

The Impact of an educational program based on modeling on developing students with learning difficulties reading and writing skills in the resource room in Palestine.

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Abstract

The study aimed to identifying the impact of an educational program based on modeling on developing students with learning difficulties reading and writing skills in the resource room in Palestine using a quasi-experimental approach, single group design.

The population of the study consisted of all students enrolled in resource room in Jaba' Boys' Elementary school that was (18) students, but the study sample was limited to (6) students chosen purposively from third grade. The researcher utilized Reading and Writing Inventory and the Reading and Writing Skills Observation Sheet.

The study came up with the following outcomes: There were statistically significant differences at the level of ($\alpha=0.05$) between the mean scores of the experimental group in the pre and post achievement examination in favor of the post-test, The means and standard deviations of the observation sheet improved in the pre-application and the mean of the program of the students' reading and writing skills, There were statistically significant differences at the level of ($\alpha=0.05$) between the mean scores of the experimental group in the post-application and the mean of the observation sheet of the program in favor of the program, There are statistically significant differences at the level of ($\alpha=0.05$) between the mean scores of the experimental group in the pre and post application of the observation sheet in favor of the post-application.

In the view of the study findings, the researcher recommends holding training course for education teachers on the adoption of the modeling strategy that proved effective in teaching students with learning difficulties. It is also recommended to reconsider the tradition programs used in teaching students with learning difficulties and replacing it with the modeling strategy for its efficiency in raising these students achievement in reading and writing.