ASSESSMENT OF THE REALITY OF THE EDUCATIONAL PROGRAMS AND ASSISTIVE SERVICES PROVIDED FOR STUDENTS WITH VISUAL DISORDERS IN JORDAN ACCORDING TO INTERNATIONAL STANDARDS

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ABSTRACT_ The aim of this study is to assess the reality of educational programs and Assistive Services provided to students with visual disabilities in Jordan according to the international standards. The study sample consisted of 104 members working in programs with students of visual disabilities in Jordan. The questionnaire consisted of (8) main dimensions containing (137) statements. The main dimensions are represented by vision and mission of the institution, management and employees of the institution, the learning environment, the evaluation and diagnosis, tools and technological equipment, programs and teaching methods, support services, the participation and support of the family. Validity was determined, as well as extracting the reliability of the tool. The results showed that the dimension of "tools and technological equipment" is highly applied with mean (3.02), and all seven dimensions were applied moderately as follows "evaluation and diagnosis" with mean (2.95), "support services" with mean (2.91), "management and staff in the organization" with mean (2.90), and indicators of "educational environment" with mean (2.88), and indicators of "vision and mission" with mean (2.87), and indicators of "programs and teaching methods" with mean (2.87). The following dimensions were less applied: "participation and support of the family" with mean (2.84). The study recommended with the need to improve the level of educational services provided to students with visual disabilities through continuous self-assessment by institution manager and the need to existence of permanent regulated bodies to reach the international level in the provision of those programs and services for this category.

KEY WORD: Educational Programs, Assistive Services, Students With visual Disorders, International Standards.