety that correspond to the needs and characteristics of handicapped students, and the general attitudes of teachers and specialists towards handicapped students are based on acceptance and respect of their different abilities, in addition to the availability of a cadre to diagnose handicapped students' disabilities with appropriate assessment tools, and these schools and centers work on choosing appropriate teaching methods For students, it also provides a specialized educational program for each child according to his abilities, as well as educational means to help students learn, and the results of the study showed the need for these centers and schools to provide more in the field of transitional and vocational services for handicapped students, which may be related to weak financial capabilities and the current conditions in Palestine And the fact that the specialization of special education is considered one of the modern specializations in Palestine.

### **Recommendations:**

Based on the results of the study, the researcher recommends the following:

- The need to conduct more evaluation studies related to educational services provided to handicapped students, based on international standards other than those of the Council of Extraordinary Children.
- Activating the role of occupational therapists and physiotherapists and providing them with equipment and capabilities that enable them to carry out their jobs to the fullest.

The necessity of planning and preparing transitional services for handicapped students within the centers.

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