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Obstacles to Diagnosing and Evaluating Students with Learning Disabilities from the Perspective of the Institutional Work Team

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	Abstract
	The study aimed to design a four-pronged tool to survey some members of the institutional work team about the obstacles to diagnosing and evaluating students with learning disabilities, whether from the point of view of (school principal, special education teacher, psychologist, or students under training). The study consisted of a sample of 4 categories from a multidisciplinary team specialized in diagnosis and evaluation of students with learning disabilities, from some educational institutions at the primary level, numbering 10 institutions: a sample of school principals, numbering 10 principals, a sample of female student counselors, numbering 10 female student counselors, and a sample of classroom teachers, numbering 25. Teacher, sample of field training students numbered 35 students. The sample was chosen purposively in the Hail region in the Kingdom of Saudi Arabia. The study used the descriptive survey method by applying the questionnaire as a tool in collecting data. The study consisted of 35 items distributed over 4 axes related to obstacles to diagnosing and evaluating learning disabilities. The results of the study showed that the first axis related to the obstacles to diagnosing and evaluating learning disabilities from the point of view of the school principal that the most important of these obstacles is the lack of school settings and equipment to deal with cases of learning disabilities, and the weak cooperation of parents regarding the educational and behavioral aspects of their children. While the second axis related to the point of view of the special education teacher showed that the most important of these obstacles is the weak cooperation of the family regarding the psychological and emotional problems of their children. While the third axis related to the psychologist's point of view showed that the most important of these obstacles is the lack of a clear mechanism for the rest of the school members to cooperate with the teacher regarding students with learning disabilities, and the lack of academic curricula that suitable for the condition of students with learning disabilities. While the fourth axis related to the field training students' point of view showed that the most important of these obstacles are the broad concept of learning disabilities between developmental and academic, and the Disabilities of accessing standards for learning disabilities.

Introduction:

The field of the learning disabilities is considered one of the recent fields that have been introduced into the field of special education where the subject of learning disabilities is one of the subjects that is witnessing increasing development by parents and those interested in the problem of children who show the educational problems that can be explained by the presence of mental, sensory, and emotional disabilities. Psychologists have been interested in general, and scholars of educational psychology, mental health, psychological guidance and counseling, and psychiatry and neurology in particular on the subject of learning disabilities. The subject of diagnosing cases of learning disabilities is one of the basic pillars of psychology and education in general and special education due to its importance in identifying and diagnosing unusual children by working on the availability of appropriate measurement tools to determine the needs of each category of these children (Al-Batayneh et al., 2015, 115). The areas of diagnosis for learning disabilities are: diagnosing visual abilities, auditory abilities, mental abilities, cognitive abilities, language, behavior and emotional and social development, and diagnosing academic performance (McNamara, J., 2003. 399). The importance of measuring the disabilities that students suffered from and diagnosing them lies in the fact that it is the main gateway through which categories of unusual students can be identified, which requires providing appropriate measurement and diagnostic tools so that the regular teacher and special education teacher can identify these students and provide appropriate pedagogical and educational services them or refer them to the competent authorities (Al-Rousan, 2009, 25).

Study Problem:
The process of diagnosing learning disabilities and determining the type of difficulty is one of the most important steps in identifying students with learning disabilities and providing treatment for them. This is because judging a child as having a learning difficulty has serious implications for directing his life and determining his future. Therefore, the necessity of diversifying diagnostic methods and for them to be implemented by a team emerges from specialists, not an individual. The interest in learning disabilities is attributed to several reasons, including those unknown to those who suffer from learning disabilities, the increase in the percentage of these children in educational institutions, the disabilities that these children face in how to read words accurately and fluently, lack of thinking skills, and the nature of the educational and psychological problems of these children (Masoud, 2014, 19).
The problem lies in the difficulty of determining diagnostic tools, the difficulty of accurate diagnosis, and the difficulty of its availability to determine the appropriate treatment. The study attempts to survey some members of a multidisciplinary team to reach a specific understanding of: What are the obstacles to diagnosis and evaluation of students with learning disabilities from the work team's point of view? This question results in a set of sub-questions:
1-What are the obstacles to diagnosing and evaluating students with learning disabilities from the school principal's point of view?
2-What are the obstacles to diagnosing and evaluating students with learning disabilities from the point of view of the special education teacher?
3-What are the obstacles to diagnosing and evaluating students with learning disabilities from the psychologist's point of view?
4-What are the obstacles to diagnosing and evaluating students with learning disabilities from the perspective of field training students?

The Theoretical Importance for the study:
The theoretical importance of the study:
●Enriching the human knowledge about the important role played by members of a multidisciplinary team in diagnosing, evaluating, and developing individual educational plans for students with learning disabilities
●Providing a comprehensive vision for the obstacles of diagnosing and evaluating learning disabilities
Practical importance:
●Trying of benefit from specialists in making a general diagnosis and evaluation for students whose learning disabilities
●Providing effective results that can be used in preparing training programs for the multidisciplinary team

●Identifying for the obstacles of diagnosis and evaluation of learning disabilities, discussing them, and working to develop proposals and positive solutions to them

Objective of the study:

The study amid to conduct a survey for those responsible for teaching and caring for students with learning disabilities in educational institutions about the obstacles and disabilities of diagnosing and evaluating the learning disabilities from their point of view.

Terminology of study:
1- Learning Disabilities:
(The American Association for Learning Disabilities 2004) defined learning disabilities as a chronic condition of neurological origin that affects the development, integration, or use of verbal and nonverbal skills. It appears in individuals with a high or average degree of intelligence, who have a normal sensory and motor systems, and who have opportunities to appropriate learn and the effects of these disabilities on the individual's self-esteem, and on his educational, professional and social activities, the normal life it is a vary according to the severity of the disabilities (Al-Qaryouti, 1995, 230). A child who suffers from a learning difficulty is a normal child in terms of mental and sensory ability, but he suffers from special disabilities in cognition, integration, and expressive processes that negatively affect learning, the definition includes children who have a defect in the central nervous system that impedes their learning efficiency (Hammill, 2011).
The children with learning disabilities are those who show one or more disorders in the psychological processes represented in understanding spoken or written language and its uses. The causes of these disorders may appear to be minor brain injuries, but they are not due to mental, visual, or auditory causes, these children show a clear difference in Their mental and achievement abilities (Lerner, 2013, 65), the mentally disabled the children with disabilities, the emotionally disturbed, and the culturally and economically disadvantaged are excluded from the definition (Shalabi, 2012, 109).

2- Learning Disabilities Diagnosis:

The diagnosis of learning disabilities is defined as the general detection of the student's academic, developmental, and achievement abilities through several criteria and standards related to that. The diagnosis is multiple, including medical, psychological, social, or educational, and aims to develop a training, therapeutic, or guidance vision for dealing with them (AbdulLatif, 2011, 55). Learning disabilities are diagnosed by showing the following characteristics: (lack of enthusiasm for writing and reading, having trouble memorizing information, difficulty following instructions, inability to concentrate on tasks, difficulty understanding simple abstract ideas, great attention to detail, difficulty in communication and social skills , chaos and disorganization (Bender, 2011). As the learning disabilities that the child suffers from consume a large portion of his mental and emotional energy, and cause adjustment disturbances in his personality, he exhibits manifestations of personal, emotional, and social maladjustment, and they tends toward introversion, depression, or withdrawal (Al-Zayat, 2006, 314).

There are five criteria by which learning disabilities can be identified:
● Divergence criterion: This means that the student's achievement level differs from the level expected of him.
● Exclusion criterion: for cases of mental retardation, sensory disability, students with severe emotional disorders, and cases of lack of learning opportunities.
● Test of special education: This means that students with learning disabilities are not suitable for the normal teaching methods used with ordinary students, and the methods used are not suitable for the disabled, and a type of special education that differs from other groups must be provided.
● A touchstone for problems related to maturity: We find that growth rates vary from one child to another, that is known is that male children's growth progresses at a slower rate than females, which makes them, at about five or six years old, not ready or prepared from a cognitive standpoint to learn to distinguish between the letters of the alphabet (reading, writing), which hinders their learning of the language.
● Test of neurological signs: learning disabilities are inferred through organic damage to the brain or minor brain injury that can be examined using an electroencephalogram (EEG) and tracking the child's medical

history. Neurological signs are expressed in terms of minor disturbances in brain functions that are reflected in (cognitive disorders, figures Inappropriate behavior, disabilities in motor function) (Hafez, 2002, 203).

Criteria for identifying children with learning disabilities

There are a number of criteria in the light of which a person is described and diagnosed as suffering from a learning difficulty as table (1):

Table (1): List of criteria for identifying learning disabilities

Class behavior	Verbal behavior	Motor behavior
Too much movement	Hesitation when speaking	Poor balance
Difficulty starting and finishing tasks	Poor verbal expression compared to age	Confusion between right and left
Frequently absent from school		Weakness of small and large muscles
pulling out		Unorganized movements
His relationship with others is strained		
Lack of organization		
Easily distracted		
Unstable behavior		
Difficulty understanding or misunderstanding verbal instructions		

Continue to Table (1): Identifying learning difficulties (Circk and Califant, 2000)

Account	Reading	Spelling	Writing
Difficulty matching numbers and symbols	Repeating words and not knowing where he reached in reading	Writing the letters of a single word incorrectly	Inability to keep track of words on a single line (stepping off the line)
Difficulty remembering mathematical rules	Poor reading fluency	Difficulty linking sounds to the letters they represent	Difficulty copying from the blackboard
	Confusing letters with similar shapes	Reverse letters and words	The written expression does not fit the chronological age
Confusing columns and spaces	Using fingers to keep track of reading material		Slowness in completing written work
Difficulty understanding mathematical concepts	Not reading for self-motivation		

3- The steps for evaluating students whose learning disabilities

It is an organized phased process that takes place throughout the academic year by collecting and analyzing information to determine the extent to which the established goals and educational plans for students with learning disabilities are achieved. The evaluation process is carried out in several ways, including: observation, case tracking, quarterly and periodic tests, and reading and writing tests (Yacoub, 2019). There are several steps to evaluate learning disabilities:

● Evaluate the child's current performance through mental ability tests, measuring academic achievement that is related to the gap and which relates to the extent of the discrepancy between expected performance and current academic performance.

● Establish the appropriate diagnostic, training and the treatment hypotheses.

● Prepare the educational plan including effective teaching models and strategies and technological means to assist in teaching and educating students with learning disabilities (Ahmed, 2014, 72).

4-Multi-disciplinary team:

It is an educational concept that includes the involvement of a number of specialists and non-specialists in diagnosis, evaluation, and developing an educational program to deal with learning disabilities to conceptualize the obstacles to diagnosing and evaluating students in this category. The team consists of the school principal, a special education teacher, a psychologist, and field training students (Berninger, 2001. 29) The work of specialists includes educational, psychological, medical, speech and language, and audio-visual measurement, which aims to identify the student's strengths and weaknesses, and ensure that he receives the necessary services in proportion to his abilities.

Members of the multidisciplinary team and their roles:

The tasks of the members of the multidisciplinary team are varying depending on the practical situation, specialization, and nature of the work performed by each member. No member does his work alone, but rather works among them in an integrated and cooperative manner. The table (2) shows the role of each member of the multidisciplinary team:

Table (2): Roles and tasks of multidisciplinary team members

no	Member	The role Assigned to him
1	**School leader**	The leader plays a leading and supportive role in the multidisciplinary team, supervising the diagnosis process and developing the individual educational plan, overcoming obstacles that may prevent the required change and development from occurring by organizing and following up on the diagnostic process, providing sufficient time for planning and cooperation among team members, defining the role of each member in the process. Diagnosis and setting the goals of the individual program, as well as providing the necessary sources of support and capabilities and addressing the competent higher authorities for assistance and assistance (Beblawi et al., 2017).
2	**Learning disabilities teacher**	The learning disabilities teacher works with specialists, parents, and other service providers for the student. Where provides special education in the resource room for the student with learning disabilities when this student is unable to learn some academic skills in the regular classroom, such as arithmetic, reading, or writing skills. He does this with the student for two periods. Per week or according to the student's condition (Botros, 2014).
3	**Psychologist**	The psychologist in psychological evaluation is a specialist in special education, educational psychology, or psychology. Where the Evaluation requires standardized tests such as intelligence tests, tests measuring learning disabilities, tests to determine the student's academic level, and others. Therefore, we find that the number of specialists working in this field is relatively small. (Baltaji, 2016).
4	**Student advisor**	The student counselor can help ordinary members of the school (teachers or students) accept students with disabilities, help them communicate and cooperate between students, teachers, school leaders, parents, and the community, provide initial information about students with learning disabilities, and become acquainted with the student's social and family environment (Al-Khatib, 2015).
5	**Regular classroom teacher**	Regular classroom teachers can provide great support to the efforts of a multidisciplinary team in the individual educational program, because they can collect a lot of useful information about the strengths and weaknesses in the performance of students with learning disabilities. They know the responses of these students, their previous experiences, and the areas in which they face special disabilities, they contribute effectively to The student's condition and evaluation, and a report on the educational services and support services he needs (Beblawi et al., 2017).
6	**Doctor**	Among the doctor's roles is to participate in the comprehensive evaluation of cases with learning disabilities and evaluate the student's natural development in terms of health, movement, function, hearing and visual aspects, detect aspects of disability or shortcomings in them, initiate therapeutic and medical procedures, follow up and evaluate them, and exchange information and advice with the rest of the members of the multidisciplinary team regarding The health condition and its impact on the student's psychological, mental and social development, his education and rehabilitation, informing the family about the student's health condition and the follow-up and methods of care it requires at home or in the therapeutic institution (Morsi, 2009).
7	**Student's Parents**	Parents usually know their children's needs well, not only the strengths and weaknesses, but even the small details that distinguish them from others. This experience makes the multidisciplinary team focus on the complete picture of the student. They help the team in making the appropriate diagnosis, identify the most important goals, and share their interests. And their suggestions to improve the learning of students with learning disabilities, they determine their children's interests, likes and dislikes, and the learning styles that suit them (Al-Khasrami, 2013)

Literature review:

Over the past years ago, many studies utilized the Learning Disability; this section is overviews the recent empirical analyses on the **Learning Disability**. The study of (Sparks, et al. 2009) purposed of this study is to provide an up-to-date review of the literature on postsecondary students classified as having learning disabilities (LD). The review focused on the criteria by which students were classified as LD and the cognitive and achievement characteristics of the participants. From almost 400 studies, only 30% were empirical (data-based) investigations reporting original data. Findings showed that a wide range of criteria was used to classify students as LD, although various discrepancy criteria and registration with university offices of disability services were most often cited. Participants' mean scores on standardized intelligence and achievement tests were in the average range but somewhat lower than those of other college students. Generally, the findings show a lack of consensus among diagnosticians and researchers about how LD should be diagnosed and also show that college students classified as LD tend to have average achievement, despite scoring below their classmates.

(McKenzie, et al. 2012) studied assessed the validity of an intellectual disability screening tool, the Learning Disability Screening Questionnaire (LDSQ), in three forensic settings: a community intellectual disability forensic service; a forensic in-patient secure unit and a prison, using data for 94 individuals. A significant positive relationship was found between full scale IQ and LDSQ score, indicating convergent validity. Discriminative validity was indicated by firstly, a significant difference in the LDSQ scores between those with and without an intellectual disability, with those with a diagnosis of intellectual disability, scoring significantly lower. Secondly, a ROC analysis indicated that the sensitivity and specificity of the LDSQ were both above 80%. The screening tool was found to have lower sensitivity in the forensic populations than was obtained in the original community standardization sample, but had slightly higher specificity. Limitations and implications of the study are discussed.

(McKenzie, et al. 2015) studied the Learning Disability Screening Questionnaire (LDSQ), a brief screening tool for intellectual disability, was originally validated against the Weschler Adult Intelligence Scale, Third Edition (WAIS-III), which was superseded by the Weschler Adult Intelligence Scale, Fourth Edition (WAIS-IV) in the United Kingdom in 2010. This study examines the performance of the LDSQ using the WAIS-IV as the diagnostic intellectual assessment. Based on the original optimal cut-off score, the LDSQ sensitivity value was equivalent (91%) to that obtained in the original validation study, and the specificity value was higher at 92%. This suggests that the LDSQ remains valid when using the WAIS-IV as the comparative intellectual assessment.

(Mamboleo, et al. 2015) studied the perceptions of students with disabilities toward faculty willingness to provide accommodations and students' willingness to disclose a disability were investigated in a sample of undergraduate and graduate students with disabilities (n=141) at a large mid-Atlantic university. Results

revealed that most students felt their professors were willing to provide accommodations. High levels of students perceived instructors' willingness to provide accommodations were associated with high students' willingness to disclose a disability. However, the students seemed to be unwilling to disclose their disability. Furthermore, rated past student experiences relative to requesting for accommodations was highly correlated with both perceived instructors' willingness to provide accommodations and students' willingness to disclose a disability. Implications for rehabilitation counselors working with students with disabilities and future research are discussed.

(McGregor, et al. 2016) explored the university experiences of students with learning disabilities (LD), 63,802 responses to the 2014 Student Experience in the Research University Survey were analyzed. Compared to other students, those with self-reported LD (5.96%) had difficulty with assignments and had more obstacles caused by non-academic responsibilities and imposed by their skill levels. Students with self-reported LD sensed more bias towards people with disabilities on campus, and they were less satisfied with their overall experience. Interactions between disability status and age suggested even more challenges for older students who self-reported LD. Approximately one-third of students who self-reported LD received accommodations. The rate of accommodations was higher among individuals who were wealthy, who lived alone, and who were out-of-state students. Compared to students who self-reported LD but reported no accommodations, those with accommodations had more contact with faculty and less difficulty with assignments.

(Stirk, et al. 2018) investigated the independent investigation of the utility of the learning disability screening questionnaire (LDSQ) within a community learning disability team. The study showed that the Learning Disability Screening Questionnaire (LDSQ) has been shown to have high sensitivity and specificity to identify those who are likely to meet intellectual disability diagnostic criteria (McKenzie, et al.). However, there is no independent research to date to support these findings. The study used an archival research design was, utilizing data from diagnostic tools including the LDSQ, Wechsler Adult Intelligence assessments and Adaptive Behavior Assessment System Second Edition (ABAS-II) scores. The study showed a sensitivity and specificity values derived here were lower than those reported by (McKenzie, et al.). The study showed an only IQ, not adaptive/social functioning, was found to be an accurate predictor of the LDSQ score. The study indicated limited validity in using (McKenzie, et al.) proposed cut-off scores. The authors have expressed caution around using the LDSQ in isolation to identify those with an intellectual disability.

(Kreider, et al. 2018) showed that the Learning disabilities were highly prevalent on college campuses, yet students with learning disabilities graduate at lower rates than those without disabilities. Academic and psychosocial supports are essential for overcoming challenges and for improving postsecondary educational opportunities for students with learning disabilities. A holistic, multi-level model of campus-based supports was established to facilitate culture and practice changes at the institutional level, while concurrently bolstering mentors' abilities to provide learning disability-knowledgeable support, and simultaneously creating opportunities for students' personal and interpersonal development. Mixed methods were used to investigate implementation of coordinated personal, interpersonal, and institutional level supports for undergraduate science, technology, engineering, and math (STEM) students with learning disabilities. A one-group pre-test post-test strategy was used to examine undergraduate outcomes. Participants included 52 STEM undergraduates with learning disabilities, 57 STEM graduate student mentors, 34 STEM faculty mentors, and 34 university administrators and personnel as members of a university-wide council. Enrolled for 2 years, undergraduates were engaged in group meetings involving psycho education and reflective discussions, development of self-advocacy projects, and individual mentorship. Undergraduates reported improved self-efficacy ($p = 0.001$), campus connection ($p < 0.001$), professional development ($p \leq 0.002$), and self-advocacy ($p < 0.001$) after two academic years. Graduate student mentors increased their understanding about learning disabilities and used their understanding to support both their mentees and other students they worked with. Council members identified and created opportunities for delivering learning disability-related trainings to faculty, mentors and advisors on campus, and for enhancing coordination of student services related to learning and related disorders. Disability-focused activities became integrated in broader campus activities regarding diversity. This research explicates a role that college campuses can play in fostering the wellbeing and the academic and career development of its students with developmental learning and related disorders. It offers an empirically tested campus-based model that is multilevel, holistic, and strengths-based for supporting positive outcomes of young people with learning disabilities in STEM. Moreover, findings advance the knowledge of supports and skills that are important for self-regulating and navigating complex and multi-faceted disability-related challenges within both the postsecondary educational environment and the young adults' sociocultural context.

(Gotlib, et al. 2019) studied the interdisciplinary nature of mental health disability in post-secondary educational settings; there is limited information available in the general psychiatric literature. This paper aims to familiarize psychiatrists with issues surrounding mental health disability in post-secondary educational settings. In this manuscript, we review critical aspects of the evaluation and management of post-secondary students who may be entitled to academic accommodations as a result of impairment from psychiatric diagnoses. We discuss common misconceptions about mental health impairment and best practices to mitigate its burden. We review relevant legislation and literature from psychiatric, psychological, and higher education journals and include multidisciplinary expert opinions.

(Lindsay, et al. 2019) showed that the many youths with disabilities find it challenging to disclose their medical condition and request workplace accommodations. Our objective was to explore when and how young people with disabilities disclose their condition and request workplace accommodations. The study conducted 17 in-depth interviews (11 females, six males) with youth with disabilities aged 15-34 (mean age 26). The study analyzed our data using an interpretive, qualitative, and thematic approach. The study showed the timing of when youth disclosed their disability to their employer depended on disability type and severity, comfort level, type of job, and industry. Youth's strategies and reasons for disclosure included advocating for their needs, being knowledgeable about workplace rights, and accommodation solutions. Facilitators for disclosure included job preparation, self-confidence, and self-advocacy skills, and having an inclusive work environment. Challenges to disability disclosure included the fear of stigma and discrimination, lack of employer's knowledge about disability and accommodations, negative past experiences of disclosing, and not disclosing on your own terms. The study showed the findings highlight that youth encounter several challenges and barriers to disclosing their condition and requesting workplace accommodations. The timing and process for disclosing is complex and further work is needed to help support youth with disclosing their condition. Implications for rehabilitation Clinicians, educators, and employers should emphasize the importance of mentoring and leadership programs to give youth the confidence and self-advocacy skills needed to disclose and ask for accommodations in the workplace. Clinicians should advocate for the inclusion of youth with disabilities in the workforce and educate employers on the importance of doing so. Youth with disabilities need more opportunities for employment training and particularly how to disclose their disability and request workplace accommodations.

(Stirk, 2020) studied the effectiveness of a questionnaire designed for people with learning disabilities from the point of view of the learning disabilities team was targeted. The study sample consisted of 15 learning disabilities specialists from a number of educational and therapeutic institutions specialized in qualifying and training them to deal with cases of students who suffer from school or school learning disabilities. The standard tool included all the disabilities that a student might be exposed to in different institutions (disabilities in reading, disabilities in understanding, disabilities in solving problems, obstacles to writing, disabilities in attention, disabilities in identifying electronic fields, social disabilities), and phrases ,paragraphs were developed. These dimensions were examined by specialists in learning disabilities, and the results confirmed the effectiveness of the tool as it was developed to provide a general perception of the learning disabilities that students suffer from. The tool could also be benefited by those who care for these students, whether teachers or parents.

(Malagoli, et al. 2021) showed that academic success is strongly associated with positive academic self-efficacy beliefs and that individuals with learning disabilities (LDs) usually report a lower perception of competence than their peers in most learning domains. The aim of this study was two-fold: (1) To compare the performance of inaccurate writers who were not diagnosed with an LD with that of students who were diagnosed with an LD, in order to identify which tasks were the most challenging for individuals with LDs, and (2) to investigate whether inaccurate writers with and without a diagnosis differ in terms of self-perceived disabilities. Two groups were selected from a total sample of 639 students attending seven Italian universities: The first group included 48 participants (24 females) with scores on writing tasks below the 5th percentile, and the second included 51 participants (24 females) who were diagnosed with an LD. The results showed that the two groups significantly differed in the articulatory suppression condition tasks, but not in the standard condition tasks. When groups were matched for performance on writing tasks, students who were diagnosed with an LD reported significantly more perceived disabilities than students without an LD. The implications of these results in terms of the self-efficacy beliefs of students with an LD are discussed.

(Najmi 2021) aimed to evaluate the role of the multidisciplinary team from the point of view of teachers in learning disabilities programs, and the differences in evaluating the role of the multidisciplinary team according to the variables of gender, academic qualification, and years of experience from the point of view of the members of the study sample. The sample consisted of 128 male and female teachers whose teaches the learning disabilities. They were selected intentionally in the Jazan and Asir regions of the Kingdom of

Saudi Arabia. The study used the descriptive survey method by applying the questionnaire as a tool in collecting data. It consisted of 54 items distributed over 7 axes, namely: the role of the school leader, the role of the student guide, the role of the classroom teacher, the role of the learning disabilities teacher, the role of the psychologist, the role of the guardian, the role of the doctor. The results showed that the evaluation of the role of the multidisciplinary team as a whole from the point of view of teachers in learning disabilities programs came in a moderate degree, and the axis related to evaluating the role of the learning disabilities teacher came in first place and to a large degree, while The axis related to evaluating the role of the doctor came in last place and to a very small degree. The results also showed that there were statistically significant differences between the responses of the sample members due to the years of experience variable in favor of the category of more than 5 years to less than 10 years.

(Mapou 2022) showed that the law and documentation guidelines since the 1990 Americans with Disabilities Act have led to a loosening of the definition of disability, in which relative weaknesses are now interpreted as evidence of a disability. In this paper, after acknowledging my own shortcomings, I trace the evolution of the law and documentation guidelines from the late 1990s to the present. I discuss how this has led to increased pressure from parents and students on evaluating clinicians to diagnose a disorder and confirm that the student has a disability that requires academic accommodations. Rather than recommending effective interventions and compensatory strategies, many stakeholders (parents, students, psychologists, and disability support professionals) now seem to preferentially favor provision of accommodations. I conclude by describing how these changes have affected my own practice and make recommendations for best practices for disability documentation.

(Lucas, et al. 2022) showed the number of nursing students with disabilities entering nursing school continues to rise along with the critical need for nurses. According to federal law, accommodations must be implemented in the classroom and clinical area for nursing students with disabilities. Faculty and administrators must protect the civil rights of those with disabilities by addressing barriers to student success and establishing accommodations. By using adaptive equipment, service animals, and other accommodations, nursing students with disabilities can be successful in providing safe and effective care to patients and add to diversity and inclusion in the nursing profession.

(Parpottas, et al. 2023) studied the transition to university is a process that presents young adults with several challenges in adaptation, especially students with disabilities. The current study investigated the differences in adaptation and academic performance between students with and without disabilities and further examined these differences among students with disabilities. Additionally, we explored the role of academic support for students with disabilities' adaptation and academic performance, as well as their perceptions of a proposed specialized package of counseling psychology interventions. The sample consisted of 127 students with disabilities and 127 without disabilities, aged 18-24 years. Results revealed that students with disabilities reported a lower GPA and adaptation than students without disabilities. Additionally, differences among students with disabilities were observed only in terms of GPA, according to their disability type, existence of comorbidity and type of exam accommodations. Interestingly, no differences were found in GPA or adaptation between students with disabilities who utilized psychological therapy and those who did not. Finally, adaptation scores, but not GPA, were higher for students with disabilities who were positive in receiving a specialized package of counseling psychology interventions. The findings are discussed in relation to the existing literature and future considerations of counseling psychology's role in support of students with disabilities.

(Mead, et al. 2023) showed that the fully online degree programs are an increasingly important part of the higher education ecosystem. Among the many challenges raised by the growth of fully online courses and degree programs is the question: Are institutions providing online students with disabilities accommodations that are comparable to those provided to students in traditional in-person degree programs? To explore this question, we compared students in a fully online biology degree program to students in the equivalent in-person degree program at a large research university. For each group, we assessed the frequency with which students register with the disability resource center, the range of specific accommodations provided, and course grades. Results show that students in the in-person program were nearly 30% more likely to be enrolled with the disability resource center, and that students in the online program were offered a narrower range of accommodations. However, in relative terms (i.e., compared to students without disabilities in their degree program), online students with disabilities perform better than in-person students with disabilities.

(Tomas, et al. 2023) decided whether and how to disclose one's autism at work is complex, especially for autistic youth and young adults who are newly entering the labor market and still learning important decision-making and self-determination skills. Autistic youth and young adults may benefit from tools to support disclosure processes at work; however, to our knowledge, no evidence-based, theoretically grounded

tool exists specifically for this population. There is also limited guidance on how to pursue the development of such a tool in collaboration with knowledge users.

(McKenzie, et al. 2023) explored the accuracy of using the learning disability screening questionnaire (LDSQ) in services for people experiencing homelessness in the United Kingdom. The study examined the concordance between the LDSQ outcomes and assessments of intellectual disability. Seventy adults experiencing homelessness completed the LDSQ. Staff completed the LDSQ and a measure of adaptive functioning for 38 of this group. Nine participants received an intellectual assessment. The study showed the sensitivity and specificity for the LDSQ when completed by staff was 83% and 96% respectively and 50% and 92% when completed by the individual. Seven people had intellectual and adaptive functioning in the intellectual disability range. The study suggested that the LDSQ would be an appropriate and beneficial screening tool to use within services for people experiencing homelessness. More accurate results would be likely if it were completed by staff.

Study Approach:
The study relied on the exploratory approach, which provides an exploratory vision to members of a multidisciplinary team about their vision of the obstacles to diagnosing and evaluating students with learning disabilities from their personal point of view.

Psychometric characteristics of the study sample:
The researcher selected the study sample from 4 categories representing some of a multidisciplinary team specialized in diagnosis and evaluation of students with learning disabilities from some educational institutions at the primary level in the Hail region in the Kingdom of Saudi Arabia, where the number reached 10 institutions:

1- Sample of female school principals: where the table (3) shows the specializations of female principals for a sample of 10 female principals. Their average age was 41.3 years with a standard deviation of 2.11 years. The average number of years of experience was about 19.3 years with a standard deviation of 5.88 years. It is also clear that the specialization in administration Education is the highest, while Arabic language, chemistry, and biology are the lowest, as these specializations are better in the field of teaching than in administrative work.

Table (3): Distribution of the study sample of female managers according to specialization

Specialization	Numbers
Islamic	2
Arab	1
mathematics	2
chemistry	1
alive	1
Educational administration	3
Total	**10**

It was also clear from Table (4) that the highest level of qualifications was obtaining a bachelor's degree with a percentage of 7 out of 10, while the lowest qualifications were diplomas, intermediate colleges, and masters.

Table (4): Distribution of the study sample of female managers according to qualification

Specialization	Numbers
Intermediate college	1
diploma	1
Bachelor's	7
Master's	1
Total	**10**

2- Sample of student counselors: The table (5) shows the specializations of female counselors for a sample of 10 female counselors, with an average age of 45.4 years, with a standard deviation of 6.74 years, and the average number of years of experience was 21.6 years, with a standard deviation of 8.70 years. It is also clear

that the Institute of Social Service major is the most common major, as most female students tend toward it compared to other majors, as it is practically closer to the labor market than other majors.

Table (5): Distribution of the study sample of female counselor students according to specialization

Specialization	Numbers
social service Institute	5
Bachelor of Social Arts	3
College of Social Service (Intermediate)	2
Total	**10**

While it is shows from table (6) that the bachelor's degree is the highest among female counselors due to the interest of female students in university studies and their attempt to pass it with distinction.

Table (6): Distribution of female student counselors according to qualification

Specialization	Numbers
diploma	2
Bachelor's	8
Total	**10**

3- Sample of classroom teachers: The table (7) shows the specializations of classroom teachers for a sample of 28 teachers, with an average age of 34.46 years, with a standard deviation of 6.42 years. The average number of years of experience was 9.04 years, with a standard deviation of 4.44 years. It is clear that the specialty of learning disabilities is the most common, due to the treatment of women in the study sample according to the announced diagnosis and evaluation.

Table (7): Distribution of the study sample of classroom teachers by specialty

Specialization	Numbers
Learning disabilities	27
date	1
Total	**28**

The table (8) shows the qualifications of classroom teachers, as it shows the dominance of a bachelor's degree over the qualifications of teachers with learning disabilities, which indicates the female students' eagerness to study at university.

Table (8): Distribution of the study sample of classroom teachers by qualification

Specialization	Numbers
Higher Diploma	1
Bachelor's	26
Master's	1
Total	**10**

4- Sample of field training female students: It numbered 35 female students from the learning disabilities specialty at the college, where their average age was 22.4 years with a standard deviation of 2.05 years. It was found that the largest age group for female students was (21-23), as their number reached 18 female students.

Study results and their interpretation:
The answers were divided according to a Four Likert Coefficient (never, rarely, sometimes, or always), giving each answers a numerical value (0, 1, 2, 3), and then the range between the scores was calculated as table (9):

Table (9): Indicators determining the responses of respondents in the study sample

No	Verification degree	Score	Indicator
1	Never come true	0	0: 0.74
2	It rarely happens	1	0.75: 1.49

3	Sometimes it comes true	2	1.5: 2.24
4	It always comes true	3	2.25: 3

The First Question: Obstacles to effective diagnosis and evaluation of students with learning disabilities from the point of view of school principals.

Table (10): Frequencies, arithmetic means, and standard deviations of the sample members' responses to the phrases of the school principals scale (n=10)

	phrase	Never	Rarely	Sometimes	Always	Mean	Standard Deviation	Relative Weight	Response	Ranking
1	The school's inability to accommodate students with learning disabilities with their normal peers	2	2	4	2	1.600	1.497	53.33	Sometimes	8
2	There are no regulations governing dealing with students with learning disabilities	0	3	4	3	2.000	1.673	66.67	Sometimes	4
3	The school suffers from the lack of a trained specialist to deal with learning disabilities	1	3	3	3	1.800	1.470	60.00	Sometimes	7
4	There is a lack of school settings and equipment to deal with cases of learning disabilities	0	1	2	7	2.500	2.540	83.33	Always	1
5	Lack of educational aids associated with learning disabilities	2	0	5	3	1.900	2.022	63.33	Sometimes	5
6	Weak cooperation of parents regarding the educational and behavioral aspects of their children	0	3	1	6	2.500	3.008	83.33	Always	1
7	Lack of funding to support diagnostic and follow-up programs for students with learning disabilities	0	3	3	4	2.100	1.758	70.00	Sometimes	3
8	The school is not equipped to carry out diagnosis, evaluation and follow-up of cases of learning disabilities	2	0	5	3	1.900	2.022	63.33	Sometimes	5
	whole axis					**2.038**		**67.92**	**Sometimes**	

Interpreting the results of statements expressing the obstacles to diagnosis and evaluation of students with learning disabilities from the point of view of school principals:

The phrase (there is a lack of school settings and equipment to deal with cases of learning disabilities) ranked first with a relative weight of 8.33, with a weighted average of about 2.5, which indicates their agreement (always), as the school principals' vision depends on the importance of the availability of material capabilities and equipment in the first place so that It is easier for teachers and members of a multidisciplinary team to be able to diagnose and evaluate appropriately, and their vision expresses the importance of having a computer available to record diagnostic data. The phrase (weak cooperation of parents regarding the educational and behavioral aspects of their children) also came in first place (repeatedly) with a relative weight of 8.33, with a weighted average of about 2.5, which indicates their agreement (always), and this expresses the state of sadness among school principals regarding the lack of Parents' cooperation with the school, where the fathers may be busy with their work at the same time as students go to school, while the principals may seek to create so-called councils of trustees and parents to improve the educational process and pay attention to the achievement and academic aspects of their children. While the phrase (The school's inability to accommodate students with learning disabilities with their normal peers) came in last place with a relative weight of 53.33, with a weighted average of about 1.6, which indicates their agreement (sometimes), which expresses the vision of the principals and their desire to make the educational institution successful in accommodating and accepting female students and the students whose learning disabilities-Table (10).

The Second Question: What are the obstacles that prevent effective and positive diagnosis and evaluation of female students with learning disabilities from the point of view of the student counselor?

Table (11): Frequencies, arithmetic means, and standard deviations of the sample members' responses to the phrases of the female student counselor scale (n=10)

	phrase	Never	Rarely	Sometimes	Always	Mean	Standard Deviation	Relative Weight	Response	Ranking
1	lack of a unified standard for identifying, diagnosing and evaluating cases of learning disabilities	3	3	1	3	1.400	1.356	46.67	Rarely	10
2	Lack of standardized tests appropriate to the Saudi environment	1	0	6	3	2.100	2.343	70.00	Sometimes	3

	phrase					Mean	Standard Deviation	Relative Weight	Response	Ranking
3	Weak family cooperation regarding psychological and emotional problems related to their children	0	1	2	7	2.600	2.973	86.67	Always	1
4	Lack of training in diagnostic and psychological evaluation practices for students with learning disabilities	0	4	3	3	1.900	1.578	63.33	Sometimes	6
5	Relying on foreign standards in diagnosing and evaluating students with learning disabilities	0	2	4	4	2.200	1.887	73.33	Sometimes	2
6	The difficulty of determining the appropriate measurement for each case of learning disabilities	2	1	5	2	1.700	1.847	56.67	Sometimes	8
7	Failure to keep up with the standards used and their development	0	3	5	2	1.900	1.868	63.33	Sometimes	6
8	The length of some scales used to deal with cases of learning disabilities	0	4	5	1	1.700	2.002	56.67	Sometimes	8
9	The inability of known intelligence tests to obtain a standard result for students with learning disabilities	0	1	7	2	2.100	2.587	70.00	Sometimes	3
10	Refusal of students with learning disabilities to answer diagnostic and evaluation questions	0	2	5	3	2.100	1.921	70.00	Sometimes	3
	whole axis					**1.970**		**65.67**	Sometimes	

Interpreting the results of statements expressing the obstacles to diagnosis and evaluation of students with learning disabilities from the point of view of female student counselors:

The phrase (Weak family cooperation regarding psychological and emotional problems related to their children with learning disabilities) ranked first with a relative weight of 86.67, with a weighted average of about 2.6, which indicates their agreement (always), as the lack of communication with female counselors may be related to psychological and social aspects for female students, as female students may suffer from cases of family depression and do not show the family in a position of weakness, so they may not find the reasons to communicate with the student counselor in the school. The phrase (relying on foreign standards in diagnosing and evaluating students with learning disabilities) came in second place with a relative weight of 73.33, with a weighted average of about 2.2, which indicates their agreement (sometimes), and this indicates that they wish students with learning disabilities had a diagnostic standard specific to Arab society in general, and the Saudi environment in particular, the standards they rely on are originally foreign questionnaires that were Arabized for the Saudi environment, but their origin remains primarily foreign. While the phrase (lack of a unified standard for identifying, diagnosing and evaluating cases of learning disabilities) came in last place with a relative weight of 46.67, with a weighted average of about 1.4, which indicates their agreement (rarely), this means that the lack of a unified measure for students with learning disabilities does not cause them a problem and they can deal diagnostically through one tool, which may be easier for them in terms of memorization, comprehension, and repeated application-Table (11).

The Third Question: What is the reality of the obstacles that prevent effective and positive diagnosis and evaluation of female students with learning disabilities from the perspective of the learning disabilities teacher?

Table (12): Frequencies, arithmetic means, and standard deviations of sample members' responses to statements about learning disabilities (n = 28)

	phrase	Never	Rarely	Sometimes	Always	Mean	Standard Deviation	Relative Weight	Response	Ranking
1	Difficulty distinguishing between a student with learning disabilities and a normal student in the classroom	6	7	11	4	1.464	3.156	48.81	Rarely	8
2	I have not been trained on how to deal diagnostically with a student with learning disabilities	12	5	7	4	1.107	2.209	36.90	Rarely	10
3	The difficulty of conducting an individual educational program on his own among his ordinary colleagues	10	7	9	2	1.107	2.596	36.90	Rarely	10
4	lack of a clear mechanism for the rest of the school to cooperate with the teacher regarding students with learning disabilities	3	3	4	18	2.321	5.549	77.38	Always	1
5	They are characterized by social anxiety and shyness, which makes diagnosing them very difficult	1	8	16	3	1.750	4.298	58.33	Sometimes	6
6	Difficulty setting individual achievement tests for them in the classroom	4	6	12	6	1.714	3.534	57.14	Sometimes	7

							Mean	Standard Deviation	Relative Weight	Response	Ranking
7	I do not have experience distinguishing between the developmental and academic aspects of a student with learning disabilities	13	4	3	8		1.214	2.568	40.48	Rarely	9
8	There is no follow-up guidance from higher authorities for students with learning disabilities	5	5	9	9		1.786	3.488	59.52	Sometimes	4
9	Lack of curricula suitable for students with learning disabilities	3	3	12	10		2.036	4.145	67.86	Sometimes	2
10	The concept of learning disabilities has expanded, making diagnosis and evaluation difficult	3	7	7	11		1.929	3.807	64.29	Sometimes	3
11	The homework and follow-up of a student with learning disabilities are different from his fellow normal student	5	3	13	7		1.786	3.802	59.52	Sometimes	4
	whole axis						**1.656**		**55.19**	**Sometimes**	

Interpreting the results of statements expressing the obstacles to diagnosis and evaluation of students with learning disabilities from the perspective of learning disabilities teachers:

The phrase (lack of a clear mechanism for the rest of the school to cooperate with the teacher regarding students with learning disabilities) came in first place with a relative weight of 77.38, with a weighted average of about 2.3, which indicates their agreement (always), and this indicates the individuality of each team member, it is multidisciplinary in its diagnostic work, as learning disabilities teachers bear the greatest burden in diagnosing and evaluating students with learning disabilities, which requires the combined efforts of the school leader to organize the work among the rest of the members, that is mean no female member bears the workload alone, which may indicate a deficiency in the educational process regarding Learning disabilities.

While the phrase (Lack of curricula suitable for students with learning disabilities) ranked the second rank with a relative weight of 67.68, with a weighted average of about 2, which indicates their agreement (sometimes), and this indicates the conviction of learning disabilities teachers that students with learning disabilities must have what curricula and programs are appropriate for them that deal with each case with some privacy, and this confirms the touchstone of special education related to cases of learning disabilities, this does not mean that they should be separated from the rest of their colleagues, but when developing strategies for teaching and (therapeutic) education, they must have their own courses that enable them of comprehension, collection and follow-up.

While the phrase (The difficulty of conducting an individual educational program on his own among his ordinary colleagues) came in last place with a relative weight of 36.9, with a weighted average of about 1.1, which indicates their agreement (rarely), which means that teachers do not prefer to isolate students with learning disabilities from the rest of the colleagues within the educational institution, where it is possible for the student to receive an individual training dose among her classmates in the classroom, and the presence of the student with her ordinary peers may give her the strength and motivation that makes her overcome her learning difficulty, and the teacher here also has a positive role in students accepting, dealing with, supporting and motivating their colleague until she overcomes her educational obstacles-Table (12).

The fourth question: What are the reality of the obstacles that prevent effective and positive diagnosis and evaluation of students with learning disabilities from the perspective of female field training students?

Table (13): Frequencies, arithmetic means, and standard deviations of the sample members' responses to the field training students scale (n = 35)

	phrase	Never	Rarely	Sometimes	Always	Mean	Standard Deviation	Relative Weight	Response	Ranking
1	There is no evidence by which we can distinguish between a student with learning disabilities and a normal student	12	5	15	3	1.257	3.572	41.90	Sometimes	6
2	Difficulty in accessing standards for learning disabilities	6	6	14	9	1.743	4.017	58.10	Sometimes	2
3	Differentiating between the theoretical courses we teach and the practical reality of diagnosing students with learning disabilities	6	9	11	9	1.657	3.664	55.24	Sometimes	3
4	Lack of training in conducting questionnaires for students with various categories of learning disabilities	7	6	14	8	1.657	3.869	55.24	Sometimes	3
5	The lack of a specific mechanism for	6	9	13	7	1.600	3.689	53.33	Sometimes	5

	making a special student diagnosis to deal with cases of learning disabilities									
6	Expanding of the concept of learning disabilities between developmental and academic	6	7	10	12	1.800	4.027	60.00	Sometimes	1
	whole axis	-	-	-	-	**1.619**	-	-	**Sometimes**	**53.97**

Interpreting the results of statements expressing the obstacles to diagnosis and evaluation of students with learning disabilities from the perspective of female field training students:

The phrase (Expanding of the concept of learning disabilities between developmental and academic) came in first place with a relative weight of 60, with a weighted average of about 1.8, which indicates their agreement (sometimes), which indicates a lack of clarity in the definitions of indicating learning disabilities due to their abundance and breadth and the diversity of the specialized scholars who spoke. In addition, the confusion between what is developmental and academic has increased the lack of recognition of the concept, in addition to the similarity between the characteristics of students with learning disabilities and other disabilities, which has made recognition difficult. The phrase (Difficulty in accessing standards for learning disabilities) came in second place with a relative weight of 58.1, with a weighted average of about 1.7, which indicates their agreement (sometimes). This indicates that female students are not informed of the standards for learning disabilities, because there is no laboratory for standards in the college. Or that there are only one or two courses that contain these standards in detail, and the lack of access to standards and tests related to students with learning disabilities for female field training students throughout the years of study.

The phrase (There is no evidence by which we can distinguish between a student with learning disabilities and a normal student) came in last place with a relative weight of 41.9, with a weighted average of about 1.3, which indicates their agreement (sometimes), as the female students believe that there is no need for such evidence. That it is easy to identify a student with learning disabilities among his colleagues in the classroom through his psychological and social behaviors, and the standards for periodic tests and procedures for reading, writing, and arithmetic within the classroom make it easy to identify and distinguish-Table (13).

Discussion of the Results:

1-The results of the four-part survey confirmed that the importance of establishing a specific mechanism through which students with learning disabilities are diagnosed and evaluated.

2-The sample of school principals focused on the necessity of providing all the necessary material aspects and equipment that contribute to conducting diagnosis and evaluation of cases of learning disabilities, as these equipment's have an important role in saving time and effort for diagnostic dealing with cases, and the most important obstacles to diagnosing cases of learning disabilities is the lack of complete communication between the school and the home, because the parent may realize that he has fulfilled his pedagogical and educational role when he enrolls his son or daughter in the educational institution without communicating with that institution. This is a view with many shortcomings and negativity, because this communication has a high degree of benefit to the school and the student, on the other hand.

3-The first result contained in the survey of a sample of female student counselors confirmed what was stated in the second survey result of a sample of school principals in terms of weak communication with parents, and there must be proposals and solutions to deal with this problem in terms of creating social incentives for the large number of students communicating with the school administration, or working An open day every month to which parents of female students are invited to communicate and participate in the educational process for female students.

4-Trying to benefit from the efforts of psychologists in educational institutions to become acquainted with the standards and questionnaires for learning disabilities, and trying to facilitate access to and access to them for workers in the field of special education, and even female students, with an explanation of how to apply and correct them and the directions of the results.

5- The female students are training to develop a specific mechanism for learning disabilities in terms of definition and identification. There is nothing preventing female students from brainstorming a personal vision about the concept, characteristics, and diagnosis of learning disabilities.

6-It is necessary for the school principal to assign members of a multidisciplinary team to the tasks assigned to them and to define the roles they are assigned to carry out, and not to place the burden on the shoulders of a specific individual because this has shortcomings and negativity that lead diagnosis to the lowest level, and the integrated work of all team members must be highlighted, as each member has his own its role is complementary to the rest of the members.

Recommendations:
●Realistic diagnosis and evaluation of cases whose learning Disabilities that suits the cognitive and social environment of students.
●Conducting achievement tests for students with learning Disabilities that are appropriate to their cognitive and achievement abilities
●Involving parents in the diagnosis and evaluation of their children with learning Disabilities
●Conduct training courses for teachers on realistic assessment of learning Disabilities
●Compilation of all questionnaires conducted to diagnose and evaluate learning disabilities and extract a unified diagnosis and evaluation that combines them.
●Involving students with learning Disabilities in school and educational competitions through which they can learn about appropriate diagnostic methods for them.
●Needs for the institutional work team to periodically provide appropriate diagnostics and evaluations for each stage that student with learning Disabilities go through.

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