

Existence of Students with Special Needs in Social Normality

Dr. Mohamad Ahmad Saleem Khasawneh¹

Abstract

People who have impairments often grow to "accept" as inevitable the harsh, exclusionary, and repressive treatment they get from society. This is true to a considerable degree. Despite this, there is a subset of well-educated individuals with disabilities and non-disabled people who care about others who are motivated to fight the grip that normative culture has on society. The purpose of this research is to provide an explanation for the social existence of children who have special needs in relation to the order of typical social normality. In order to get an understanding of the breadth and depth of the issues that plague the disability, disability cases are analysed using the lens of the action research technique. This is done in order to gain an understanding of the issues that plague the disability cases being investigated. In addition, the purpose of this investigation is to challenge the presumption of normality that is embedded in the social, cultural, economic, and political institutions of our society.

Keywords: Social Normality, Special Needs, Inclusion

Introduction

When a person is diagnosed with a disorder that drastically alters their senses, such as quadriplegia, blindness, or deafness, it is a guarantee that their whole life will be significantly altered in some way. This is because human civilization is built on the basis of the five human senses everywhere on the earth. This is true no matter where you go. That is to say, when a person loses one of his five senses, not only does he lose one of his access points to culture, but he also loses one of his senses. This is because the sense that is lost is the sense of entry. He was unable to attend to the theater, appreciate art, or observe the changes that were going place in his neighborhood any more. Hearing loss renders a person incapable of appreciating live performances of music or listening to political speeches (Holmes, 2017).

As a direct consequence of this, they are pushed to the cultural margins of the society in which they live. When a person develops a disability, that person immediately loses a number of the rights that

¹ Assistant Professor, Special Education Department, King Khalid University, Saudi Arabia, mkhasawneh@kku.edu.sa

were previously open to him or her. This is because the individual's handicap was not always there. A basic example: a blind person is unable to get the reading material that they wish because there are so few Braille books accessible. This is because there are so few Braille books available. According to Young et al. (2019) a person who is deaf loses the right to access social or political information because there is no way for deaf people to access information presented in sign language on social or political issues. Because of this barrier, deaf persons are unable to get information about social or political concerns. Or, a quadriplegic loses the ability to use public transit or any other kind of conveyance automatically because there are no supporting facilities for his wheelchair, such as a ramp (a ramp going up/down with grips on either side).

It is the duty of the government to see to it that braille versions of books are available in at least all of the regional libraries in the country. Deaf individuals should have access to information in sign language regarding social problems and politics, and the government should make this information accessible to them (De Meulder, 2019). In the waiting area of a hospital or the queue at a bank, there need to be an information board with explanations of each pronunciation. According to Kanter (2019) access to public locations that are accessible to the public should, of course, be made available to handicapped individuals and other people with impairments as part of the state's responsibility to fulfill its promise to the public. On the other hand, society as a whole keeps an erroneous information and perception of those who are disabled in its collective consciousness (Crespo, 2016). There are different perspectives on people who have impairments, and many of these perspectives are still infused with the implicit prejudice that persons who have disabilities are defective.

Problem Statement

The challenges that are faced by persons with disabilities are enormous, and it may be challenging to find solutions to these challenges since they involve a wide variety of various essential aspects of life. From the existential (identity, status, and position of people with disabilities) to the social (relationships with society in general, relationships between people who have disabilities, and social accessibility) to the political (accessibility in social settings), there are a variety of issues that pertain to people with disabilities (concerning issues of equal rights for people who have disabilities, equality, fulfillment of political rights, and opportunities for people with disabilities).

There is a similarly extensive and complicated backdrop in the social, political, economic, and cultural life of society in general, which serves as a framework for the breadth and complexity of the difficulties confronted by persons with disabilities. This, in turn, gives birth to a

biased mentality, according to which it is difficult to take care of individuals who are sane, and it is much more difficult to take care of those who are handicapped. This is a critical problem that has to be addressed on a fundamental level in the manner in which individuals with impairments interact with others who do not have impairments.

Purpose of the Study

The purpose of this research is to provide an explanation for the social existence of children who have special needs in relation to the order of typical social normality.

Literature Review

Using insights from a wide range of theoretical perspectives, we are able to make sense of the lived experience of people with disabilities in today's society.

Social Role Valorization Theory, individuals with special needs, and in particular those with intellectual disabilities, are more likely to experience social stigma and isolation (Mitter et al., 2019). It is essential to entrust young children with important duties and communicate to them that their efforts are valued in order to assist younger children in developing a sense of belonging in the larger community.

According to the Social Learning Theory, children with special needs may be able to pick up proper social behaviors and norms via a mix of observation, imitation, and reinforcement (Charlop et al., 2018). This is because of how the theory works. Young people have the potential to acquire the social skills necessary to operate successfully in society if they are presented with acceptable role models, provided with many opportunities to practice, and given frequent feedback.

The central tenet of the social constructivism theory is the idea that children with special needs may have a unique experience of and comprehension of social standards due to the unique circumstances in which they were raised (Barak, 2017). This idea stems from the belief that social norms and behaviors are built through interactions with one another in one's social environment. It is essential, in order to assist young children in becoming more socially adaptable as they become older, to provide them with opportunities to engage with a broad range of people and to assist them in learning to adjust to the social norms of a variety of situations.

According to the ecological systems theory, numerous aspects of a child's environment, such as their family, school, and neighborhood, each have a part in moulding who they become as adults (Savery et al., 2017). One example of this is how a child's home environment may have an effect on their academic performance. It is essential to

address the challenges and opportunities present at each level of the environment in order to aid the social and emotional development of children who have special needs. This will allow these children to have social lives that are more normal.

Previous Studies

A significant amount of study has been conducted to determine the level to which individuals with special needs are able to function regularly in society. In the field of special education, one of the primary focuses of study is on finding effective ways for people with disabilities to participate fully in society. According to the results of the research, people who have disabilities have a disproportionately high chance of being socially isolated and excluded, which may have serious ramifications for both their level of pleasure and their overall level of health (Steptoe & Di Gessa, 2021).

One of these major areas of study is looking at the many ways that people with impairments might acquire new social skills and enhance the ones they already have. For example, research has been done on the usefulness of social skills training programs for people whose symptoms lie somewhere on the autism spectrum. These people have disorders that range from mild to severe forms of autism (ASD). According to the findings of study, these tactics support people with ASD in being more talkative and sociable with other people (Cuzzocrea et al., 2016).

In addition, studies have been carried out to study the ways in which the general public's perception of people who are disabled might have an impact on the lives of such people. A body of studies has come to the conclusion that unfavorable attitudes and assumptions are linked to a range of detrimental impacts, including increased social isolation and discrimination (Esser et al., 2018).

A number of researches have been conducted to study the ways in which a person's disability interacts with their race, as well as the ways in which this link effects the social integration of individuals who have impairments. According to studies by Ghabrial (2017) people of color who are disabled may suffer even greater challenges connected to discrimination and social exclusion owing to the fact that their identities cause them to face increased odds of being excluded from society.

As a whole, there is a growing body of research that underlines the necessity of addressing the social normalcy of individuals with special needs in order to enhance their general well-being and quality of life. This is done in order to make the world a better place for all people with special needs. This is done with the intention of assisting these people in leading better lives in general.

Methods

Together with an approach that is built on one's own personal direct life experience, we used the action research technique, which is also known as participatory observation. The results of field research that was conducted on a diverse variety of businesses, organizations, and communities that are comprised of people with disabilities are the major source of data for this inquiry. This research was carried out in a number of different locations.

Results

Terminology Problems assigned to Individuals with Special Needs

People who have impairments have been at odds with one another for years about terminology, which may have a significant effect on the worldview of the group that adopts it. All parties concerned are dedicated to eradicating discrimination against people with disabilities and fighting to ensure that their human rights are respected; this dispute, on the other hand, is more about choosing the appropriate phrase than it is about ideological disagreements. Both totally share the same political and philosophical views. It is common knowledge among all parties involved that any terminology used to describe them cannot be in any way sexist, racist, homophobic, or objectionable in any other way. Finally, the disagreement moves away from an ideological level and onto a simply semantic one.

Communities were split on the issue of what people with disabilities should be referred to, with some deciding to use the official term from the United Nations convention, while others preferred the phrase unique abilities, which was later adopted to become diffable. In addition to the groups that have already been stated, there are a great number of people who dislike either term for the simple reason that they do not believe it discriminates against anybody. According to Byrne (2022) the term "persons with disabilities" has a great amount of weight in international law, which includes the battle for the equal rights of handicapped people. The statement "different ability" is plainly positive and suggests equality, despite the absence of a precise legal language to describe it.

Regardless of the conclusion of the debate on words that are not ideological in nature, it will be up to the discretion of each group to decide which of the two names they would want to use. This decision will be left up to each group's choice. The meaning of this word is still up for controversy, despite the fact that these two phrases have been suggested as potential replacements for it. Especially when we consider the fact that the causes of every disability are different from one another (Mégret, 2017). Is there a single term that could

adequately describe that history? Humanists, philosophers, creative types, and language specialists all have a lot of work set out for them in this particular area. When a kid is born without eyes, the experience of blindness is extremely different from what it is like for a teenager to abruptly lose their sight.

The same may be said about the difference between a deaf person who has some residual hearing and a deaf person who has absolutely no hearing at all. Those who are born without the senses of sight or hearing (also known as blind or deaf) are molded into impaired individuals from the time they are infants (deaf). Such who were born without the ability to see or hear were given the chance to do so by the age of five, even though they were born with those conditions. The amount of time spent operating as a "normal human being" within the context of one's specific handicap is what differentiates one blind person from another blind person or one deaf person from another deaf person. This is also true for those with hearing impairments. According to Shogren & Shaw (2016) one of the many factors that may be used to differentiate one disability from another is the degree to which the individual is affected by their handicap. When questioned, the vast majority of people have the tendency to respond that they believe all blind people have the same level of vision loss.

Even if every person, tribe, and nation has their own distinct identity, they all agree that mankind is the pinnacle and pinnacle achievement of creation. People behave in accordance with their own distinct interpretations of what it means for another item, another created creature, or another person, particularly one who is different from themselves, to be flawless. Assuming this dogmatic fact as true, people act in accordance with these interpretations. One of the other types of fellow humans who are the purpose of legitimizing the concept of humans as the most perfect creatures is a human who has a physical restriction.

It's not hard to figure out how constrained their mobility is when you consider what's going on in that area in the first place. It is a small region on the outskirts of a civilization that is structured on the concept of normality in all of the social, cultural, political, and economic elements that it encompasses. According to Agmon et al. (2016) people with disabilities are already considered to be categorized as residents of a lower social class due to their position on the margins of society. Although they have essential characteristics with other individuals, each and every one of them is also entirely unique. Their limitations are a part of what gives them their unique qualities.

Special Needs in Community

People who are unable to function alone are the most overlooked members of our society. It is much more difficult for people with disabilities to regain access to social, cultural, economic, and political space than it is for members of other disadvantaged groups, such as the urban poor, workers, or fishermen and farmers. This is because people with disabilities are more likely to have a physical limitation that prevents them from performing certain activities. They are susceptible to prejudice because other people have unfavorable ideas about their "disability," which add to the society's bad attitudes. This contributes to the fact that the society as a whole has negative opinions. This viewpoint on people who are disabled is formed by social, political, cultural, and economic institutions, all of which have their origins in religious teachings (Turmusani, 2018). This viewpoint is believed by the majority of people to be accurate (through the hegemonic process of normality).

The presumption that humans are in some fundamental sense superior to all other forms of life is where this discriminating attitude toward those who have disabilities gets its start. The line of reasoning that underpins this argument is as follows: if one assumes that perfect is the standard, then one must also assume that imperfection is abnormal. At this moment in time, the widespread logic of normalcy is only starting to take shape (Negri, 2017). Blind people are stereotyped unjustly into the roles of masseurs and beggars, despite the fact that none of these jobs is suited to their particular set of talents. Blind people are pigeonholed into these positions despite the fact that none of these vocations are acceptable for them. Rina, a lady who is blind but constantly wears fashionable sunglasses and seems as if she were blind, is a real-life example of how the process of perception building works in reality. Rina has no vision in either eye. It is almost as if she were unable to see.

A significant number of people who have impairments come to terms with the fact that they will always be subject to prejudice because of their condition. When seen from the perspective of human life as cultural beings, social beings, political beings, or economic beings, their marginalization becomes inescapable. This is true whether the perspective is cultural, social, political, or economic. It is essential to keep in mind that the particulars of a person's situation will determine the extent to which they are able to sue fate and how much of a part it plays in the story of their life. It is also important to keep in mind that the specifics of a person's situation will determine whether or not they are successful.

Because the connection that exists between individuals in a society is the motivating force behind the social model approach, every program that aspires to be an implementation of this method must be

constructed on the foundation of this central concept in order to fulfill the requirements of the social model approach. Both in your individual and collective capacities, for example as members of a community that is dedicated to helping persons who have impairments (Bonaccio et al., 2020). The fact that the state does not protect and provide for a group of individuals who are often exposed to oppression and discrimination, such as is the case for persons with disabilities, need to serve as the jumping off point for the discourse. To this day, the state has not implemented any proactive measures to guarantee that the legal entitlements of people with disabilities would be respected and protected.

Social Normality of the Special Needs

People in positions of power (whether social, political, economic, cultural, or moral) who defend a hegemony based on a dogmatic concept of human perfection are often discriminating against those who have disabilities (Mapp, 2016). This idea is centered on the predominate discourse since the idea of "normality" is where the concept of "perfect" originates from. Because it is the most effective in establishing a human viewpoint or perception and, as a result, becomes a way of controlling power over all other ideas that originate, grow, and evolve in a society, the concept of "normality" is a form of power hegemony. This is due to the fact that it is the most effective in establishing a human viewpoint or perception.

People who have impairments are subject to the social structure and ideology of the society in which they are immersed, both of which have an effect on who they are and how they live. Oliver's (2018) research takes a different approach than the concept of a society's mode of production and its fundamental values and ideologies. Instead, it examines the social structure of persons who have impairments. Oliver believes that these two aspects are intricately intertwined, and that together they shape how others see people who have disabilities.

People with disabilities are often ignored and subjected to unequal treatment in the culture that dominates ideologically and commercially today in the Western world (Barnes, 2018). The development of the factory industrial system and the institution of individual labor compensation resulted in a rift between the home and the place of employment, which in turn resulted in a shift in the "meaning of production." People who are physically or mentally impaired are unable to keep up with the rapid pace of today's capitalist society because they have traditionally been excluded from society and have not had their needs met by institutions and ideologies that are accessible to them.

People who have disabilities are in a particularly precarious position in terms of political power relations (Julià et al., 2017). Their situation is

analogous to that of black or colored slaves during the time of colonial rule, in the sense that they are completely and methodically colonized by power, which prevents them from exercising their political rights to their fullest extent. The common perception about them is that they are incapable of putting up much of a struggle and are, as a result, feeble and weak.

As a subaltern, they are forbidden from expressing any political aspirations they may have. Those who have such a worldview aren't given much of an opportunity to advance in political careers. To reiterate, they are peculiarities due to the fact that they are not political animals. A humanoid shape that is deficient in critical appendages. Politicians come up with these to make themselves seem less partisan (Weeks et al., 2016). Because of this, two perspectives that are diametrically opposed to one another have emerged within the disability rights movement. One of these perspectives ignores the constellation of power and the policies that have been put into place to support it, while the other perspective takes into account both of these factors.

The dominant, conventional way of seeing the world is often reflected in the way the media portrays persons who have disability. The way of thinking that is pushed by the media is not only widespread but also unnatural. According to Coates & Vickerman (2016) people with disabilities are often portrayed in an unfavorable light in the media. In this situation, the position of the media is reflective of the attitude of society on disability. This viewpoint is formed by the hegemony of normality, which is repressive and discriminating against persons with disabilities. Nevertheless, the potential of the media to disseminate information about the plethora of programs and activities that are organized by the disability community should not be underestimated.

Conclusion

Because the perceptions that disabled people have of their own lives have been constructed to be an antithesis that can never arrive at a synthesis, the process of unearthing their identities can only ever arrive at the antithesis. The assumption that individuals with disabilities are defective beings has been formed by hegemony that was developed for the goal of maintaining normality. The products, in their current condition, can only be considered an antithesis since they are unable to go through the required change to become a synthesis. Since the concept of a perfect person is a synthesis that is important to human existence, failures in the search of perfection by humans are justifiable, at least so long as there is no (physical) handicap in them. To put it another way, a person is still a flawless human being even if he has never been perfect as long as he is not a crippled human being.

This is the case regardless of whether or not the person has ever been perfect.

Acknowledgments

The authors extend their appreciation to the Deanship of Scientific Research at King Khalid University for funding this work through Small Research Groups under grant number (RGP.2 / 129/44)

Bibliography

- Agmon, M., Sa'ar, A., & Araten-Bergman, T. (2016). The person in the disabled body: a perspective on culture and personhood from the margins. *International Journal for Equity in Health*, 15(1), 1-11. <https://doi.org/10.1186/s12939-016-0437-2>
- Barak, M. (2017). Science teacher education in the twenty-first century: A pedagogical framework for technology-integrated social constructivism. *Research in Science Education*, 47(2), 283-303. <https://doi.org/10.1007/s11165-015-9501-y>
- Barnes, C. (2018). Theories of disability and the origins of the oppression of disabled people in western society. In *Disability and society* (pp. 43-60). Routledge.
- Bonaccio, S., Connelly, C. E., Gellatly, I. R., Jetha, A., & Martin Ginis, K. A. (2020). The participation of people with disabilities in the workplace across the employment cycle: Employer concerns and research evidence. *Journal of Business and Psychology*, 35(2), 135-158. <https://doi.org/10.1007/s10869-018-9602-5>
- Byrne, B. (2022). How inclusive is the right to inclusive education? An assessment of the UN convention on the rights of persons with disabilities' concluding observations. *International Journal of Inclusive Education*, 26(3), 301-318. <https://doi.org/10.1080/13603116.2019.1651411>
- Charlop, M. H., Lang, R., Rispoli, M., Charlop, M. H., Lang, R., & Rispoli, M. (2018). Lights, camera, action! Teaching play and social skills to children with autism spectrum disorder through video modeling. *Play and social skills for children with autism spectrum disorder*, 71-94. [10.1007/978-3-319-72500-0_5](https://doi.org/10.1007/978-3-319-72500-0_5)
- Coates, J., & Vickerman, P. B. (2016). Paralympic legacy: Exploring the impact of the games on the perceptions of young people with disabilities. *Adapted Physical Activity Quarterly*, 33(4), 338-357. <https://doi.org/10.1123/APAQ.2014-0237>
- Crespo, A. M. (2016). Systemic facts: Toward institutional awareness in criminal courts. *Harvard Law Review*, 2049-2117. <https://www.jstor.org/stable/44072360>
- Cuzzocrea, F., Murdaca, A. M., Costa, S., Filippello, P., & Larcan, R. (2016). Parental stress, coping strategies and social support in families of children with a disability. *Child Care in Practice*, 22(1), 3-19. <https://doi.org/10.1080/13575279.2015.1064357>

- De Meulder, M. (2019). "So, why do you sign?" Deaf and hearing new signers, their motivation, and revitalisation policies for sign languages. *Applied Linguistics Review*, 10(4), 705-724. <https://doi.org/10.1515/applirev-2017-0100>
- Esser, P., Mehnert, A., Johansen, C., Hornemann, B., Dietz, A., & Ernst, J. (2018). Body image mediates the effect of cancer-related stigmatization on depression: A new target for intervention. *Psycho-oncology*, 27(1), 193-198. <https://doi.org/10.1002/pon.4494>
- Ghabrial, M. A. (2017). "Trying to figure out where we belong": Narratives of racialized sexual minorities on community, identity, discrimination, and health. *Sexuality Research and Social Policy*, 14(1), 42-55. <https://doi.org/10.1007/s13178-016-0229-x>
- Holmes, J. A. (2017). Expert listening beyond the limits of hearing: Music and deafness. *Journal of the American Musicological Society*, 70(1), 171-220. <https://doi.org/10.1525/jams.2017.70.1.171>
- Julià, M., Vanroelen, C., Bosmans, K., Van Aerden, K., & Benach, J. (2017). Precarious employment and quality of employment in relation to health and well-being in Europe. *International Journal of Health Services*, 47(3), 389-409. <https://doi.org/10.1177/0020731417707491>
- Kanter, A. S. (2019). Let's try again: Why the United States should ratify the united nations convention on the rights of people with disabilities. *Touro L. Rev.*, 35, 301.
- Al-Ajeely, S. A., & Khasawneh, M. A. S. (2022). The Role of University Education in Confronting the Phenomenon of Terrorism and Promoting Belonging among Young People. *Journal of Positive Psychology and Wellbeing*, 6(1), 3206-3211.
- Al-Amrat, M. G. R., & Khasawneh, M. A. S. (2022). Students with Special Education Disabilities' Spatial Skills. *Journal of Positive Psychology and Wellbeing*, 6(1), 3185-3194.
- Alatoom, E. K. T., & Khasawneh, M. A. S. (2022). The Reality of Online Education and its Obstacles from the Perspectives of Resources Rooms Teachers in Amman Schools During the COVID-19 Pandemic. *Journal of Positive Psychology and Wellbeing*, 6(1), 3195-3205.
- Alkhalwaldeh, M. A. (2020). and Mohamad Ahmad Saleem Khasawneh (2020). The Impact of Using an Infographic-based Training Program on Improving Visual Motor Memory Among EFL Student. *INDIAN JOURNAL OF SCIENCE AND TECHNOLOGY*, 405-416. DOI: 10.17485/ijst/2020/v13i04/148906
- Alkhalwaldeh, M. A., & Kha-sawneh, M. A. S. (2020). Developing acoustic analysis skills among students with developmental apraxia of speech (DAS). *Indian Journal of Science and Technology*, 13(22), 2237-2244. DOI: 10.17485/ijst/v13i22.148932
- Alkhalwaldeh, M. A., & Khasawneh, M. A. S. (2021). Learning Disabilities in English at the Primary Stage: A Qualitative Study from the Students' Perspective. <http://ijmrmap.com/wp-content/uploads/2021/06/IJMRAP-V3N12P107Y21.pdf>
- Alkhalwaldeh, M. A., & Khasawneh, M. A. S. (2021). Problems Faced by English Language Teachers in Teaching Students with Learning Disabilities.

- Journal of Research and Opinion, 8(11), 3058-3065.
<https://doi:10.15520/jro.v8i11.132>
- Alkhalwaldeh, M. A., & Khasawneh, M. A. S. (2021). The availability of teaching aids in resource rooms and their use by teachers in Irbid Governorate. *Science and Education*, 2(8), 390-401.
<https://openscience.uz/index.php/sciedu/article/view/1772/1694>
- Alkhalwaldeh, M. A., & Khasawneh, M. A. S. (2021). The challenges that English teachers face in the employment of the evaluation matrix in classes for students with learning difficulties. *Journal La Edusci*, 2(5), 30-38.
<https://doi.org/10.37899/journallaedusci.v2i5.494>
- Alkhalwaldeh, M. A., & Khasawneh, M. A. S. (2021). The Effect of Flipped Classroom Strategy via Smart Phones in Academic Achievement in the English Language for Blind and Visually Impaired Students. *Journal of Asian Multicultural Research for Educational Study*, 2(3), 1-10.
<https://doi.org/10.47616/jamres.v2i2.203>
- Alkhalwaldeh, M. A., & Khasawneh, M. A. S. (2021). The Training Program Effectiveness to Improve English Pronunciation for Students with Hearing Impairments in the Elementary Level. *Journal La Sociale*, 2(5), 1-11. <https://doi.org/10.37899/journal-la-sociale.v2i5.401>
- Alkhalwaldeh, M. A., & Khasawneh, M. A. S. (2022). Problems faced by English language teachers in teaching students with learning disabilities. *Science and Education*, 3(5), 677-687.
- Alkhalwaldeh, M. A., & Khasawneh, M. A. S. (2022). The challenges that English teachers face in the employment of the evaluation matrix in classes for students with learning difficulties. *Science and Education*, 3(5), 688-699.
- Khasawneh, M., & Arabia, S. (2016). The Impact of a Training Program Based on the Visual Words Composition Techniques on the Development of Reading Comprehension Skills among the Students of Primary Stage. *Advances in BioResearch*, 7(2).
https://www.researchgate.net/publication/329091984_International_Journal_of_Academic_Research
- Khasawneh, M. (2022). The Relationship of Curriculum, Teaching Methods, Assessment Methods, and School and Home Environment with Learning Difficulties in English Language from the Students' Perspectives. *Journal of Innovation in Educational and Cultural Research*, 3(1), 41-48.
<https://doi.org/10.46843/jiecr.v3i1.51>
- Khasawneh, M. A. (2012). Spatial ability for children with learning disabilities in hail and its relationship with some variables. *European Scientific Journal*, 8(22). DOI: <https://doi.org/10.19044/esj.2012.v8n22p%25p>
- Khasawneh, M. A. (2019). Using Social Media Networks by Learning Disabilities Teachers. *International Journal of Educational Research Review*, 4, 766-780. <https://doi.org/10.24331/ijere.634880>
- Khasawneh, M. A. (2021). The effect of the spread of the new COVID-19 on the psychological and social adaptation of families of persons with disabilities in the Kingdom of Saudi Arabia. *Health Psychology Report*, 9(3), 264-275. DOI: <https://doi.org/10.5114/hpr.2020.99003>
- Khasawneh, M. A. S. (2020). The Extent of Bullying Against Students with Learning Disabilities According to the Age Variable. *International Journal*

- of Learning, Teaching and Educational Research, 19(6), 267-281. DOI: 10.26803/ijlter.19.6.16
- Khasawneh, M. A. S. (2020). The leadership roles of Saudi special education teachers from their own perspectives. *Indian Journal of Science and Technology*, 13(25), 2520-2528. DOI: 10.17485/ijst/v13i25.110
- Khasawneh, M. A. S. (2020). THE SPATIAL ABILITY OF SCHOOL STUDENTS WITH LEARNING DISABILITIES IN SAUDI ARABIA. https://www.researchgate.net/publication/340332933_THE_SPATIAL_ABILITY_OF_SCHOOL_STUDENTS_WITH_LEARNING_DISABILITIES_IN_SAUDI_ARABIA
- Khasawneh, M. A. S. (2021). An electronic Training Program on Developing the Written Expression Skills among a Sample of foreign language learners EFL who are at-risk for Learning disabilities during the emerging Covid-19. *Academy of Social Science Journal*, 7(10), 1974-1982. DOI: [HTTPS://DOI.ORG/10.15520/ASSJ.V7I10.2713](https://doi.org/10.15520/ASSJ.V7I10.2713)
- Khasawneh, M. A. S. (2021). An electronic training program to treat errors of reading aloud in the English language among students with learning difficulties during the emerging Covid-19. *The Journal of Quality in Education*, 11(17), 49-69. <https://doi.org/10.37870/joque.v11i17.251>
- Khasawneh, M. A. S. (2021). Attitudes of teachers of learning disabilities in English language towards the use of information technology in Irbid from their point of view. *Journal of Advances in Social Science and Humanities*, 7(10), 1957-1966. DOI:10.15520/jassh.v7i10.661
- Khasawneh, M. A. S. (2021). Auditory memory among a sample of students with learning disabilities in English in Irbid Governorate. *Science and Education*, 2(11), 609-621. <https://openscience.uz/index.php/sciedu/article/view/2040>
- Khasawneh, M. A. S. (2021). Challenges resulting from simultaneous online education during the " Covid-19" pandemic: the case of King Khalid University, Saudi Arabia. *Science and Education*, 2(8), 414-430. <https://openscience.uz/index.php/sciedu/article/view/1774/1696>
- Khasawneh, M. A. S. (2021). Cognitive Flexibility of Students with Learning Disabilities in English Language and Its Relationship to Some Variables. *Shanlax International Journal of Education*, 9(3), 49-56. DOI: 10.34293/education.v9i3.4003
- Khasawneh, M. A. S. (2021). Developing the Imagination Skills among Students with Learning Disabilities in English Language. *Journal of Asian Multicultural Research for Social Sciences Study*, 2(4), 1-8. DOI: <https://doi.org/10.47616/jamrsss.v2i4.187>
- Khasawneh, M. A. S. (2021). Developing Writing Skills Among Students with Learning Disabilities in English Language. *Social Science Research (IJESSR)*, 4(6), 01-15. https://ijessr.com/uploads2021/ijessr_04_519.pdf
- Khasawneh, M. A. S. (2021). Emotional intelligence of teachers of Learning Disabilities in English language from their point of view. *Investigación educativa actual*, 4(4), 1101-1109. DOI: <https://doi.org/10.52845/CER/2021-4-4-1>.
- Khasawneh, M. A. S. (2021). Language skills and their relationship to learning difficulties in English language from the students' point of view. *Science and Education*, 2(9), 261-272. DOI: 10.34293/education.v9i4.4082

- Khasawneh, M. A. S. (2021). Methods of resource room management for teachers of learning disabilities in English language in light of some variables. *Science and Education*, 2(9), 240-249. DOI: 10.30659/e.6.2.213-221
- Khasawneh, M. A. S. (2021). Obstacles to using e-learning in teaching English for students with learning disabilities during the Covid-19 pandemic from teachers' point of view. *Science and Education*, 2(5), 470-483. <https://openscience.uz/index.php/sciedu/article/view/1406/1350>
- Khasawneh, M. A. S. (2021). Problems of Teaching Phonological Awareness to Learning Disabilities Students. *GIST-Education and Learning Research Journal*, 23, 135-149. DOI: <https://doi.org/10.26817/16925777.961>
- Khasawneh, M. A. S. (2021). Problems Teaching English to Deaf Students. *Indonesian Journal of Creative Counseling*, 1(2), 32-42. DOI: <https://doi.org/10.47679/ijcc.v1i2.107>
- Khasawneh, M. A. S. (2021). Programa de formación para el desarrollo de habilidades de lectura en inglés para estudiantes con dificultades de aprendizaje. *Revista EDUCARE-UPEL-IPB-Segunda Nueva Etapa* 2.0, 25(1), 84-101. <https://doi.org/10.46498/reduipb.v25i1.1445>.
- Khasawneh, M. A. S. (2021). Social competence for students with learning disabilities in English. *Technium Social Sciences Journal*, 23(1), 16–27. Retrieved from <https://techniumscience.com/index.php/socialsciences/article/view/4439>
- Khasawneh, M. A. S. (2021). Sources of work stress of English language teachers in secondary government schools in Saudi Arabia. *Science and Education*, 2(10), 249-254. <https://doi.org/10.37899/journallaeducsci.v2i4.450>
- Khasawneh, M. A. S. (2021). Teacher Perspective on Language Competences Relation to Learning Difficulties in English Learning. *Journal Educational Verkenning*, 2(1), 29-37. Retrieved from <http://hdpublication.com/index.php/jev/article/view/125>
- Khasawneh, M. A. S. (2021). The attitudes of Teachers of Learning Disabilities in English Language Toward Using Virtual classes to Teach English Writing. *Journal of Asian Multicultural Research for Social Sciences Study*, 2(4), 9-18. <https://doi.org/10.47616/jamrsss.v2i4.189>
- Khasawneh, M. A. S. (2021). The degree of practicing effective communication skills among teachers of learning disabilities in English language from their point of view. *Journal Educational Verkenning*, 2(2), 1-9. DOI: 10.47616/jamres.v2i2.175
- Khasawneh, M. A. S. (2021). The Degree of Practicing Organizational Justice by Teachers of Learning Disabilities in English Language from Their Point of View. *Journal of Asian Multicultural Research for Educational Study*, 2(2), 1-8. <https://doi.org/10.47616/jamres.v2i2.175>.
- Khasawneh, M. A. S. (2021). The difficulties facing students with learning disabilities in English language skills from the point of view of their parents. *Science and Education*, 2(11), 592-608. <https://openscience.uz/index.php/sciedu/article/view/2039>
- Khasawneh, M. A. S. (2021). The Effect of Using a Language Games-Based Electronic Program on Acquiring Oral Expression Skills among People

- with Learning Difficulties in English Language during Covid-19 Pandemic. MANAZHIM, 3(2), 136-150. <https://doi.org/10.36088/manazhim.v3i2.1109>
- Khasawneh, M. A. S. (2021). The Effect of Using a Language Games-Based Electronic Program on Acquiring Oral Skills. Experiences of Adult English Learners during the COVID-19 Pandemic. *Edukacja Ustawiczna Dorosłych*, 112(1), 13-24. <https://doi.org/10.36088/manazhim.v3i2.1109>
- Khasawneh, M. A. S. (2021). The effectiveness of a training program based on Erikson's theory in developing independence skills among students with learning disabilities in Jordan. *Science and Education*, 2(8), 457-471. <https://openscience.uz/index.php/sciedu/article/view/1776/1698>
- Khasawneh, M. A. S. (2021). The effectiveness of using multimedia in the developing the concepts of the English language grammar concepts for people with learning difficulties. *Science and Education*, 2(6), 373-384. <https://openscience.uz/index.php/sciedu/article/view/1571/1505>
- Khasawneh, M. A. S. (2021). The extra-curricular environmental activities as practiced by English language students with learning difficulties from their teachers' point of view. *Science and Education*, 2(4), 275-287. <https://openscience.uz/index.php/sciedu/article/view/1226/1177>
- Khasawneh, M. A. S. (2021). The Impact of Phonological Awareness in Improving Sequential Memory among Students with Learning Disabilities. *International Journal of Disability, Development and Education*, 1-13. <https://doi.org/10.1080/1034912X.2021.1995853>
- Khasawneh, M. A. S. (2021). The level of cognitive dissonance among students with learning disabilities in English from the point of view of their teachers. *Science and Education*, 2(11), 577-591. <https://openscience.uz/index.php/sciedu/article/view/2038>
- Khasawneh, M. A. S. (2021). The Level of Emotional Intelligence of English Language Students with Learning Disabilities from the Point of View of Their Parents. *Science and Education*, 2(7), 264-275. <https://openscience.uz/index.php/sciedu/article/view/1706/1635>
- Khasawneh, M. A. S. (2021). The Level of Job Performance among Teachers of Learning Disabilities in English Language During The COVID-19 Pandemic from Their Point of View. *International Journal of Contemporary Research and Review*, 12(10), 20449-20457. <https://doi.org/http://ijcrr.info/index.php/ijcrr/article/view/924/947>
- Khasawneh, M. A. S. (2021). The level of moral dependence among a sample of students with learning disabilities in English from the point of view of their teachers. *Science and Education*, 2(11), 528-538. <https://openscience.uz/index.php/sciedu/article/view/2034>
- Khasawneh, M. A. S. (2021). The level of motivation among teachers of learning disabilities in English language in light of the COVID-19 pandemic. *Social Science Learning Education Journal*, 6(11), 642-651 DOI: <https://doi.org/10.15520/sslej.v6i11.2871>
- Khasawneh, M. A. S. (2021). The level of stuttering severity among students with learning disabilities in English language. *Science and Education*, 2(9), 215-226. <https://openscience.uz/index.php/sciedu/article/view/1842/1747>

- Khasawneh, M. A. S. (2021). The perceptions of teachers of Learning Disabilities in English language on the level of their psychological burnout. *Journal of Research and Opinion*, 8(10), 3048-3057. doi:10.15520/jro.v8i10.130.
- Khasawneh, M. A. S. (2021). The reality of extra-curricular educational activities from the viewpoint of students with learning difficulties in English language. 6-2-13-161 (2).pdf
- Khasawneh, M. A. S. (2021). The relationship between the acquisition of language patterns and oral expression skills among students with learning difficulties in the English language during the Covid-19 pandemic. *Science and Education*, 2(5), 490-499. <https://openscience.uz/index.php/sciedu/article/view/1408/1352>
- Khasawneh, M. A. S. (2021). The use of autocratic style by teachers of learning disabilities in English language according to some variables. *Science and Education*, 2(10), 255-265.
- Khasawneh, M. A. S. (2021). THE USE OF DEMOCRATIC STYLE BY TEACHERS OF LEARNING DISABILITIES IN ENGLISH LANGUAGE ACCORDING TO SOME VARIABLES. *language*, 4(05). https://ijehss.com/uploads2021/EHS_4_305.pdf
- Khasawneh, M. A. S. (2021). The use of Laissez-faire style by teachers of Learning Disabilities in English language according to some variables. *Science and Education*, 2(9), 250-260. <https://openscience.uz/index.php/sciedu/article/view/1845/1750>
- Khasawneh, M. A. S. (2021). The Use of Reading Speed Strategy in Promoting Reading Comprehension among EFL Students with Learning Disabilities. *Al-Lisan: Jurnal Bahasa (e-Journal)*, 6(2), 225-235. <https://doi.org/10.30603/al.v7i2.2135>.
- Khasawneh, M. A. S. (2021). Training program on developing reading skills in the english language among students with learning difficulties. *Revista EDUCARE-UPEL-IPB-Segunda Nueva Etapa 2.0*, 25(1), 84-101. DOI: 10.46498/reduipb.v25i1.1466
- Khasawneh, M. A. S. (2022). Developing the imagination skills among students with learning disabilities in English language. *Science and Education*, 3(4), 627-641.
- Khasawneh, M. A. S. (2022). Language Skills and Their Relationship to Learning Difficulties in English Language from the Teachers' Point of View. *The Journal of Quality in Education*, 12(19), 104-113. <https://doi.org/10.37870/joque.v12i19.308>
- Khasawneh, M. A. S. (2022). The degree of practicing effective communication skills among teachers of learning disabilities in English language from their point of view. *Science and Education*, 3(2), 492-509. <https://orcid.org/0000-0002-1390-3765>
- Khasawneh, M. A. S. (2022). The degree of practicing effective communication skills among teachers of learning disabilities in English language from their point of view. *Science and Education*, 3(2), 492-509.
- Khasawneh, M. A. S. (2022). The level of motivation among teachers of learning disabilities in English language in light of the COVID-19 pandemic. *Science and Education*, 3(4), 664-677.

- Khasawneh, M. A. S. (2022). The level of practicing organizational trust among teachers of learning disabilities in English language from their point of view. *Science and Education*, 3(2), 481-491. <https://orcid.org/0000-0002-1390-3765>
- Khasawneh, M. A. S. (2022). The level of practicing organizational trust among teachers of learning disabilities in English language from their point of view. *Science and Education*, 3(2), 481-491.
- Khasawneh, M. A. S. (2022). Work pressures among teachers of learning disabilities in English language from their point of view. *Science and Education*, 3(2), 510-529. <https://orcid.org/0000-0002-1390-3765>
- Khasawneh, M. A. S. (2022). Work pressures among teachers of learning disabilities in English language from their point of view. *Science and Education*, 3(2), 510-529.
- Khasawneh, M. A. S. K. (2021). Self-Regulation among students with learning disabilities in English language and its relationship to some variables. <https://socialscienceresearch.org/index.php/GJHSS/article/view/3660/3549>
- Khasawneh, M. A. S. K. (2021). The effectiveness of a training program based on Erikson's theory in developing initiation skills among students with learning disabilities in Jordan.
- Khasawneh, M. A. S. K. (2021). Work pressures among teachers of learning disabilities in English language from their point of view. *Journal of Asian Multicultural Research for Educational Study*, 2(2), 15-23. DOI: 10.47616/jamres.v2i2.177
- Khasawneh, M. A. S. THE EFFECTIVENESS OF A TRAINING PROGRAM BASED ON ERIKSON'S THEORY IN DEVELOPING ACHIEVEMENT SKILLS AMONG STUDENTS WITH LEARNING DISABILITIES IN JORDAN.
- Khasawneh, M. A. S., & Alatoom, E. K. T. (2022). Developing writing skills among students with learning disabilities in English language. *Journal of Social Studies (JSS)*, 18(1), 63-80.
- Khasawneh, M. A. S., & Alkhaldeh, M. A. (2018). The Relationship between Successful Intelligence and School-Social Growth among Learning Disability Students in Aseer Area. *Basic Education College Magazine for Educational and Humanities Sciences*, (39).
- Khasawneh, M. A. S., & Alkhaldeh, M. A. (2020). The Effectiveness of Phonological Awareness Training in Treating Deficiencies in Auditory Processing Among Children with Learning Disabilities Among Elementary Cycle Students in Saudi Arabia. *International Journal of Language Education*, 4(3). <https://doi.org/10.26858/ijole.v4i3.14758>
- Khasawneh, M. A. S., & Alkhaldeh, M. A. H. (2017). The attitudes of King Khalid's students who are affiliated with Special Education bachelor's degree toward Blackboard Software in their learning. *International Journal of Humanities and Cultural Studies (IJHCS)* ISSN 2356-5926, 2(4), 2789-2798. <https://www.ijhcs.com/index.php/ijhcs/article/view/3061/2888>
- Khasawneh, M. A. S., & Al-Rub, M. O. A. (2020). Development of Reading Comprehension Skills among the Students of Learning Disabilities. *Universal Journal of Educational Research*, 8(11), 5335-5341. DOI: 10.13189/ujer.2020.081135

- Khasawneh, M. A. S., Alkhalwaldeh, M. A., & Hamad, H. A. A. B. (2018). Building a training program based on the theory of voice awareness and measuring its effectiveness in developing the skills of auditory analysis of students with difficulties in synergy, developmental and verbal Verbal Dyspraxia. *Basic Education College Magazine For Educational and Humanities Sciences*, (41).
- Khasawneh, M. A., Al Ahmad, F. A., & Al Khawaldeh, M. A. (2018). the Effects of Training Program based on Auditory Perception Skills in Enhancing Phonological Awareness among Learning Disability Students in Aseer Region. *Journal of Educational and Psychological Studies [JEPS]*, 12(3), 591-604. <https://doi.org/10.24200/jeps.vol12iss3pp591-604>
- Khasawneh, M., Alkhalwaldeh, M., & Al-Khasawneh, F. (2020). The Level of Metacognitive Thinking Among Students with Learning Disabilities. *International Journal of English Linguistics*, 10(5). doi:10.5539/ijel.v10n5p343
- Khasawneh, MAS (2021). Training program for the development of reading skills in English for students with learning difficulties. *EDUCARE-UPEL-IPB-Second New Stage 2.0 Magazine* , 25 (1), 84-101. DOI: 10.46498/reduipb.v25i1.1445
- Mapp, A. M. (2016). Modernity, Hegemony and Disability: A Critical Theoretical Exploration of the Historical Determinants of Disability. <http://hdl.handle.net/10315/33461>
- Mégret, F. (2017). The disabilities convention: Human rights of persons with disabilities or disability rights?. In *Equality and Non-Discrimination under International Law* (pp. 269-292). Routledge.
- Mitter, N., Ali, A., & Scior, K. (2019). Stigma experienced by families of individuals with intellectual disabilities and autism: A systematic review. *Research in Developmental Disabilities*, 89, 10-21. <https://doi.org/10.1016/j.ridd.2019.03.001>
- Negri, S. (2017). Proof theory for non-normal modal logics: The neighbourhood formalism and basic results. *IfCoLog Journal of Logics and their Applications*, 4(4), 1241-1286.
- Oliver, M. (2018). *Understanding disability: From theory to practice*. Bloomsbury Publishing.
- Savery, A., Cain, T., Garner, J., Jones, T., Kynaston, E., Mould, K., ... & Wilson, D. (2017). Does engagement in Forest School influence perceptions of risk, held by children, their parents, and their school staff?. *Education 3-13*, 45(5), 519-531. <https://doi.org/10.1080/03004279.2016.1140799>
- Shogren, K. A., & Shaw, L. A. (2016). The role of autonomy, self-realization, and psychological empowerment in predicting outcomes for youth with disabilities. *Remedial and Special Education*, 37(1), 55-62. <https://doi.org/10.1177/0741932515585003>
- Steptoe, A., & Di Gessa, G. (2021). Mental health and social interactions of older people with physical disabilities in England during the COVID-19 pandemic: a longitudinal cohort study. *The Lancet Public Health*, 6(6), e365-e373. [https://doi.org/10.1016/S2468-2667\(21\)00069-4](https://doi.org/10.1016/S2468-2667(21)00069-4)
- Turmusani, M. (2018). *Disabled people and economic needs in the developing world: A political perspective from Jordan*. Routledge. <https://doi.org/10.4324/9781315257730>

- Weeks, B. E., Ksiazek, T. B., & Holbert, R. L. (2016). Partisan enclaves or shared media experiences? A network approach to understanding citizens' political news environments. *Journal of Broadcasting & Electronic Media*, 60(2), 248-268.
<https://doi.org/10.1080/08838151.2016.1164170>
- Young, A., Oram, R., & Napier, J. (2019). Hearing people perceiving deaf people through sign language interpreters at work: on the loss of self through interpreted communication. *Journal of Applied Communication Research*, 47(1), 90-110.
<https://doi.org/10.1080/00909882.2019.1574018>