

EVALUATING SUPPORT SERVICES PROVIDED TO LD STUDENTS FROM THE VIEWPOINT OF RESOURCE ROOMS TEACHERS IN JORDANIAN GOVERNMENTAL SCHOOLS

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***Abstract_** This study aimed to evaluate the support services provided to children with learning disabilities from the viewpoint of resource rooms in the Jordanian governmental school . The study sample consisted of 150 teachers, out of 500, or nearly 35 %. The study data collection questionnaire has been developed consisting of seven areas include (81) paragraphs measure the level of support services provided for children with LD disabilities in governmental primary schools in Jordan. The sincerity was confirmed through the presentation to a group of arbitrators, and ensure stability by using the method of testing and re- testing (test – re-test) has reached the reliability coefficient (0.86) . To address the data has been used averages and standard deviations, and analysis of variance. The results showed the following:*

- *The level of estimates of resource rooms teachers for provided support services for children with LD was low.*
- *The level of health services got the highest level of appreciation from the perspective of resource rooms teachers in Jordan, where the level was moderate.*
- *The field of occupational therapy services got the lowest level of appreciation from the perspective of resource rooms teachers in Jordan, where the level was low.*
- *Significant differences to the field of speech and language, and occupational therapy due to the variable experience for the benefit of experienced teachers (over 10 years).*
- *Significant differences to the field of speech and language only due to the variable qualification for the benefit of workers with the qualification (postgraduate).*