

EMPLOYING INDIVIDUALIZED PLANS AS A TOOL FOR TEACHING STUDENTS WITH LEARNING DIFFICULTIES: A CASE STUDY FROM THE HASHEMITE KINGDOM OF JORDAN

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Abstract

The aim of this study is to explore the implementation of Individualized Educational Plans (IEPs) in supporting students with learning disabilities, their effectiveness and impact on the academic performance of the students, challenges of their usage, and providing solutions through the application of best educational practices. The paper starts off by defining IEPs as systematic education plans that are meant to meet the unique needs of students through personalized strategies that cater to their weaknesses and strengths, optimizing their potential for success in learning.

Furthermore, the study delineates the variety of learning challenges students experience, such as dyslexia and comprehension, and explains how IEPs offer innovative solutions through individualized instruction for each student. The study presents a range of best practices for IEP effective implementation, including teacher-parent partnership, application of modern technologies, continuous teacher professional growth, and systematic monitoring of student progress.

This research involves surveying school principals, teachers, and educational supervisors across multiple directorates to explore how Individualized Education Plans (IEPs) are implemented and how they influence student learning outcomes. A sample of students with learning disabilities was selected, and the findings indicated a remarkable improvement in their comprehension and concentration level. Despite the success in IEP implementation, several challenges were also identified, such as a lack of financial and technological resources, teacher application issues, and parental involvement constraints in some cases.

To achieve the objectives of the study, the researcher conducted a structured questionnaire to collect relevant data. The results indicated a significant positive impact of IEPs on the students' academic growth and showed statistically significant differences in the outcomes.

The study recommends strengthening coordination between parents and educators, providing teachers with constant professional development, and developing teaching programs and computer software that provide personalized content to students. The study concludes by stating that IEPs are an effective tool for addressing the academic achievement of students with disabilities. It highlights the need for adequate support from school administrators and access to required resources to enable proper implementation of such plans and attainment of their intended goals.

Keywords: Individualized Educational Plans, Learning Difficulties, Phonemic Awareness, Reading Skills, Differentiated Instruction.

Introduction

In the late twentieth century, the field of learning disabilities experienced significant transformations, driven by a growing global awareness of educational equity and inclusion. This shift introduced new theoretical and practical paradigms and fostered a systematic research approach that redefined key concepts in the field. A major milestone in this context was the adoption of a clear, standardized definition of learning difficulties and the integration of special education programs within school systems, ensuring that every learner receives support tailored to their individual needs and learning styles without exclusion.

Individualized Education Plans (IEPs) aim to provide specialized learning services tailored to each student's unique abilities and learning style. Their purpose is to strengthen individual strengths and address learning challenges without marginalizing the student. In recent years, qualitative and quantitative advancements have been made in assessment and diagnostic tools within the field of special education. This includes the growing use of AI technologies, which have contributed to more accurate, timely, and personalized diagnoses. These tools have supported the development of effective, student-centered teaching interventions and pedagogical approaches for learners with disabilities.

In Jordan, the Ministry of Education has adopted policies to promote the integration of students with learning disabilities through the use of individualized education plans, as well as by expanding teacher training and resources. However, challenges remain regarding the practical implementation of these policies, highlighting the need to assess the effectiveness of such plans in the local context. Learning disabilities represent one of the most critical areas within special education, as students with these conditions are the largest proportion of those receiving specialized services in most countries.

Studies indicate that a large percentage of children with normal, and sometimes high, levels of physical, mental, and sensory abilities achieve at rates lower than expected based on those abilities. This significant discrepancy between potential and performance, known as the "gap between potential and actual performance," is one of the key criteria used to diagnose learning disabilities.

Despite this clarity, many practitioners and families misinterpret the phenomenon, attributing it to low intelligence or weak mental readiness, this challenge stems from the inherently individual nature of the learning processes of such children, which are often overlooked or misunderstood by the educational system and the broader social context in which they exist. Learning difficulties are a relatively recent topic within the field of special education, despite decades of scientific research aimed at understanding their causes and developing accurate diagnostic tools. The complexity of this issue is further heightened by the fact that learning difficulties are sometimes referred to as an "invisible disability," since individuals in this category often exhibit subtle and indirect learning challenges. The wide variation in how these difficulties appear makes diagnosis particularly complex, requiring specialized fields to intensify efforts toward developing more accurate, efficient, and comprehensive diagnostic and intervention systems that can ensure timely and effective support for affected learners (Mehta, 2005).

According to the U.S. Department of Education (2001), students with learning disabilities are more than half of all individuals receiving special education services, accounting for approximately 51.01 percent. of all students with special needs in general education. The prevalence of learning disabilities is estimated to range between 10 and 30 percent, with higher rates observed among males; roughly three times higher than among females. The issue of learning disabilities has since attracted the attention of numerous scientific and professional disciplines that approach it from diverse and complementary perspectives. Among these fields are medicine, which examines the biological and health-related causes of the condition; psychology, which studies its behavioral and cognitive mechanisms; linguistics, which focuses on reading, writing, and pronunciation

difficulties; education, which develops specialized instructional strategies; neuroscience, which explores the neural underpinnings of brain function; and mental health, which provides psychological support and fosters emotional stability for affected children (1998، الزَيَّات).

Collaborative research across these disciplines has aimed to identify the factors contributing to learning difficulties and to design effective intervention tools and approaches that provide specialized and appropriate support. However, the variety of methodologies and research strategies has led to variations in how learning difficulties are classified and understood. This underscores the complexity of the issue and the need for a multidisciplinary approach that promotes coherence and effectiveness in supporting target groups.

Since the formal recognition of learning disabilities as a field within special education in 1975, following the enactment of the Education for All Handicapped Children Act (Act 94-142) in the United States, a paradigm shift has occurred in approaches to educating children with special learning needs. Achieving meaningful human development requires attention not only to individuals' actions but also to their interactions. This entails a focus on both human and social development that affects all segments of society, including persons with disabilities, who represent 10 to 15 percent of the population according to international statistics (2020، الخالدي).

This law established a standard framework for identifying children with learning difficulties. Under this framework, a child is classified within this category if their IQ falls within or above the average range, yet there is a significant and inconsistent decline in academic performance, particularly in reading and general achievement. Diagnosis is based on the "discrepancy" between mental ability and educational performance, which reflects the imbalance between potential and outcomes. Such children require specialized support and intervention to bridge this gap and enhance their academic performance (2011، عَوَّاد).

With the emergence of the COVID-19 pandemic, education systems worldwide were forced to adopt distance learning as a strategic option to ensure continuity of learning through digital applications and online platforms. This shift placed pressure on both educational systems and teachers to adapt to new technological demands. The pandemic revealed several challenges that must be addressed, including weaknesses in learning assessment systems, teacher training, and understanding of students' learning behaviors (2021، حامد). This shift highlighted the need to train educators to effectively integrate digital tools into teaching. However, early experiences in some Arab countries (2019) exposed clear gaps in infrastructure and technology adoption, which limited the effectiveness of distance learning initiatives (2020، بو علي).

Recent studies conducted during the pandemic confirmed significant variations in the impact of distance learning on students. While some learners; particularly those who had struggled in traditional classrooms, benefited unexpectedly from online learning, many teachers expressed concerns about declining achievement levels among students with disabilities as schools returned to face-to-face instruction. These findings highlight the importance of developing new educational approaches that respond to ongoing changes in the learning environment and of sustaining the experience gained through distance education to ensure continuous support for all learners. Such approaches should also be aligned with national legislation on disabilities and learning challenges,

including the provisions of the Jordanian Law on the Rights of Persons with Disabilities, as well as with international frameworks such as the United Nations Convention on the Rights of Persons with Disabilities and the Global Disability Summit commitments, particularly within the context of Jordan. (أرناؤوط، 2020).

Individualized Education Planning (IEP) is a vital tool for addressing the needs of students with learning disabilities as part of special education. The primary goal of IEPs is to design tailored educational plans for each student, defining specific learning objectives, assessment methods, and support tools that best match their individual abilities. International research has shown that the adoption of IEPs contributes to improved academic performance and helps bridge the educational gap between students with learning disabilities and their peers.

In Jordan, the Ministry of Education has increasingly committed to developing special education programs aimed at integrating students with learning disabilities and providing them with individualized educational support that meets their unique learning needs. However, the implementation of these plans in Jordanian schools continues to face challenges related to limited resources, insufficient teacher training, and inadequate support systems. Therefore, examining the effectiveness of IEPs within the Jordanian context remains of paramount importance.

Study Problem

This study addresses the challenges surrounding the implementation of Individualized Education Plans (IEPs) designed to support students with learning difficulties in Jordan. IEPs serve not only as systematic educational tools but also as remedial frameworks that encompass assessment, targeted intervention, and continuous monitoring to enhance students' performance and learning processes. Although the concept of individualized education plans is theoretically recognized as an organized and effective intervention approach, their practical implementation in Jordan continues to face significant challenges. These include limited resources, insufficient teacher training, and a lack of institutional preparedness, all of which constrain the effectiveness of IEPs and hinder the achievement of their intended outcomes.

Among the most prominent challenges are the shortage of educational and technical resources (القمش، 2014) and the scarcity of specialized training programs that enable teachers to design and implement individualized plans in a professional and effective manner. This situation is further complicated by limited cooperation between schools and parents in some contexts, which reduces the quality of implementation and diminishes opportunities to support students and strengthen their academic and psychological progress.

Accordingly, this study aims to gain a deeper understanding of the role and impact of individualized plans in improving the performance of students with learning difficulties, to identify the key obstacles that hinder their effective implementation, and to propose practical and evidence-based solutions that ensure the successful and sustainable application of individualized plans within school environments.

Study Objectives

This study aims to a set of core objectives that contribute to advancing the effective use of individualized plans and enhancing their impact in supporting students with learning difficulties. The specific objectives are as follows:

1. To analyze the effectiveness of Individualized Education Plans (IEPs) in improving the performance of students with learning difficulties across various education directorates, and to measure their actual impact based on respondents' feedback collected through the questionnaire.
2. Identify the challenges associated with implementing individualized plans by highlighting the barriers faced by teachers and school administrators.
3. Examine evidence-based and field-tested methods that ensure the successful implementation of individualized plans.
4. Assess the level of cooperation between teachers and parents and its influence on increasing the effectiveness and positive outcomes of individualized plans.
5. Provide actionable recommendations derived from field research to guide the development and implementation of individualized plans that align with students' diverse needs.
6. Evaluate the role of technology, such as audio-based learning tools and other supportive resources, in improving the quality of plan implementation and expanding opportunities for student support.
7. Conduct a systematic comparison of students' academic and social performance before and after the implementation of individualized plans, using the sample data collected, to assess their effectiveness and impact on the educational experience.

Previous Studies

1. Study by Al-Khalidi (2020)

Titled "*Attitudes of Special Education Students at Al al-Bayt University Toward the Academic Inclusion of Students with Disabilities in Jordan*," this study aimed to explore and analyze the attitudes of male and female students in the Department of Special Education at Al al-Bayt University toward the inclusion of students with disabilities. The study sample consisted of 275 students enrolled in the Special Education program during the 2017–2018 academic year. To achieve the study's objectives, the researcher employed a questionnaire that was tested for validity and reliability to ensure the accuracy and credibility of the results.

Findings revealed that students in the Department of Special Education expressed positive attitudes toward the academic inclusion of persons with disabilities in Jordan. The results also indicated statistically significant differences in attitudes based on academic year, favoring fourth-year students who demonstrated more supportive views of inclusion compared to students in earlier years. Conversely, no statistically significant differences were found between male and female students at the 0.05 significance level, suggesting that positive attitudes toward inclusion are not influenced by gender but rather by increased academic experience and exposure to educational theories. This study provides a deep understanding of students' attitudes toward inclusion policies and underscores the importance of developing educational curricula that reinforce and sustain these positive attitudes.

2. Study by Dababneh (2010)

Titled "*The Extent to Which Parents Practice Methods to Develop Their Children's Early Reading and Writing Skills in the City of Amman and Their Relationship to Gender, Educational Level, and Income*," this study sought to identify how parents in Amman engage in practices that promote their children's early literacy development. It also aimed to examine the relationship between these

practices and demographic variables such as parents' gender, educational attainment, and income level.

The researcher employed a descriptive-analytical approach and collected data through a validated and reliable questionnaire developed for this purpose. The sample consisted of fathers and mothers of children in the early childhood stage from various areas of Amman. The results showed that parents' overall engagement in practices that support early reading and writing was at a moderate level, with variations in the quality of the methods used. Statistically significant differences were observed according to parents' educational and income levels, with higher practices reported among those with higher education and income, while no significant differences were found based on gender. The study concluded by emphasizing the importance of raising parental awareness about effective home-based literacy practices and recommended the design of training programs that equip parents with strategies to strengthen their children's linguistic and reading skills in early education.

3. Study by Suhail (2012)

Titled "*Learning Difficulties Between Theory and Practice*," this study examined the gap between theoretical frameworks on learning difficulties and their practical application within educational institutions. The researcher aimed to identify key concepts and theories explaining learning difficulties and to compare these theoretical foundations with the practices and interventions applied in schools.

The study drew upon several theoretical perspectives, including behavioral, cognitive, and developmental approaches, to explain the phenomenon of learning difficulties. The findings showed that the main challenge lies in the weak application of theoretical principles in practice, particularly in the areas of diagnosis and intervention. The researcher highlighted that educational personnel often lack specialized training to effectively support students with learning difficulties and that schools continue to face challenges in implementing inclusion programs and individualized assessment systems. The study concluded by recommending stronger links between theory and practice, the expansion of teacher training programs, and the restructuring of intervention strategies to align with scientific and professional standards in the field of learning difficulties.

Commentary on Previous Studies

The three reviewed studies employed a descriptive-analytical approach, reflecting a common focus on understanding educational and social phenomena as they exist in reality. Each study relied on quantitative tools, particularly questionnaires, to explore participants' attitudes and practices. Collectively, these studies emphasized the importance of advancing educational and pedagogical practices that support specific groups, including students with disabilities, children in early childhood, and learners with learning difficulties. The diversity of their topics and objectives contributes to a comprehensive understanding of key issues related to inclusion, early education, and learning challenges.

The researchers shared a common interest in addressing integration issues and practical educational realities, with particular attention to influential variables such as gender, educational level, and academic experience. While the consistent use of the descriptive-analytical method and quantitative instruments strengthens the reliability of findings, it also highlights a limitation in capturing deeper insights that qualitative approaches might provide.

Notably, none of the three studies directly examined the impact of weak or inconsistent diagnostic practices on student performance, nor the development of individualized plans tailored to students'

varying levels and needs within the educational process. This gap gives the current research its originality and distinct contribution, as it aims to bridge these two dimensions; diagnosis and individualized planning, while previous studies addressed each aspect separately without establishing a comprehensive connection between them.

Chapter One

Defining Learning Difficulties

Opinions differ regarding the formulation of a unified definition of learning difficulties, as this field is among the fastest growing and most dynamic areas within special education. This category of students with special needs has long posed a conceptual and practical challenge for researchers and specialists, prompting extensive efforts to develop strategies and intervention methods that address their learning challenges and accommodate their diverse learning styles. Each theoretical framework has approached the phenomenon from a different perspective, leading to the emergence of multiple interpretations and dimensions of the concept of learning difficulties.

The medical theory attributes learning difficulties to neurological causes, emphasizing biological and functional aspects of brain processes. The educational theory focuses on the importance of modifying behavior and adapting instructional methods to individual needs. Meanwhile, the linguistic theory views learning difficulties as stemming from disruptions in the basic linguistic processes involved in acquiring reading and language skills (Smith, 2007).

Children with learning difficulties often display clear disturbances in mental processes, particularly those related to memory functions. Some struggle to comprehend or recall information that depends on auditory memory, while others face similar difficulties with visual memory. In some cases, both auditory and visual memory are affected, making it difficult for learners to process information efficiently through either channel. Such challenges directly influence their ability to master essential academic skills, including reading, writing, spelling, and arithmetic.

These observations highlight the importance of providing tailored support and guidance to help these children achieve academic progress and maintain emotional and psychological balance. They also underscore the need for deeper inquiry into how each child learns best, ensuring that the educational approaches used are effective, evidence-based, and responsive to individual learning needs (نداء، 2009).

Learning difficulties often manifest most prominently in basic skills such as reading and writing. Reading difficulties represent approximately 80 percent of all cases among students with learning challenges. These difficulties appear in various forms that hinder students' ability to process written texts fluently, often accompanied by low self-confidence, anxiety, or discomfort when reading. Other common symptoms include inaccurate expression of meaning, confusion in comprehension, omission or addition of letters or words, or frequent repetition of phrases; all reflecting incomplete mastery of reading fluency and comprehension (الجابري، 2015).

More broadly, learning difficulties encompass a heterogeneous group of challenges that affect individuals across multiple domains, resulting in persistent struggles in acquiring fundamental skills such as reading, writing, listening, speaking, or mathematical reasoning. These challenges

are generally considered to have internal origins linked to functional disorders of the central nervous system, which in turn affect academic performance. Learners with such difficulties often experience additional issues related to self-regulation, attention, and social interaction, and may display repetitive behaviors or sensory processing challenges. However, learning difficulties are distinct from emotional disorders or socio-economic disadvantages, though they can be influenced by inadequate or inappropriate educational environments (2020، النَّاج).

Challenges Facing the Education of Students with Learning Difficulties

The field of special needs education for children is among the most complex and diverse domains within education, encompassing a wide spectrum of conditions that are highly heterogeneous and often lack shared characteristics. This diversity necessitates dedicated efforts to clarify the specific nature of the challenges faced by children with learning difficulties, as each case presents unique characteristics and manifestations that differ from others. A deep understanding of these challenges is essential for developing more appropriate educational strategies that effectively meet the needs of these children and stimulate their latent abilities in ways that align with their individual potential (2020، العدوان).

Students with learning difficulties encounter multiple barriers that hinder their academic progress, the most significant of which relates to the nature of school curricula that are often misaligned with their individual performance levels. This situation is further compounded by limited teacher awareness and preparedness to address such cases, leading to additional difficulties, particularly when inappropriate assessment tools are used that fail to capture students' true capabilities (University of Washington, 2021).

These students also experience various psychological challenges, such as low self-confidence, often aggravated by constant comparison with their peers, which diminishes their motivation to learn. On a social level, they may struggle to communicate and interact effectively with others, increasing their risk of social isolation. The absence of supportive technological tools and the shortage of specially trained teachers exacerbate these challenges, particularly in the context of inadequate early intervention programs that could facilitate the timely diagnosis and management of learning difficulties in their early stages.

Local, Arab, and International Best Practices in Dealing with Students with Learning Difficulties

Global and local experiences in the field of learning difficulties demonstrate a wide range of best practices designed to help students reach their full potential. A comprehensive educational approach is typically adopted, emphasizing individual needs and ensuring that each learner receives appropriate support. The system of educational inclusion represents one of the two main pillars of this approach.

In Jordan, the Ministry of Education places strong emphasis on early childhood education, recognizing kindergarten as a foundational and critical stage in a child's development. It serves as the cornerstone for personality formation, value acquisition, and the development of basic skills that shape future orientations and learning tendencies. Accordingly, the Ministry of Education strives to improve teaching methodologies and create supportive educational environments that foster children's cognitive and social development in balanced and intentional ways (2010، دبابنة).

Jordan has also prioritized creating an inclusive educational environment for students with learning difficulties through an integrated approach that combines early diagnosis and systematic support. Among the integration initiatives implemented by the Ministry of Education is the establishment of resource rooms within public schools to support students with learning difficulties. Although the number of these rooms once reached approximately 826 across various education directorates, their overall impact has been limited. Many of these rooms were unable to provide effective pedagogical support in addressing learning challenges, and consequently, most have since been closed. These efforts were accompanied by the training and qualification of specialized personnel to work directly with students with learning difficulties and support their educational development. Jordan also promotes the inclusion of students with learning difficulties in mainstream schools while ensuring that they receive specialized, individualized support suited to their unique needs. Dedicated centers have been established to provide early diagnosis and skill enhancement programs for students with disabilities. One of the leading institutions in this regard is the Bunayat Center for Special Education, established in 1974 to meet the educational needs of children with disabilities. The Center operates an early intervention program targeting children from birth to six years of age, based on home visits that educate and empower mothers to effectively support their children's development within the home environment.

This program adopts an integrated approach aimed at preparing children for kindergarten and ensuring their smooth transition to nearby public or private schools. It includes continuous academic and social follow-up and uses the Portage developmental scale to assess children's abilities and mental age across multiple domains, enabling tailored interventions. Beyond child-focused support, the program also trains mothers through home visits to equip them with practical skills that promote sensory and cognitive development. Additionally, the Center operates a referral system to detect potential problems in speech, hearing, or vision and direct families to relevant specialists for further evaluation and treatment. Through this comprehensive model; combining early intervention, family training, and inter-professional coordination; the Bunayat Center helps children overcome developmental barriers and integrate successfully into the educational system, promoting greater independence and social inclusion (Al-Banayat Center for Special Education, 1974).

Despite progress in inclusion, scientific evidence on the effectiveness of such programs in Jordan remains limited, particularly regarding outcomes for children with learning difficulties who access resource rooms in public schools (2016، ديبانة).

At the regional level, the Egyptian Ministry of Education has also made significant strides toward inclusive education as part of its commitment to equal educational opportunities. Ministerial Resolution No. 94 of 2008 marked a major turning point, establishing clear frameworks and mechanisms for implementing inclusion and guaranteeing the rights of students with special needs in schools. Subsequent ministerial decisions between 2008 and 2019 reinforced the national orientation toward inclusive education. These efforts align with Egypt's Vision 2030, which emphasizes the importance of ensuring equitable educational opportunities for all learners, with particular attention to groups requiring special support (Egypt Vision 2030, 2016).

Globally, countries such as the Netherlands, Ireland and the United States have implemented individualized education plans supported by adaptive teaching programs that integrate advanced technologies, interactive learning activities, and artificial intelligence. AI applications play an increasingly vital role in personalizing education according to students' abilities, enhancing engagement, and motivating active participation. Such practices represent an important step

toward building inclusive educational systems that reduce learning barriers and promote equitable academic and social outcomes for all students.

From a developmental perspective, educational inclusion is not merely a humanitarian initiative or optional policy; it is a fundamental right that guarantees equal opportunities for every learner, regardless of ability. By adapting curricula to diverse learning needs, inclusive systems foster academic and behavioral growth, improve performance, and reduce social isolation among students with special needs. Ultimately, these practices contribute to students' psychological and social well-being and promote a fair, inclusive, and empowering educational environment (جبر، 2020).

Justifications for Developing Distinctive Individual Plans

The educational system in Jordan, like other neighboring countries, has faced the problem of learning poverty. Figures indicate that the rate of learning poverty reached 52% before the Corona pandemic and school closures, which required the implementation of immediate, medium, and long-term interventions to improve the quality of educational services provided to students and ensure that they acquire the knowledge, skills, and basic competencies that qualify them for success in both their educational stages and practical life, enabling them to become effective individuals who contribute to the knowledge economy of the twenty-first century.

After the Corona pandemic, international reports, such as the one issued by the World Bank, indicated that 70% of students at the age of 10 years suffer from learning poverty and cannot read and understand a simple text in low- and middle-income countries. Other World Bank reports also indicated that the average global educational loss reached 33% of a full academic year, which requires at least three years of remedial intervention. Jordan's ranking in Trends in International Education, based on students' performance on the PISA International Reading Test and the PIRLS Arabic Reading Test, demonstrates an urgent need for immediate action to improve students' performance in the basic skills of the Arabic language.

The PIRLS study (2021), which began in 2001 and is conducted every five years, indicated that the performance rate of fourth-grade students in Jordan, who move from learning to read to reading for learning (the basic level), reached 47%, while the percentage of students who reached the international basic level was 94%, with results distributed as follows:

- 1% reached the advanced level
- 5% reached the high level
- 22% reached the intermediate level
- 47% reached the basic level

The results showed that the average score for students in the Kingdom of Jordan (381) is less than the Arab average (396) by 15 points and less than the international average score (501) by 120 points. The results also showed performance differences according to gender, school location, education sector, and region as follows (Tweissi, 2014):

- Female students outperformed male students.
- Urban students performed better than rural students.
- Students in private schools achieved higher results than those in public schools.
- By region, results ranked from highest to lowest: North, Center, South.

The reading proficiency of Jordanian students declined significantly over the past two assessment cycles, with results indicating a drop of 25 percentage points between 2018 and 2022. The proportion of students achieving the minimum benchmark fell from 29 percent in 2018 to just 4 percent in 2022, representing an 86.2 percent decrease compared to the 2018 level.

These results demonstrate Jordan's need for intensive, evidence-based interventions to support reading performance compared with other Arab countries (PISA, 2022).

In response to the results of international reports and studies, and based on the Royal Directives stemming from the Sustainable Development Goals (SDG4: Quality Education), the Economic Modernization Vision, and the Jordanian government's commitment to improving the quality of education and addressing the gaps caused by school closures, the Ministry of Education conducted national diagnostic studies and assessments for grades four through eleven in the Arabic language. These assessments aimed to evaluate the reality of student performance, define clear goals, unify efforts, and design evidence-based interventions that enhance learning outcomes and enable students to achieve desired objectives.

The Ministry of Education has adopted an inclusive and participatory approach to address learning losses, bridge opportunity gaps, and support teachers and parents, ensuring that students achieve grade-level learning outcomes while strengthening essential foundational skills. The results of the diagnostic studies revealed that a large percentage of students do not adequately meet the requirements for prior learning despite possessing some basic skills (partial proficiency level). Therefore, the Ministry of Education has worked to provide comprehensive support at various levels by strengthening systems and policies to ensure integrated interventions inside and outside the classroom, enhancing curriculum delivery, educational management, and teacher performance, enabling students to acquire additional skills that improve their performance.

The data also showed that approximately 40% of students do not possess the minimum requirements for prior learning that would qualify them to continue smoothly at their current educational stage. These students were concentrated in certain directorates and schools more than others, which necessitated applying targeted interventions for this group. The Ministry of Education has therefore designed a national plan for remedial interventions targeting these students, benefiting from international experiences and with the support of partners. In cooperation with the National Center for Curriculum Development, the Ministry of Education developed learning support materials for students in Arabic language and mathematics to address the prerequisite skills they had missed during the past two years.

The implementation of these support materials and subsequent field feedback revealed that many students continue to struggle with basic reading skills. Teachers reported that some students are unable to distinguish letters, form syllables, or read simple sentences. Field teachers unanimously emphasized the need to provide these students with individualized learning plans developed in a professional and specialized manner. The underlying issue lies in the fact that teachers in grades 5–11 often lack mastery in teaching foundational literacy skills such as phonological awareness, analysis, synthesis, and spelling, as their instruction primarily focuses on grammar, morphology, and rhetoric. Therefore, it became necessary for a specialized team to design individualized intervention plans that address students' diverse learning levels. As part of national efforts to improve the educational process, several major strategic initiatives have emerged to strengthen human resource development, modernize curricula, and improve the infrastructure of the education sector, creating a supportive and motivating learning environment for all students (رؤية التحديث 2022, الاقتصادي, p. 73).

To achieve the goals of inclusive learning, the Jordanian educational system aims to enable students with learning difficulties and students with disabilities to obtain equal educational opportunities. Projections indicate that by 2031, children with disabilities enrolled in formal education will represent 10% of the total population of this age group. Viewed from this

perspective, efforts are underway to provide inclusive education that guarantees their full right to education, including access to all programs, services, and facilities. These students will receive high-quality education within an environment that promotes acceptance of difference and diversity, ensuring comprehensive support that enhances the learning of all students without exception (2019). (الاستراتيجية العشرية للتعليم الدامج, 2019).

To ensure the effective implementation of inclusive education policies, a clear legislative and legal framework must be established for application in regular schools, along with an environment conducive to inclusion. The success of this approach depends primarily on promoting positive attitudes toward accepting the integration of persons with disabilities in schools and society (العبادي, 2022).

This approach also requires developing individualized plans by specialized experts who can adapt learning outcomes in a distinct and clear manner to ensure that they are measurable against precise standards and achievable in ways consistent with each child's abilities, needs, and personal circumstances, while being linked to a specific time frame that ensures effective implementation. The need to adopt individualized plans in inclusive education has become an urgent necessity to ensure that the educational system responds to the needs of students and aligns with their varying abilities, needs, and learning profiles, enhancing their opportunities to learn within an inclusive and equitable environment.

Implementing this approach requires strengthening educational policies and legislation that support inclusive education, training qualified personnel in differentiated teaching practices, embedding these methods as continuous and consistent practices, and fostering positive attitudes toward inclusion. Achieving an inclusive educational environment also requires preparing school buildings and facilities so that spaces can accommodate heterogeneous groups and address overcrowding. It is also necessary to ensure the presence of a teaching assistant at all educational levels. The implementation of individualized plans requires a teaching assistant to assist the Arabic language teacher by following up with students who are subject to individualized plans, while the subject teacher monitors students from other levels. The exchange of tasks between both teachers is essential to maintain balance and to prevent any negative feelings that students may experience while following different learning plans.

Adopting individualized plans enhances inclusive education and underscores the importance of teachers responding to the needs of all students regardless of their abilities. It represents a pivotal step toward achieving equitable and comprehensive education, ensuring that all learners have equal opportunities for growth and development. Therefore, this requires strengthening scientific research and specialized studies on the design, development, and implementation of individualized plans, as well as to build a comprehensive database that documents their application methodology. This will ensure that decisions are based on accurate data, professional dialogue, and evidence-based practices, thereby improving educational policies and enhancing the quality of education for all students without exception.

Chapter Two

Designing Individualized Learning Plans for Reading and Writing Skills The Remedial Interventions Program Experience as a Model

Methodology of Designing Individualized Learning Plans

The Royal Directives included taking effective and implementable steps to overcome the crisis imposed by the COVID-19 pandemic on the education sector by raising students' readiness to

learn, improving the quality of their outcomes, and ensuring their psychological well-being. The pandemic had significant negative effects on all aspects of economic and social life, and the education sector in Jordan was among the most affected. The negative impact on student learning and teaching processes was considerable.

In response, the Ministry of Education (MoE) conducted national diagnostic studies and assessments to define final and transitional objectives, guide efforts, and design evidence- and data-based interventions to enhance student learning and enable them to achieve the desired goals. Diagnostic studies conducted by the MoE and its partners revealed major shortcomings in students' learning processes, particularly in basic skills in Arabic, mathematics, and English.

The MoE adopted a comprehensive national framework to address these weaknesses using scientifically proven methodologies. In cooperation with the National Center for Curriculum Development (NCCD) and with support from partners under the Technical Support Program for the Education and Youth Sectors, the MoE developed and implemented a national remedial program for the years 2023–2025. The program was based on scientific evidence and aimed to mitigate the effects of the COVID-19 pandemic on student learning. It sought to bring about qualitative transformations in the education sector by building on accumulated national experience in crisis management and by adopting a participatory approach at every stage; from consultation, design, and implementation to follow-up, evaluation, and continuous improvement.

The MoE ensured that the national remedial plan aligned with the Sustainable Development Goals 2030 and the Economic Modernization Vision 2033, particularly as part of the entrepreneurship and innovation driver, which focuses on preparing talents suited to the future labor market. The plan is also consistent with the strategic objectives of the MoE (2019–2025) and the Ten-Year Strategy for Inclusive Education (2019–2029), which aims to make the education sector inclusive of diversity and difference by ensuring that all students, including those with learning difficulties, receive high-quality education.

This approach aligns with the educational philosophy that considers the preparation and implementation of remedial plans an effective pedagogical approach that enables teachers to address students' learning gaps and raise achievement levels by using learning-support materials. These materials include distinct worksheets and activities designed to address weaknesses in basic skills and bridge the educational gap resulting from the disruption of in-person learning during the pandemic (Mid-term Evaluation Report of the Implementation Plan of the National Program for Remedial Interventions 2023–2024).

As noted earlier, teachers used support materials designed to address prerequisite learning requirements. However, after reviewing teacher feedback, it became evident that these materials did not adequately address the needs of some students with learning difficulties, particularly those with reading-related challenges. Furthermore, the results of the Reading and Writing Skills Test conducted at the beginning of the second semester of the 2024–2025 academic year for grades 4–10 revealed a number of students who were not proficient in reading and writing. This prompted the MoE to take necessary measures and recommend the immediate implementation of an executive plan for individualized education plans (14/120/11439 *كتاب معالي وزير التربية*).

Based on this decision, the methodology upon which the individualized plans were designed can be described as follows. The plans were structured across four levels, each designed to cover a set of basic competencies. These competencies were distributed across the four levels in a simplified and progressive sequence to ensure that students advance from one level to the next after mastering the required reading skills.

The first main competency focuses on alphabetical recognition (phonemes) in both pronunciation and writing (phonological awareness). This competency includes a set of carefully detailed and simplified outcomes: distinguishing between letters that are similar in shape but differ in vowel marking when separate or connected, pronouncing letters as silent, vowelized, or doubled with correct articulation, pronouncing letters with nunation (tanwīn) (fat-ha, damma, kasra) correctly, linking letter sounds to their spelling and names, and clarifying the relationship between letters and their different sounds (كتاب مدير المركز الوطني، م و 900/2024 بتاريخ 11/9/2024).

The second main competency focuses on reading words and sentences and representing meaning (fluency). This competency develops the following skills: reading sentences aloud with correct expression (four to five short sentences); analyzing sentences into words, words into syllables, and syllables into sounds (letters); constructing new sentences from given words (three to four words); forming meaningful words from letter sounds and syllables; distinguishing between similar-sounding words that differ in form (three-letter words); reading words that include visual linguistic phenomena such as (the sun letters (lam assimilation), this, that, which); and reading a fully diacritized literary text consisting of 40–100 words (Guidelines for Supplementary Educational Materials, National Center for Curriculum Development, 2024–2025).

Based on the above, all competencies addressed within the individualized plans were designed in a gradual and sequential manner, aiming to simplify outcomes and then expand their application through distinctive activities and exercises. These activities focus entirely on ensuring that students acquire the skills necessary to master reading and transition from the basic level to the advanced level effectively.

Formulating clear descriptions of individualized plans for each level

The four levels of the individualized education plans and their descriptions were developed based on the range and progression matrix for Arabic language studies for grades 1–11, as outlined in the *Arabic Language Curriculum Reference Framework: Standards, Outcomes, and Performance Indicators* issued by the National Center for Curriculum Development (NCCD) in Jordan (2023/2024). Referring to pages (52–66), the third axis, Reading, includes four main competencies and their corresponding sub-competencies, which are:

1. Recognizing the letters of the alphabet, both in pronunciation and writing.
2. Reading words and sentences and comprehending meaning.
3. Understanding and analyzing written texts.
4. Appreciating and critiquing written texts.

The descriptions of the four reading skill levels were formulated, and learning outcomes were constructed accordingly. Based on these, the procedures for individualized educational planning were developed, and differentiated activities were designed for each level to ensure the achievement of the intended learning outcomes and to support students' progress after classification according to these levels. The levels were designed in a consistent, precise, and sequential manner, with detailed descriptors that define student performance at each stage as follows:

Description of Level One

The student struggles to distinguish letters by shape and writing, and to differentiate between similarly shaped letters with different vowel markings. He also faces challenges in correctly pronouncing consonant, vowelized, and doubled letters, as well as in pronouncing letters containing long vowels (ā, ū, ī) (Alif, Waw, and Ya – the Arabic weak letters or long vowels (ā, ū,

ī)) accurately. In addition, the student struggles with the correct pronunciation of letters with *Tanwīn* (nunation), which occurs in three forms in Arabic: with *Fathah* (tanwīn al-fath), with *Dammah* (tanwīn ad-damm), and with *Kasrah* (tanwīn al-kasr). He also finds difficulty linking the sound of the letter to its written form and name, and is unable to explain the relationship between the spelling of the letter and its different sounds (2024/2025، الخُطَط الفرديَّة).

Description of Level Two

The child experiences difficulty distinguishing between six to eight letters of the alphabet in terms of their writing, form, and shape. He also struggles to differentiate between some letters that are similar in shape but differ in their vowelization, whether written separately or connected. He pronounces some letters as consonants and vowels but has difficulty pronouncing them correctly as doubled letters. In addition, he finds it challenging to pronounce letters with long vowels (ā, ū, ī) (Alif, Waw, Ya) accurately and shows weakness in pronouncing with *Tanwīn* (Fathah, Dammah, Kasrah) correctly. The child may sometimes identify the initial sound in a word but struggles to distinguish the medial and final sounds. He also experiences difficulty pronouncing the sounds of certain syllables, particularly those consisting of two letters, and finds it challenging to segment words into syllables (2024/2025، الخُطَط الفرديَّة).

Description of Level Three

The student experiences difficulty pronouncing some letters with *Tanwīn* (Fathah, Dammah, Kasrah) correctly. He or she is unable to correlate certain words and sentences with their corresponding illustrative pictures. The student also faces challenges in segmenting some words into syllables and blending syllables to form specific words. In addition, the student has difficulty reading words consisting of two to four syllables, analyzing sentences into individual words, and constructing new sentences from a given set of words (two to four words). Another difficulty observed is in reading a fully vocalized text of 10–15 words accurately (2024/2025، الخُطَط الفرديَّة).

Description of Level Four

The student has difficulty with the phonological analysis of words and syllables and struggles to blend syllables to form complete words. He or she can hardly construct coherent and meaningful sentences from a given set of five to six words. In addition, the student is unable to read fully vocalized texts consisting of 20–30 words fluently, accurately, and expressively. Therefore, this requires provide the child with a structured follow-up plan that directly addresses these learning needs (2024/2025، الخُطَط الفرديَّة).

To achieve the desired outcomes, a guidance booklet has been developed to provide teachers with clear procedures for managing the worksheets of differentiated individualized education plans, along with effective teaching and assessment strategies. This booklet aims to enhance the quality of instruction and improve student learning outcomes.

Distinctive Activities and Procedures in Individual Plans

The rapid expansion of knowledge and constant flow of information have created uncertainty and weakened individuals' confidence in their ability to address emerging social and economic challenges. This situation exposed individuals to new challenges, encouraging them to find innovative solutions beyond their previous training. Under these conditions, challenges have become unexpected and unpredictable, necessitating the adoption of creative and novel solutions. Addressing such challenges requires cultivating appropriate mental readiness among students and individuals in general, training them to adapt to new developments using unconventional methods that promote critical, creative, and productive thinking. This preparation enhances their ability to

deeply understand and analyze ideas in order to develop effective and constructive solutions. In this context, critical thinking is regarded as an essential means of systematically confronting ideas and developments. It enables individuals to discard weak or ineffective notions and to build promising and strong ones that contribute to achieving desired goals. Through this process, individuals are trained to reassess and strengthen their critical thinking abilities positively, becoming capable of exploring innovative and productive solutions that allow them to face challenges more effectively and creatively. This, in turn, enhances their ability to keep pace with ongoing societal transformations, positioning them at the forefront of intellectual and practical advancement (2009، صائب).

To provide methods and approaches that meet students' needs and help them achieve optimal understanding of academic material, this requires diversifying classroom activities and present them at multiple levels that align with students' varying abilities and learning styles. This diversification strengthens comprehension of scientific content and promotes deeper understanding. Such a comprehensive approach enables students to achieve higher levels of academic excellence while accounting for individual differences, thereby ensuring a more inclusive and effective educational experience.

Directed teaching strategies based on students' interests and readiness serve as effective tools for achieving meaningful and comprehensive learning. Teachers may sometimes employ advanced strategies such as problem-solving and brainstorming, while at other times they may apply direct strategies appropriate to the lesson's objectives and the nature of the target group. This diversity in methods helps capture learners' interest and encourages them to engage actively and positively with the learning content (2022، إيمان).

Decision-makers in the education sector must intensify their efforts to identify innovative and effective methods that enhance the quality of the educational process, starting with preparing teachers who possess a forward-looking vision and a clear understanding of future requirements. These teachers must recognize the importance of integrating modern technologies as a key means of educational development and be deeply aware of students' changing needs. They must also be prepared to respond to these needs while focusing on equipping learners to face future challenges. Viewed from this perspective, education today is considered a complex and evolving system that requires continuous professional development to ensure that educational outcomes align with contemporary demands and global advancements (2021، ماجدة).

To strengthen the educational process, a variety of activities can be adopted that allow each student to explore his or her abilities and interests. Students can be assigned diverse learning tasks tailored to their levels and abilities, whether through individual work or within small, flexible groups. At other times, teachers may organize larger groups for discussion and idea exchange to broaden learning experiences. Educational activities may include both individual and group tasks; for instance, one group may complete self-directed projects aimed at developing intellectual independence, while another may engage in practical assignments such as designing cards or creating educational displays. Teachers may also consider students' varied preferences, such as acting, educational games, drawing, or other creative activities (2018، بثينة).

This teaching approach underscores the importance of selecting appropriate strategies for each learner so that educational activities align with individual interests and aspirations, thereby enhancing the overall learning experience. Additionally, specialized educational strategies can be applied to support students with low academic achievement. These strategies are characterized by

simplicity and gradual skill development, enabling such students to catch up with their peers and make steady progress in their academic paths.

Chapter Three

A Case Study on the Implementation of Individual Plans in Different Directorates

The case study aimed to conduct a practical analysis across four main axes related to examining the impact and effectiveness of individualized education plans, as follows: evaluating the effectiveness of the implementation methodology of individualized plans, with a focus on the mechanisms of their application and the extent to which they align with the classroom environment. This is part of efforts to improve opportunities for monitoring student performance and to enhance the quality of instructional methods used in plan implementation, particularly in overcrowded classrooms across various education directorates. The study also aimed to compare the level of student performance before and after the implementation of individualized plans and to provide a broad and in-depth view of the main challenges limiting the effective use of these plans. It further sought to identify practical and applicable solutions to overcome these challenges and to present them as a set of actionable recommendations.

To achieve these objectives, the study collected data at multiple levels, ranging from central frameworks to school-based contexts, while considering the diversity of factors influencing implementation. The study methodology was based on two main components: a quantitative component, which included the analysis of teachers' questionnaires and documentation of classroom observations conducted by educational supervisors; and a qualitative component, which involved in-depth interviews with key informants. This mixed-methods approach provided an opportunity to gain an accurate and comprehensive understanding of the educational reality and to identify strengths and weaknesses in the implementation of individualized plans within the classroom environments of the targeted students.

The following section presents the four main axes examined in this study:

Methodology for implementing individual plans within the classroom

Respondents were asked to identify the key strengths and areas for improvement concerning the methodology used to implement individualized plans within the classroom. The results were as follows:

Respondents	Strengths	Areas for Improvement
Educational Supervisors	• Teachers of upper grades became familiar with phonological awareness competencies, the mechanism of letter–sound correspondence, and teaching students to analyze and blend short and long syllables, as well as spelling. • Teachers became accustomed to differentiated, gradual training methodology and applied this practice when designing official curriculum exercises and while explaining lessons during regular class sessions. • Teachers were able to lead classroom sessions based on group work and on organizing students into groups.	• Increasing instructional time dedicated to implementing individualized education plans. • Providing a variety of diagnostic test models for periodic use.

	• Teachers adopted diagnostic assessment at the beginning of each unit. • Teachers activated students' social–emotional learning skills through group work during class. • Improvement in students' performance levels.	• Providing printed copies of the individualized plans in color. • Providing ongoing training workshops to clarify implementation methodology. • Providing sample practical lessons to be shared and to benefit from the adopted strategies (females). • Activating teachers' professional learning communities (males).
School Principals	• Teachers gained access to competencies taught in grades they do not teach, which enabled them to identify prerequisite requirements and their placement within different stages. • Improvement in students' performance levels. • Activation of student participation during class sessions. • Teachers were able to provide continuous, accurate academic descriptions and diagnoses of student performance and to share them with parents regularly.	• Providing printed hard copies of the individualized plans in color. • Holding continuous training workshops to clarify implementation methodology. • Clarifying parents' role in implementing the individualized plan worksheets. • Sharing success stories of students who participated in the implementation process.

Arabic Language Teachers (Grades 4–9)	• Providing gradual and differentiated learning resources suitable for all student levels. • Helping teachers save time and effort by providing ready-made plans and aligned exercises • Teachers were able to identify students’ weaknesses by aligning diagnostic results with the descriptors of the four levels. • Improvement in students’ performance levels. • Students’ clear interaction with heterogeneous groups during class sessions (males). • Increased students’ self-confidence (females).	• Providing printed hard copies of the individualized plans in color. • Providing diagnostic test models for reading skills for periodic use. • Holding training workshops to enable upper-grade teachers to teach letter abstraction skills and spelling. • Providing a supportive assistant teacher during remedial intervention classes to distribute tasks and follow up on students’ performance.
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When analyzing the results of the survey related to the methodology of implementing individualized plans in a group of schools across different directorates, it became evident that there was a general consensus among educational supervisors, school principals, and teachers of both genders regarding the most prominent strengths of the program. All participants agreed that improving student achievement levels was one of the most significant accomplishments. They also emphasized that student participation in classroom activities is a fundamental element in the program’s success, as enhancing interaction during the implementation of individualized plans was considered a decisive factor in improving learning outcomes and comprehension.

Despite this general agreement, subtle differences appeared in the perspectives of different groups. Female teachers emphasized the importance of building students’ self-confidence, while male teachers and school principals focused more on student interaction and communication. This disparity may reflect differences in classroom experiences, daily interactions with students, or varying perceptions of the factors most influential in improving the educational process.

The results also showed a notable improvement in the competencies and skills of Arabic language teachers, particularly in teaching phonological awareness, letter–sound correspondence, syllable analysis, and composition. Furthermore, teachers demonstrated an enhanced ability to manage

classrooms through collaborative methods based on group learning, and to employ diagnostic assessment tools to identify individual students' needs, which led to improved teaching quality within classrooms.

In parallel, the individualized plan methodology helped school principals enhance teachers' understanding of the competencies and outcomes of different educational stages and their links to previous learning requirements. This integration contributed positively to improving students' performance and engagement during class sessions. The methodology also enabled teachers to provide accurate and continuous evaluations of student performance and strengthened communication with parents to support the overall educational process.

Arabic language teachers for grades (four – nine), regardless of their social background, indicated that they benefited from access to graded learning resources suited to students' varying levels. This approach offered greater opportunities for individualized learning and helped accurately identify students' weaknesses. Male teachers observed a clear increase in student interaction within heterogeneous groups, while female teachers reported a noticeable rise in students' self-confidence; both reflecting the positive psychological and social effects of individualized plans on learners.

When comparing the perspectives of educational supervisors, principals, and teachers of both genders, it becomes clear that there is a shared consensus on the key strengths of the individualized plan implementation methodology. Based on these results, all groups recommended continuing professional development for teachers and supervisors on the implementation of individualized plans, documenting and disseminating successful case studies across schools, and activating professional learning communities to ensure maximum benefit for all target groups.

Best practices and applications observed in implementing individual plans

Effective implementation of individualized plans requires strong alignment between modern teaching methodologies, creative use of technological tools, and accurate assessment strategies that ensure each student achieves the intended learning objectives. Field observations and practical experiences in diverse classroom environments have identified a number of best practices that have proven effective in supporting the success of these plans. These practices emphasize accommodating individual learner differences and leveraging digital technologies to tailor the educational process to each student's specific needs, in addition to adopting advanced assessment tools that allow for precise and objective measurement of academic progress.

Interactive learning emerged as one of the most effective strategies for motivating students to participate actively. Observations indicated that teachers frequently use educational games as stimulating tools that add an engaging dimension to the learning process. Examples include designing interactive medals containing new vocabulary and concepts accompanied by illustrative drawings to reinforce meaning. Flashcards and interactive visuals were also used to train students in analysis and synthesis skills. The integration of technological tools, such as smart boards and educational applications, has proven to be a qualitative addition that strengthens concept retention and enhances learner engagement.

For instance, one teacher in a school in the Ramtha Directorate applied this concept practically by using the Kahoot application to create interactive tests that helped students differentiate between the closed *taa'* and the open *taa'* at the end of words. This approach not only developed their linguistic skills but also captured students' attention and motivation in an innovative way.

Cooperative learning also proved to be an effective approach, as it allows the formation of student groups where low-performing learners work alongside high-achieving peers, with advanced

students taking supportive roles. This collaboration benefits both parties; deepening understanding, consolidating knowledge through direct practice, and enhancing social-emotional learning skills.

A complementary method to these strategies is the provision of immediate feedback after each learning activity. Positive and constructive feedback was found to strengthen learners' self-confidence and motivate them to maintain progress.

Applying the principle of individualization in education also involves designing diverse activities inspired by worksheets developed for individualized plans. These activities are tailored to meet the specific abilities and academic potential of each student. One notable example of this approach was when a teacher designed electronic exit cards using PowerPoint. The cards were presented as an interactive competition containing questions related to the targeted learning outcomes, providing an effective opportunity to assess students' comprehension and ensure that the desired educational objectives were achieved.

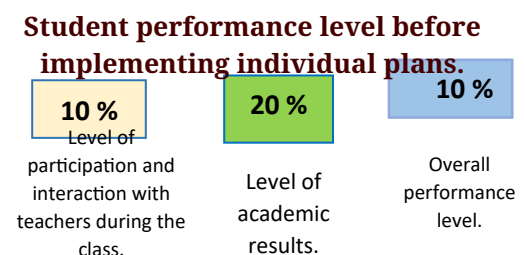
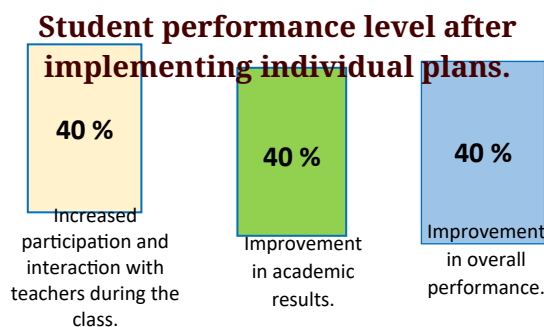
Through these innovative practices, the individualized plan methodology has demonstrated its potential to enrich the educational experience, enhance motivation, and ensure equitable learning opportunities for all students.

Comparison between students' performance levels before and after implementing individualized plans

To measure the impact of implementing individualized plans on improving students' performance, a comparison was conducted between students' performance levels before and after the implementation of these plans, alongside the collection of feedback from various stakeholders. The evaluation results revealed a general consensus among school principals; regardless of their social background, regarding the effectiveness of individualized plans in addressing students' learning gaps. This strengthened their confidence in these plans as an effective educational tool.

School principals demonstrated a higher level of confidence in the effectiveness of individualized plans compared to teachers, with their evaluations closely aligning with those of educational supervisors. The supervisors' comprehensive oversight enables them to monitor educational issues from a holistic perspective, taking into account multiple dimensions of the learning process. The agreement between principals and supervisors reflects their shared ability to evaluate the overall impact of individualized plans using broad criteria that consider academic performance, student behavior, and individual learning needs.

In this context, the following section presents an analysis of the observed feedback on students' performance levels:



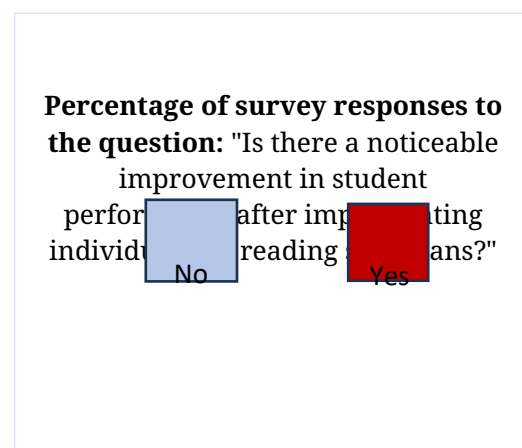
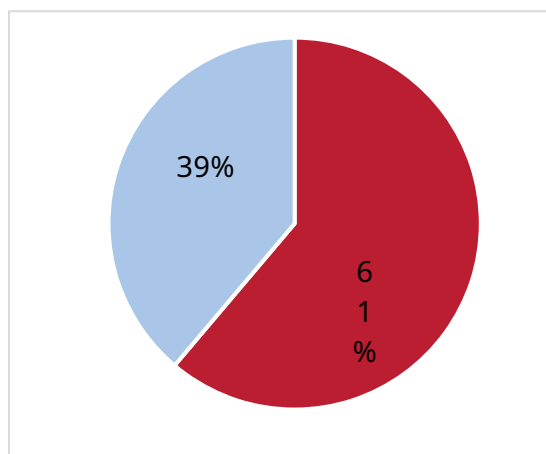
Based on the above, the results indicate the following:

- The average student score increased from (20) to (40.3) after implementing the individualized plans.
- The standard deviation decreased after implementation, indicating a reduction in performance variance among students.
- The T-test results showed a statistically significant difference between performance levels before and after implementing the plans, with a very small p-value ($p < 0.05$). This confirms that the observed improvement is statistically significant and not the result of chance.

These findings collectively demonstrate the effectiveness of individualized plans in significantly improving students' performance.

In addition, 73% of the teachers who participated in the survey acknowledged the positive impact of implementing individualized plans on students' performance. They noted that students with reading difficulties were clearly able to develop phonological awareness and spelling skills as a result of these interventions. However, teachers' evaluations of the overall impact were lower than those provided by principals and educational supervisors. This discrepancy may be attributed to the challenges teachers face in detecting immediate improvements in students' daily classroom performance, whereas principals and supervisors rely on broader and more objective evaluation criteria that measure progress over time.

A particularly noteworthy case was documented in the Madaba Directorate, where one student with a mental disability demonstrated tangible improvement in her reading skills through the implementation of an individualized plan. Continuous individual training and support from both the teacher and the student assistant within her class group contributed to this progress. The improvement was recorded by both the educational supervisor and the school principal, confirming the effectiveness of individualized plans in enhancing academic achievement. These results highlight the clear and positive impact of individualized plans on learning outcomes, supporting students' progression from one level to the next.



Challenges faced by teachers when implementing individual plans and proposed solutions

A set of challenges were identified that hinder the optimal implementation of individualized plans. Notably, the responses of all participant groups; teachers, educational supervisors, and school principals, regardless of gender; showed considerable similarity when addressing the following question: “What are the most prominent challenges teachers face when implementing individualized plans?” The responses were as follows:

No.	Item	Mean	Standard Deviation	Degree
1	Lack of a supporting teacher for the Arabic language teacher to handle differentiated levels.	4.35	0.85	Very High
2	Lack of printed hard copies of individualized education plan worksheets.	4.30	0.92	Very High
3	Overcrowded classrooms hinder the application of the methodology of grouping students, which obstructs implementation.	4.25	0.88	Very High
4	Upper-grade teachers lack the skills required to teach letter abstraction and spelling.	4.20	0.90	Very High
5	Limited parental support and follow-up on individualized education plan activities and exercises.	4.15	1.00	High
6	lack of suitable teaching aids suitable for students with learning difficulties.	4.10	1.05	High
7	The heavy workload assigned to Arabic language teachers.	4.00	1.10	High
8	Insufficient number of periods allocated for teaching and following up on individualized education plans.	3.95	1.15	High
9	Lack of accurate diagnostic assessment tools to measure students' reading performance.	3.90	1.20	High
10	insufficient time for ongoing diagnostic assessment to measure student progress due to curriculum overload.	3.85	1.25	High
11	Lack of continuous training workshops to clarify the methodology of implementing individualized education plans.	3.80	1.30	High
12	Lack of model lessons to demonstrate the mechanism of working with students with learning difficulties within groups.	3.70	1.40	Moderate
13	Lack of printed or electronic copies of guidelines for implementing individualized education plans in less privileged schools.	3.65	1.45	Moderate

As for the proposed solutions to these challenges, opinions were monitored according to the following:

No.	Challenges	Suggested Solutions
1	Lack of a supporting teacher for the Arabic language teacher to manage differentiated levels.	Utilize additional education teachers, volunteers, and diploma program trainees.
2	Unavailability of printed worksheets for individualized plans.	Allocate budgets from different directorates to print the worksheets.
3	Overcrowded classrooms hinder the methodology of grouping students, making implementation difficult.	Use Saturdays to implement the plans with the targeted students.
4	Upper-grade teachers lack skills in teaching letter–sound correspondence and spelling.	Conduct training courses on teaching phonological awareness skills for upper-grade teachers.
5	Limited support and follow-up from parents regarding the activities of individualized plans.	Clarify the role of parents and ensure follow-up by school principals.
6	Lack of teaching aids and flash cards suitable for students with learning difficulties.	School administration to provide the necessary stationery to prepare the required materials.
7	Numerous tasks assigned to Arabic language teachers.	Reduce the number of supervisory duties assigned to Arabic language teachers.
8	Limited number of periods allocated to teaching and following up individualized plans.	Conduct virtual sessions with students to follow up on certain tasks.
9	lack of standardized diagnostic tools to measure students' reading performance.	Provide assessment models through the examinations and testing administration and share them.
10	insufficient time for ongoing diagnostic assessment due to curriculum overload.	Coordinate with art and physical education teachers to assist in conducting assessments.
11	Absence of continuous training sessions to clarify the methodology of implementing individualized plans.	Supervision administration to provide training sessions and direct the organization of learning communities.
12	Lack of model classes to demonstrate working mechanisms with students with learning difficulties in groups.	Record model classes and share them through platforms.
13	Lack of printed or electronic copies of individualized plan guidelines in less privileged schools.	Allocate financial support and digital resources to provide schools with printed and electronic guidelines.

Conclusion

This study concludes that implementing individualized plans for students with learning difficulties has produced positive and noticeable results in improving their academic performance and increasing their motivation to learn. It has also contributed to narrowing performance gaps between

students and enhancing educational methods and programs directed toward them, marking a critical milestone in enhancing their learning experience.

However, effective implementation of individualized plans requires ongoing support for teachers, the provision of innovative instructional methods, and stronger cooperation with parents to ensure the success of these plans and the achievement of optimal results. Therefore, the continued development of educational approaches and individualized strategies will remain a key pillar in achieving inclusive and equitable education for all students, including those with learning difficulties.

This study sought to analyze the effectiveness of individualized plans in improving the performance levels of students with learning difficulties. It addressed the theoretical concepts that form the foundation of these plans, reviewed the educational principles on which they are based, and explored strategies for activating them within classroom lessons. By highlighting their vital role in meeting diverse learning needs; particularly for students with special needs, and by fostering a flexible educational environment tailored to each learner's abilities, the study reaffirms the significance of individualized plans in achieving effective, comprehensive learning and in enhancing students' adaptive and personal growth.

Ultimately, the findings emphasize that individualized plans represent one of the main pillars of inclusive and equitable education. They promote equal learning opportunities among all students and strengthen their capacity to excel both academically and personally. Investing in the continuous improvement of these plans and in bridging the gap between theoretical frameworks and practical implementation constitutes a fundamental step toward building a more efficient, effective, and learner-centered educational environment.

Discussion of the Results

The study demonstrated that the successful implementation of individualized plans within educational settings depends on a set of fundamental factors that directly influence the achievement of desired outcomes. Among these factors, careful planning emerged as a central pillar, ensuring the establishment of a clear strategy through which individualized educational goals are defined in alignment with each student's needs and capabilities. Furthermore, effective and continuous interaction between teachers and students plays a vital role in enhancing students' understanding of lesson content and developing their skills holistically, thereby contributing to the construction of a strong educational foundation.

The study also found that the use of educational technologies and individualized activities had a significant impact on improving students' academic achievement and comprehension. The results highlighted the importance of providing teachers with specialized training in teaching students with learning difficulties and equipping them with supportive instructional tools and materials. Additionally, the study emphasized the need for the optimal utilization of modern technological resources and diverse educational tools, which can serve as vital means of enhancing teaching methods and making the educational process more engaging and interactive.

However, the study stressed that one of the most persistent challenges lies in bridging the gap between theory and practice in educational applications. Many educational environments continue to face difficulties transitioning from understanding the plans conceptually to implementing them effectively to achieve the intended goals. To address these obstacles, the study recommended strengthening continuous professional development programs for teachers; training them comprehensively on each stage of application, beginning with the preparation and administration of diagnostic assessments, progressing through methods for teaching phonological awareness and

spelling competencies, and culminating in the implementation of differentiated activities designed to improve student performance. Such programs would enhance teachers' professional capacity and provide them with the necessary expertise to employ effective instructional methods.

The study further called for the establishment of sustainable and integrated institutional support systems, including the provision of adequate resources and infrastructure, as well as the formulation of flexible educational policies that ensure the long-term, effective, and successful implementation of individualized plans.

Recommendations

based on the study findings, the following recommendations are proposed across several key axes:

1. General Policies:

- Examine the possibility of adopting policies to reduce class sizes to acceptable levels in overcrowded schools.
- Explore the feasibility of allocating additional learning time for the implementation of individualized plans through the introduction of a third-semester system.
- Assess the feasibility of establishing memoranda of understanding and partnership agreements between the Ministry of Education and specialized diagnostic centers, such as the Special Education Structures Center, the National Center for Learning Difficulties, or other relevant institutions, to monitor the diagnosis of students with learning difficulties. These centers would be responsible for specific directorates, ensuring systematic coverage and coordination.
- Consider appointing stage-specific teachers to support Arabic language teachers in grades 4–10 in integrating the teaching of phonological awareness and spelling skills, and in monitoring student performance on a daily basis.
- Extend the implementation of the national remedial program for an additional two years, followed by a re-evaluation of student performance.
- Allocate financial resources to directorates or schools for printing individualized plan worksheets and related instructional materials.
- Organize a national conference and dialogue that brings together public and private educational institutions involved in the education and diagnosis of students with learning difficulties, to share best practices and applications for monitoring student performance and implementing individualized plans.

2. School Schedule:

- Examine the possibility of supporting the implementation of individualized plans for students with learning difficulties outside classroom hours twice a month by organizing a reading club specifically for these students, while other students participate in alternative club activities.
- Schedule weekly 20-minute virtual follow-ups per week to follow up on the reading skills of students with learning difficulties.

3. Professional Development:

- Invest in pre-service academic diploma program trainees (in collaboration with universities), additional education teachers, and volunteers to support Arabic language teachers during remedial intervention sessions and while implementing individualized plans.

- Conduct a specialized training program for Arabic language teachers in grades 4–10 focused on teaching phonological awareness and spelling skills, and include these programs within the rank-granting professional development framework.
- Organize periodic training sessions on the methodology of implementing individualized plans within overcrowded classrooms.
- Expand the establishment of professional learning communities to exchange best practices for implementing individualized plans.
- Encourage the Educational Supervision Department at the Ministry of Education to record visual materials of interactive sessions demonstrating the implementation of individualized plans at their different levels, and to share these materials through the teachers' platform.

4. Evaluation:

- Provide the Examinations and Testing Department at the Ministry of Education, along with teachers, with standardized evaluation forms for diagnosing students' performance in reading skills, and share them via the teachers' platform.
- Conduct training courses for supervisors and teachers on mechanisms for continuous student assessment and on promoting students from one level to the next based on performance criteria.

5. School Administration:

- Strengthen the role of school principals in monitoring and documenting the academic performance records of students with learning difficulties on a monthly basis.
- Reinforce the role of school principals in communicating with parents and clarifying their responsibilities in following up on individualized plan activities.

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