

CURRENT SITUATION OF REGULATION RULES COMMITMENT IN INSTITUTES AND PROGRAMS OF DEAF AND HARD OF HEARING STUDENTS IN PRIMARY SCHOOLS

ANWAR ALI AL-SALAMAH

King Saud University

ABSTRACT_ *The present study aimed to identify the Current Situation of Regulation Rules Commitment in Institutes and Programs of deaf and hard of hearing Students in Primary Schools, Particularly with regard to (assessment and diagnosis, individualized education program (IEP), transitional programs and rehabilitation, educational evaluation and follow-up) by following the descriptive approach. To achieve the purpose of the study, the researcher used a questionnaire to which (386) members of staff (male and female) have responded in to it Institutes and Programs of deaf and hard of hearing Students in Primary Schools in Riyadh, The results showed that the reality of commitment to regulatory rules in Institutes and Programs of deaf and hard of hearing Students in Primary Schools was moderate with a mean reached (3.26 out of 5), The results also showed that the commitment to regulatory rules relating to the assessment and diagnosis came in the first place In terms of commitment, followed by the educational evaluation and follow-up, then the IEP, and in the final place the transition and rehabilitation programs, The results also indicated the existence of significant statistical differences toward the reality of compliance with regulatory rules relating to IEP to in favor of females, and towards the reality of compliance with regulatory rules concerning (assessment and diagnosis, and IEP, and transition and rehabilitation programs, and educational evaluation and follow-up) in favor of the study sample holders Position category director of the institute / school, and in favor of the study sample holders with an experience (less than 5 years, and more than 10 years), As well as to in favor of the study sample recipients of the training sessions, as well as, about the reality of commitment toward the reality of compliance with regulatory rules relating to the assessment and diagnosis in favor of the sample of the study dealing with the deaf students, It is also clear from the results that there are significant statistical differences toward the reality of compliance with regulatory rules relating to the assessment and diagnosis, and the IEP for the benefit of the study sample of employees with the students who enroll in the primary and upper grades, while there is no presence of statistically significant differences Returning to the educational place variable.*

KEYWORDS: *Regulation Rules- Institutes- Programs- Deaf - Hard of Hearing.*