

UTILIZING THE OBSERVATION ESTIMATION MODEL OF THE EARLY OBSERVATION LEARNING (ELORS) IN IDENTIFYING LEARNING DISABILITIES

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ABSTRACT_ *This study aims to use Early Learning Observation Rating Scale (ELORS) to identify developmental learning disabilities among children from the age (4-5) years According to kindergarten teachers and parents, the sample of study is selected randomly consisting (6) from kindergarten especially (KGII), The total number was (330) male and female children, The tool of study was Early Learning Observation Rating Scale which was answered by both the grade teacher and parents of each child, The researcher used the descriptive analytical method in his study, The results of the first question showed that the degree of the use of Early Learning Observation Rating Scale from the teachers point of view was low degree of anxiety ranging from (1.24-1.57), while the use from the parents point of view showed low in revealing degree in anxiety in detecting learning disabilities ranging from (1.29-1.68). The results of second question showed that there are no statically significant differences between the teacher's responses with an average (1.36) and the parents with an average (1.41). The main recommendations of the study are to focus on the children in the preschool stage because of the developmental developments at that stage, which are the basis for various aspects including academic. Accreditation to the ministry of education Early Learning Observation Rating Scale as an effective tool in the early detection of children at risk of developmental learning disabilities and their dissemination to kindergartens.*

Key words: *Leaning disabilities, Early Learning Observation Rating Scale, kindergarten, Early Intervention.*