

AATTITUDES OF REGULAR STUDENTS TOWARD THEIR PEERS WITH LEARNING DISABILITIES IN GOVERNMENTAL ELEMENTARY SCHOOLS IN THE PROVINCE OF JEDDAH

SAMER ABDULHAMEED AL-HASSANI
Assistant Professor of Special Education
King Abdulaziz University

ABSTRACT_ *This descriptive survey study aims at identifying the attitudes of regular students toward their peers with learning disabilities at the governmental schools in Jeddah. However, a questionnaire has been developed that includes both validity and reliability indicators that suit the objectives of this study. This study consists of (25) items with three dimensions; social, educational and emotional. (13) items were assigned for social dimension, (6) for the educational, and (6) for the emotional. The participants were (450) students from grade (3 and 4) at the elementary level. Both averages and standard deviations were extracted to collect data and then provide an answer to the two questions raised in this study. T-test was used to answer the second question. The study has shown a positive attitude in regular students towards their peers who have learning disabilities especially for the emotional side, and then comes the educational and next the social. Students with learning disabilities were welcomed by their regular peers inside the class and were allowed to share education and fun even they were given the chance to take the lead in most activities. Other negative attitudes were also observed in the behavior of regular students towards their peers who have learning disabilities; this includes avoiding their friendships and underestimating them by making fun for their irregular behaviors. In fact, this was due to regular students' low academic expectations of them and inability to learn regularly like others. The study recommended that it is very important for students with learning disabilities to learn social skills and initiatives in making and maintaining friendships with regular students. It also recommended that regular students should change some of their academic beliefs of students with learning disabilities by identifying the skills and characteristics of those students. Furthermore, there should be a strategy and a system that avoid mockery and underestimation and this system should be made clear to all the students and the consequences of their commitment. Finally, the study recommended the necessity to apply peer teaching approaches because they play a vital role in developing social skills and enhancing positive participation among peers next to their academic benefit for both regular students and students with learning disabilities.*

KEYWORDS: *attitude, student with learning disabilities, resources room.*