

# THE REALITY OF SPECIAL LEARNING RESOURCES OF DISABILITIES STUDENTS LEARNING IN PUBLIC SCHOOLS IN TAFILA DISTRICT FROM THE ROOM RESOURCES TEACHERS PERSPECTIVES

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**Abstract-**The purpose of this study is to identify the reality of resources rooms for students with learning disabilities in public schools in Tafila district from the perspective of resources rooms' teachers, as well as to determine the impact of each of the variables of gender, years of experience and qualification. The study sample consisted of (21) resources rooms' teachers (male and female) in public schools in Tafila district who were chosen intentionally. In order to achieve the objectives of the study, the researchers developed a questionnaire consisted of (66) paragraph distributed on (5) domains: Teacher of resources Room (the role and qualifications), school administration (the principal), parental involvement, Resource Room (characteristics and processing), the functioning of the educational process. The results indicated that the estimates of teachers for the reality of Resources Room for Students with learning disabilities in general were within medium range. There were statistically significant differences between these estimates when studying the impact of gender variable on: "Teacher of Resources Room (the role and qualifications)" and "school administration (principal)" and "the total tool" in favor of females. There were no statistically significant differences between these estimates when studying the experience variable. There were statistically significant differences between the teachers' estimates according to their qualification for the favor of higher than B.A.

**Keywords:** Resources Room, learning disabilities, resources room teacher, public schools, Tafila district.