

## **The prevalence of learning difficulties among talented, outstanding and ordinary students in Iraq ( A comparative study )**

**Assit.prof. dr. Wisal Mohammed Al-Douri**

Supervisor of talented schools / Ministry of Education  
Educational expert / Iraqi Ministry of Education  
Research submitted to  
Conference on Social and Educational Sciences / RIS 2  
For the period 10-26 / 29/2018  
wisalaldouri@yahoo.com

**Article History:** Received: 11 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 10 May 2021

---

### **Abstract:**

Based on the researcher's sense of the research problem from two sources, the first of which is her long experience in the educational process, especially the education of the talented, and the second is what the literature of learning difficulties referred to in the talented and who are called (Twice- Exceptional) as some studies concluded that some talented students have some difficulties in different fields, some of which are mental, cognitive, psychological or behavioral, which appear through the frequent boycott of teachers, boredom, withdrawn behavior, etc, moreover, these characteristics are shared by the outstanding students' category, but in more proportions, and the ordinary ones have a greater percentage of the two groups.

Some studies and literature indicate that the prevalence of difficulties among talented students is (13%) and there is evidence that this percentage is present among the ordinary and the outstanding, in order to verify this percentage, the aim of the current research is to measure the level of learning difficulties among educational groups, in addition to revealing the realistic percentages of these groups of students and comparing them with the percentage of the criterion (13%) and test the differences between these ratios, to achieve this, the researcher prepared a learning difficulties scale, which consists of (39) items divided into three domains (mental - academic - psychological - emotional). The researcher verified the psychometric properties of the tool and the paragraphs, and it was acceptable, except for three paragraphs that were excluded from the scale due to their lack of sincerity, and thus the total number of paragraphs became (36) paragraphs, the discriminatory validity of the scale was verified and it was able to distinguish between the two extreme groups through the significance of the T-value. The reliability was estimated by the alpha-Cronbach equation and reached (854 and 0) as it is considered acceptable and according to the standard error of the scale (371 and 4). To apply the scale to the main sample, male and female teachers were selected randomly from some talented, outstanding and ordinary schools by five teachers, and they were asked to rate between (5-10) students, after retrieving the answer sheets, it was found that the number of students (350) male and female students was divided into two parts, such as a statistical analysis sample (150) and a main sample (200), the results were as follows:

- 1- The arithmetic averages were close between the groups and the mean of the total sample (740 and 68), which is less than the hypothesis mean (72).
- 2- The prevalence rates ranged between (12% - 15%).
- 3- The differences were significant between the proportions of the groups and in favor of the ordinary
- 4- The differences between the arithmetic means were significant and in favor of the ordinary as well.

The research concluded that there is a need to pay attention to talented education programs, to focus on selecting experienced teachers, and to apply strategies to address learning difficulties for the groups of students identified in the research. One of the recommendations is that the learning difficulties detection scale should adopt an additional criterion in the detection of talented students.

---

The spread of learning difficulties among talented, outstanding and ordinary students  
In Iraq / a comparative study  
Chapter 1

Research problem

The development of any society depends on the development of scientific knowledge in it as well as the development of its members. The development process does not take place from a vacuum, but rather is based on human and material elements and their level of ability to develop here, the role of the educational process emerges with its multiple elements, including students who are divided into categories according to mental and cognitive development, so we hear or read about a slow-learning student, an ordinary student, an outstanding student and another talented, these categories are diagnosed according to the levels of criteria, and the distribution rates of these categories are different in quantity and there are external or internal reasons that cause the existence of these categories. And if we talk about the talented, we are talking about the psychological, mental and emotional characteristics and the scales of their diagnosis, and an analytical view concludes that it is in the higher levels of intelligence that exceeds the (120) degree, creativity is high, and the psychological characteristics are in the higher standards, and those who are academically superior are not much less than these levels. Nevertheless, we find among them. Those who suffer from learning disabilities have been called twice-exceptional, and knowing these students is not easy, because of their duplicity.

Their prevalence varies for a number of reasons, including the large number of definitions, their differences, and the lack of agreed tests for diagnosis, in some statistics, the prevalence of difficulties reaches (1%), and other statistics indicate that the prevalence rate is estimated at (20%), but the adopted percentage is between (2% -3%) (Al-Sartawy and Al-Sartawy, 1984).

Therefore, the research problem tries to answer the following questions:

- 1- What is the percentage of distribution of these groups located in the specified community?
- 2- Do these percentages differ significantly?
- 3- What are the appropriate recommendations for developing and diagnosing these groups?

Aims of this study :

- 1- Measuring the learning difficulties of talented, outstanding and ordinary students.
- 2- Identifying the prevalence of learning difficulties for all groups of students.

3- The researcher derived the three hypotheses:

- A- There is no significant difference between the arithmetic averages of the sample members on the scale of learning difficulties according to the type of the talented, the outstanding and the ordinary groups at the level of significance (0.05).
- B- There is no significant difference between the prevalence of learning difficulties according to the type of group at a significance level of (0.05).
- C- There is no significant difference between the realistic (observed) ratios (13%) as a breakpoint for propagation at a significance level (0.05).

#### The importance and need of research

Most psychologists or educators often focus on outstanding children more than ordinary children or children with weak minds, especially in Western countries and the United States of America, as education has made great progress in distinguishing the needs of talented children with learning difficulties, it is clear that these children attract the attention of most teachers and others because of the defects that they suffer as a result of their inability to keep up with ordinary children and they fail to attract the attention of the teachers because they are ahead of the ordinary children in the class and they are ahead of them. Therefore, the need for special attention has become important and that the study of learning difficulties in these children is of great importance but the matter first requires knowledge of their prevalence in any society through the possibility of detection, and most of them have been neglected by society because they suffer from difficulty in sight or hearing and weak streak and therefore our research was characterized by its importance through the following:

- 1- The necessity of determining the prevalence of talented students with learning difficulties in the Iraqi society.
- 2- Comparing them with the outstanding and ordinary students in terms of prevalence.
- 3- Determining their percentage in the community facilitates the work of the diagnostic committees in the possibility of monitoring them and those who have been enrolled in the talented schools in Iraq.
- 4- Facilitating the work of the Ministry of Education in detecting them in schools by adopting the scale of learning difficulties and adopting it as one of the annual diagnostic tests. .
- 5 - Facilitate the work of specialists in developing a scientific educational strategy for talented students with learning difficulties.
- 6- It is difficult for them to reach the maximum of their mental capabilities if they are not properly detected in order to provide them with the programs that suit them.

### Research limits

Human Frontiers: ordinary, talented and outstanding school students in the city of Baghdad

Scientific boundaries: (mental academic difficulties - emotional emotional).

### Define terminology

- 1- Learning difficulties: It is a delay, disorder, or backwardness in one or more of the speech, language, reading, spelling, writing, or mathematical operations as a result of a dysfunction in the brain, emotional disorder or behavioral problems. (Kirk and Chalfant, 1984).
- 2- Talented Student: Definition of Al Douri, 2003 is anyone who possesses high performance in one or more areas, such as high academic achievement, high mental capacity, creative ability, artistic ability, social ability as well as intuitive ability and outstanding motor performance (Al Douri, 2003, 19).
- 3- Talented Students with Learning Difficulties:  
Definition of the Education Department and Employment Committee (DfEE, 1999): A talented student with learning difficulties: a student who has multiple and varied abilities in all fields that can be available to a talented student, as the student can, for example, demonstrate musical or leadership talent while not having outstanding academic abilities. (Brody & Mills, 1997).
- 4- Ordinary students: the definition of the secondary school system is students aged (11-12) years who have completed the primary stage to proceed to the secondary stage without the condition of average and according to the geographical area.
- 5- Ordinary students: The definition of the secondary school system are pupils aged (11-12) years who have completed the primary stage to transfer to the secondary stage, according to the rate they obtain after undergoing achievement and intelligence tests conducted by the Ministry of Education / General Education Department / The outstanding Schools Directorate.

## Chapter two

A- The theoretical framework:

### When did the interest in students with learning disabilities begin?

The interest in students with learning difficulties started mainly by psychiatrists, especially scientists interested in what is now known as speech disorders and others. As for the role of educators in the development and development of the field of learning difficulties, it did not appear significantly until the beginning of the twentieth century, especially in the sixties of the last century, the term learning difficulties appeared when Samuel A. Kirk, an American psychologist, in 1962 prepared a university book on special education in which he mentioned the first definition of learning difficulties.

Also in the same year was the scientific beginning when Kirk and Bethman used this term to describe a group of children in the classroom who had difficulties learning to read, spell, and perform math.

In 1963, a conference was held, attended by educators, psychologists and those interested in the subject of learning difficulties, to discuss and discover the problems of cognitively impaired children.

In 1975 the term "learning difficulty" was accepted in the federal law (education for all children with disabilities), and this was the last step in stabilizing the term at the national level after great efforts to develop a more specific definition of it and the standards related to it in the Federal Register in 1977.

The 1970s era was also marked by the emergence of General Law (142) of 1994, which for educators is considered one of the most important laws that guaranteed people with special needs in general their rights to education and other support services, the roles of specialists and the rights of their families have been defined, and the field of learning difficulties has taken a large share, like other areas of disability, as stipulated in this law, and the name of this law has changed and has now become known as the educational law for individuals with disabilities, and since its emergence in 1975 CE, this law has given associations and groups supporting the field of learning difficulties a legal basis from which they can benefit from their calls and demands to provide free education appropriate for students who have learning difficulties.

Learning disabilities were officially recognized under the United States General Law (91/230) of 1969 for children with learning disabilities. [http: //www.new-educ](http://www.new-educ).

Models of creative people with special needs.

There are many talented people with disabilities who were able to overcome their disability and their problems and excel in different areas of life, among them:

- 1-Thomas Edison: The inventor of the light bulb was an academic failure, and he may have slow or difficult education. He presented his famous equation, and yet he became one of the most important inventors.
- 2-Einstein: He was also an academic failure and did not pass middle school. Nevertheless, he developed the theory of relativity and published studies in physics and reported that energy and mass are equivalent. He presented his famous equation ( $\text{energy} = \text{mass} + \text{the square of the speed of light}$ ) and his theory confirmed the two bombs Hiroshima and Nagasaki in Japan and won the Nobel Prize in Physics.
- 3-Château Brian: who was inclined to isolation and loneliness and may be one of the children of autism, but he became an author, writer and writer, and his closeness to Bonaparte and the most famous novels (memoirs from behind the tomb of the martyrs, a trip from Paris to Al-Qudis).
- 4-Helen Keeler: The miracle woman who had three disabilities: deafness, blindness and deafness.
- 5-Louis Braille: Blind, who invented Braille for the blind.
- 6-Stephen Hawking: He is a mute and dumb seat. Einstein, the genius of the twentieth century, called her the computer. He discovered the theory of the history of the universe, worked as a lecturer at the University of Cambridge and gave lectures through the computer and discovered black holes in the universe and its rays.
- 7-Marconi: He was blind and tended to be introverted, and he was the inventor of wireless. He was awarded the Nobel Prize in Physics in 1909 and won the Albert Medal from the British Association and continued his research in improving wireless. (Muhammad Ali, 2003, pp. 76,76).

#### The spread of people with learning difficulties in the community

There is a contradiction in the concepts that explained talentness with learning difficulty, as this link was considered contradictory and inconsistent when they are combined together. Nevertheless, the rate of occurrence of learning difficulties among talented individuals is at least equal to the rate of their occurrence among people in general, and the rate ranges between (10-15%), in a study conducted on 241 students with an intelligence rate of more than (260), (40) parents (16%) had difficulty reading or other learning difficulties, and it is estimated in other references that about (20%) of the talented community apply. They have to diagnose talented learning difficulties.

We believe that these percentages are not small and should not be neglected, if we assume, according to the modern definitions of the talented, that the percentage of talented (10%) of the total population and that (10 to 15%) of them have learning difficulties, this means that a percentage of (1-1.5%) of the total population are considered talented with learning difficulties, and this percentage is the highest prevalence of autism, hearing impairment, visual impairment, or movement impairment. (Abu Jadu, 2013, 548).

As many recent scientific references confirm that (5%) of school students have learning difficulties, this reference indicates that this percentage does not include children with learning difficulties who receive special education services and support services outside the regular schools, and American official reports indicated that half of the students to whom special education services are provided are students with learning difficulties (Al-Khatib 2013). 1997 and the percentage was (51.1%). There is no doubt that the increasing number of programs directed towards people with difficulties and misconceptions about learning difficulties and the different definitions and performance levels required in the tests have contributed to confusing the possibility of reaching an agreed general rate and these percentages varied in the researcher's estimates between (1% to 30%) of the group of school students, and accordingly we find them in some studies ranging between (7% to 8%) and in other studies up to (15%) and did not exceed in a rigorous study (2.5). %) (Al-Waqfi 2009) (Abu Jadu, 2013, p: 545).

However, the reasons for this discrepancy in proportions may be due to:

- 1- Definitions of talentness and mental superiority overlapped with definitions of learning disabilities.
- 2- Diversity of students who suffer from learning difficulties and diagnosed as talented or mentally superior as follows:

- A- The first category is talented students, but they suffer from academic learning difficulties or low academic achievement.
  - B- Students with severe learning difficulties that obliterate their academic excellence or talent (extraordinary binary, divided).
  - C- People with learning difficulties with some excellence, and their percentage is estimated at (12%) of the community.
- 3- Some social and emotional problems that affect academic, psychological and emotional performance (Al-Zayat, 2002, 254).

The prevalence rates in some Arab countries can be summarized as follows: Jordan (15-20%), Egypt (14%), the State of the United Arab Emirates (13.4%), and the Kingdom of Saudi Arabia (5-17%) (Al-Shalabi, 2006: 507), in general (16%), and in light of the above, the researcher suggested a percentage (13%) as a criterion to compare the actual percentages expected from the research results.

#### Categories of talented people with learning difficulties

It is divided into three sub-categories:

First- Mentally excellent students with some slight learning difficulties:

And the members of this category are distinguished by the following characteristics:

- Have good verbal or linguistic skills.
- They have perceptible difficulties with spelling and handwriting.
- They are not organized in their academic or school work.
- The size of the deviation between strengths, expected performance, weaknesses, or actual performance increases with increasing age (Al-Zayat 2002).
- They tend to do well in elementary school.
- They may be seen later as lazy, lacking motivation, or having low self-esteem.

#### Second: The Binaries Disguised unusual

They are characterized by the following characteristics:

- Not classified or identified as intellectually superior or with learning difficulties.
- Has aspects of superiority to compensate or obscure or mask their learning difficulties.
- They often look like average or average students.
- Usually they will learn about their superiorities and weaknesses when they are adults.
- They need educational opportunities that enable them to do their real activity or distinguished thinking in an innovative way because they are average, they cannot be converted to evaluation.
- It is very difficult to notice the discrepancy between ability and achievement without formal evaluation.

This group faces an interesting challenge, as their difficulties may greatly reduce their scores on Intelligence tests, which may prevent them from being included in the talented category when adopting the Intelligence test.

Third: those with learning disabilities, who are mentally superior

It is highlighting their characteristics:

- \* They have a lot of varied interests of quality outside the school or school framework.
- \* They demonstrate excellent innovation capabilities and mental activities.
- \* They seem to have a lot of awareness and knowledge of the types of difficulties they have and the problems that arise from them.
- \* They tend to generalize their sense of academic failure in various fields, which generates a general feeling of poor academic self-sufficiency.

#### Characteristics of talented people with learning difficulties

These characteristics can be summarized as follows:

- 1- They have a high capacity for abstract, mathematical reasoning and graphic memory.
- 2- Have difficulties with remembering, arithmetic, phoneme, and spelling.



- 3- Tendency to be distracted, easily dispersed, or poorly organized, and they are highly sensitive.
- 4- Perfectionists or anxious about forced perfection.
- 5- Their self-expectations are imprecise and they often fail to complete the duties or tasks assigned to them, and their professional tendencies are large and varied, p. 545-550.

#### B- Statistical Analysis

Despite the importance of logical analysis of the paragraphs, but it remains poorly accurate due to what you expect to be affected by the subjectivity of the experts or the weakness of the researcher in choosing the quantity and type of experts. try-out (Ebel, 1972: 410), and the general goal of statistical analysis of paragraphs is to obtain a scale that includes paragraphs that contribute the most consistency and honesty (Crocker and Gina 2009,413). The psychometric properties of the scale paragraphs are examined in terms of discriminatory strength and internal consistency. To achieve this, a random sample of (150) male and female students from the three categories (talented, outstanding and ordinary) was selected in equal numbers (50 for each class) and after the application the statistical data were processed according to the detection steps. About these properties and as follows:

- 1- Discriminatory power: It refers to the ability of the paragraph to distinguish between the performance of two extreme groups (higher and lower), The scores of (50) male and female students were treated as a higher group and (50) male and female students as a lower group, and the differences between the averages of the two groups were tested using the T-test for two independent samples (t-test), the calculated T value ranged between (0.152-8.691) and the tabular value at a degree of freedom (98) and below the significance level (0.5) which is (1.98). In light of this, the paragraphs (1,37,39) were not distinct because the calculated T values were less than the tabular So it was excluded.

Internal consistency: It is based on revealing the ability and direction of the relationship between paragraph score and overall score (Anstasi, 1976: 259) and the Person correlation coefficient was used, and the results concluded that the paragraphs (1,37,39) are inconsistent, i.e. weak validity, so they are excluded from the tool, and the correlation coefficients ranged between (0.021 - 0.571), The paragraph is considered true if the value of the correlation coefficient is significant, meaning that the computed value is greater than the tabular value (0.196) and thus the number of paragraphs becomes (36) paragraphs distributed among the three areas.

The two previous indicators, discriminatory strength and internal consistency, are among the indicators of constructive validity (Al-Ajili, et al.,2001: 120), in addition, the researcher revealed the differential power of the tool as a whole based on the total score and using the T-test for the two independent samples through a comparison between the upper third and the lower third (Abd al-Rahman 1998: 150). The calculated T value was (19.701), which is greater than the tabular (1.98). Thus, the scale is reliable and its results can be relied upon.

Persistence: Persistence is defined as consistency in results over a period of time (Alam 2000: 341), an estimate of stability is necessary because there is no tool of absolute validity, and at the same time it gives further evidence of the accuracy of the tool (Carr, 1968: 36), to assess the stability, (80) answer sheets were subjected to analysis, and the Alpha-Cronbach equation was used, which depends on the discrepancy of the paragraphs. The estimated stability value of this equation was 0.854, and it is considered an acceptable reliability and the results of the scale can be relied upon.

#### **Standard Error**

In light of the traditional scale theory, it is indicated that each raw score consists of two parts, a true-score and an error-score (Ghiselli et al, 1981: 198), and for the purpose of estimating the true degree within a range, the value of this error determines the upper and lower value of the true degree. The calculation of the error value is based on the value of the coefficient of stability and the standard deviation of the degrees of the measuring instrument, and its value was (4.371).

With these measures, the learning difficulties scale is ready to be applied to the main sample.

#### **Scale correction**

The scale correction process for calculating the total score gives scores as a whole alternative answer as follows:

A score of (3) is given to the alternative Yes, a score (2) is given to the alternative to some extent, and a score (1) is given to the alternative No

Thus, the total score range becomes between (1.8 - 36) with a time mean (72). The large degree indicates the availability of difficulties to a large degree, and the process of correcting it is based on the algebraic addition of scores for the paragraphs.

It is distinguished by its ease of application by the teacher or educational guide. The paragraphs are arranged according to the fields of the scale and as follows:

The mental domain: represented by paragraphs (1-7)

Academic field: represented by paragraphs (8- 22)

The psychological field: represented by paragraphs (23-36)

#### Statistical means:

The researcher used statistical methods in the measurement procedures and interpreting the results based on the type of research variables and levels of measurement, as follows:

1. Arithmetic means
2. Standard deviations
3. Pearson Correlation Coefficient
4. T-test for two independent samples
5. The chi-square test for conformity to one sample
6. The independence chi-square test for independent samples (Odeh and Al-Khalili, 1988)

## Chapter four

### Presentation and discussion of results

This chapter presents the results, descriptive and relational statistics, ratios, and statistical promotions tests that the research has reached.

The first goal: the nature of the scale

The measure of learning difficulties among secondary school students was applied to the main sample, which was chosen by the male and female teachers by estimating these difficulties, the answer sheets were checked and incomplete papers were excluded. After counting them, there were (200) answer sheets distributed as follows: (80 ordinary, 70 Outstanding, 50 Talented), And adopted the degree of the field of learning difficulty and the total score in the statistical treatment and before presenting the main objective (detection of the prevalence of learning difficulties among secondary students in Iraq) we present the descriptive statistics in terms of arithmetic means and standard deviations shown in Table (1) there is a convergence between the arithmetic means of the categories of the three difficulties fields and the total score.

Table (1)  
Descriptive statistics of learning difficulties by field and category

Field	Ordinary		Outstanding		Talented	
	S	A	S	A	S	A
Mental	300.13	27.3	985.14	419.3	420.13	257.4
Academic	575.28	357.5	600.25	491.5	20.23	340.5
Psycho-emotional	287.28	020.8	842.27	349.7	540.25	3118.6

While the general average of the total sample was (68,740) with a standard deviation (12,380), and when compared with the hypothetical mean of the scale (72), we find that the difficulties are not prominent, but rather close to the hypothetical mean, and the reason is due to the difference in the nature of the three educational groups.

First hypothesis test:

To find out the extent of the discrepancy between the quantity and the quality of learning difficulties, the grades of the three categories were subjected to the monolithic analysis of variance as shown in Table (2), The

results of the graphic analysis showed that there is a significant difference between the three categories because the calculated F value (6,940) is greater than the tabular value at a critical degree (2,199) and below the level of significance (0.01) which is (3.42), This indicates that the type of class, its academic level, and the psychological and emotional characteristics that result from it were associated with the degree of availability of some difficulties, And for the purpose of revealing the influencing group, a cross test ( ) was used for the post-tests, which is based on a comparison between the differences of the arithmetic averages and shows that the difference is due to the category of ordinary students. The researcher believes that this result is natural because ordinary students are exposed to the lack of interest in them and the lack of a diagnostic mechanism such as the outstanding and talented who are subjected to diagnostic stations for their acceptance, as well as the level of the teaching staff that teaches them and which is characterized by educational experience and therefore rejects the null hypothesis.

Table (2)  
 Abstract of the analysis of variance for individual educational groups

The source of the contrast	Sum of squares	Critical degree	Average of squares	F value
Between groups	1966.313	2	983.156	6.940
Within the groups	27871.768	197	141.481	-
Total	29838.080	199	-	-

#### The second goal:

Detecting the prevalence of learning difficulties among educational groups (ordinary, outstanding and talented), for this purpose, the grades of the individuals whose total scores on the scale were extracted equal to the hypothetical mean, as well as for each field of learning difficulties. Table (3) shows the details of that. When referring to the prevalence rates referred to in the second chapter, the research concluded that the prevalence of difficulties among the three assumed educational groups is 13%, which is the percentage of the criterion.

Table (3)  
 The prevalence of learning difficulties classified according to educational groups

Category	criterion percentage	Expected number	Actual percentage	Actual number	Sample
Ordinary	13%	10	15%	12	80
Outstanding	13%	9	14%	10	70
talented	13%	7	12%	6	50
Total	-	26	-	28	200

It appears from Table (3) that the actual rates (12% -15%) are close to the prevalence rates that came as a result of previous studies in some Arab or European countries, As Al-Zayat referred to it, (2002,1250) and there (Shibli 2006) indicated (14%) in Egypt (15% - 20%) in Jordan (Shalabi 2006: 12) that the difference between the actual ratios with the assumed or the percentage of the criterion requires consideration of Determine the direction of this difference, to achieve this, the researcher used the chi-square test for independence or for independent samples and when calculating the computed value and it was (1,114) and when comparing it with the tabular value at a critical degree (2) and below the level of significance (0.05) which is (5.99) means that the difference is not significant. Which indicates that these differences came from the value of chance.

For the purpose of testing the differences between the expected (criterion) and relatively actual ratios of the category type variable, the chi-square test for good matching (one sample) and when calculating the computed value, its value was (7.67), which is greater than the tabular at a critical degree (2) and below the level of significance (0.05), which indicates the significant difference in favor of the larger percentage, which are the



ordinary, and this result is identical with the test of differences between the arithmetic averages and was in favor of the ordinary. This means that the same reasons were presented previously, meaning that the type of educational group affects the increase in the prevalence rate with a significant difference. The bottom line, these percentages, despite the small sample size (1.1), can be the same even if the sample size increases, and in light of the results of the research, the research reached:

- 1- The difference in diagnostic stations between the three groups led to differences in prevalence rates.
- 2- The increase in diagnostic stations and their diversity leads to different rates of spread, especially the outstanding and talented.
- 3- Despite the existence of departments concerned with special education programs, but they have not reached a level of reducing these percentages, and the researcher suggests the weakness of the special education culture, especially with the learning difficulties of ordinary people.

The researcher recommends the following:

- 1- Adding the current learning difficulties measure as a criterion for detection, relying on outstanding and talented schools for the purpose of early diagnosis to count the difficulties.
- 2- Applying treatment strategies or programs for learning difficulties.
- 3- The establishment of workshops to train educational and teaching bodies, especially teachers of outstanding and talented schools.

As for the most important proposals put forward by the researcher, they are:

- 1- Conducting a comparative study to find out the most prominent educational difficulty that spreads among students of the outstanding, talented and ordinary groups.
- 2- Conducting a survey to find out the prevalence of people with learning difficulties in primary schools.

#### References

- 1- Zaidan Al-Sartawi and Abdulaziz Al-Sartawi. (1984). Academic and developmental learning difficulties. Riyadh: Golden Pages Library.
- 2- Al-Shalabi, Amna Ibrahim, The Role of a Learning Difficulty Specialist in Future Schools, The First Scientific Conference of the Faculty of Specific Education, Mansoura University, 12-13 / 4/2006.
- 3- Research submitted to the Arab Council for the care of the talented, 2013, Majlis Magazine C2, Amman, Jordan. Abu Jadu, Mahmoud Muhammad Ali, talented People with Learning Difficulties, 2013, College of Education / University of Dammam, P.O.: 545.
- 4- Research presented to the Arab Council for the care of the talented, 2013, Majlis Magazine C2, Amman, Jordan, Angry, Amna Rashid Muhammad Ali, Special Needs Groups of Talented People, Ministry of Education, UAE, pp. 76,76.
- 5- Rifaat, Amru, 2009, The Neurological Patterns of the Mentally Superior with Mathematical Learning Difficulties and the Mentally Superior and the Ordinary.
- 6- Abd al-Rahman Saad (1998), Psychometrics (Theory and Practice), 3rd Edition, Cairo, The Arab Thought House.
- 7- Saad (1998) Psychometrics (Theory and Practice), 3rd Edition, Cairo, The Arab Thought House.
- 8- Judge Adnan, N. (2015) talented People with Learning Difficulties, from the Gulf Children website. [www.gulifkids.com](http://www.gulifkids.com).
- 9- Odeh Ahmad Suleiman and Najli, Khalil Youssef (1988): Statistics Researcher in Education and Human Sciences, Amman Dar Al-Fikr.
- 10- Odeh Ahmed Suleiman (2002) Measurement and Evaluation in the Teaching Process, 5th Edition Jordan, Dar Al-Amal for Publishing and Distribution.
- 11- Al-Ajili, Sabah Hussein and others (2001): Principles of Educational Measurement and Evaluation, College of Education, University of Babylon.
- 12- Al-Zayat Fathi Mustafa (2002) The Outstanding Students with Learning Difficulties, Issues of Definition, Diagnosis and Treatment, Edition 1) Series of Cognitive Psychology and Learning Difficulties (7) Mansoura University.
- 13- Crocker Allinda and Gina James (2009) Introduction to traditional and contemporary measurement theory, translated by Zinat Yusuf, 1st Edition, Amman Dar Al-Fikr.
- 14- Al-Douri, Wisal Muhammad, Effectiveness of a Cognitive Behavioral Therapy Program in Mental Health for Talented Students, PhD thesis published, 2003, Baghdad, Iraq.
- 15- Anstasi Ann (1988) psychological testing newyork, Macmillan.

- 16- Carr,G.p (1968) Reliability vs the validity of test scoze psychological review , vol 45no
- 17- Giselli, etal (1981) measurement the ozy hear the be havioral sciences sanforancisco. Freeman company
- 18- Bees, corinne (2009) Talented and learning disabled ,Ahamd book 4<sup>th</sup> ed vanconver Advocacy Gamp
- 19- Douylas ,marcy J(2007) twice exeptional Talented student with lerning Disabilities T,TAC Wen .
- 20- Brody , L,E , Mills , C. J ,( 1997 ) Talented children with learning disabilities: A review of the issues, journal of learning Disabilities , 30,282-297.
- 21- Kirk S and Chalfant J , 1984 : Development and acadimic learning disabillites Denver love Publishing .
- 22- <http://www.new-educ.com>

Accessory (1)

Initial image

A scale for detecting learning difficulties among secondary school students

Dear teacher ..... respected

good greeting ....

The researcher aims to reveal the prevalence of learning difficulties among students of mental groups (outstanding, ordinary, talented), to achieve this, a scale based on the literature on learning difficulties was developed and a definition was adopted (Kirk & Chalfant 1984), it is a delay, disturbance, or retardation in one or more of the speech, language, reading, preparation, writing and mathematical operations as a result of deficiency dysfunction in defense (or emotional disorder or behavioral problems). We hope for your cooperation by benefiting from your scientific experience in determining the validity of the paragraphs and the accuracy of their linguistic formulation, which cover the range of behaviors of learning difficulties in mental - academic - psychological - emotional fields. Note that the alternatives to the answer are three-fold (yes - to some extent - no). Thank you for your cooperation with us in advance.

Please accept the most respect

Assit.prof. dr. Wisal Mohammed Al-Douri

Supervisor of talented schools / Ministry of Education

Accessory (2)

The final image

Scale of learning difficulties for secondary school students

Dear teacher ..... Respected

After Greetings

For the purpose of diagnosing learning difficulties among outstanding and talented students and given that you are closest to those interested in them through your interaction with them within educational situations and because of your field experience that helps in facilitating the process of monitoring difficulties, the researcher would like to put in front of you this scale, which includes paragraphs that reflect the behaviors of learning difficulties, which are divided into three areas (mental, academic, psychological and emotional fields).

Please put an (x) in front of the paragraph and under the alternative appropriate answer for your appreciation, hoping for accuracy and objectivity in the answer without leaving any unanswered paragraphs, with our wishes for you success and luck.

Notice :

1- Please select ten students randomly and estimate their learning difficulties.

2- An explanation of the alternatives to the answer:

Yes: it means that the student always suffers from difficulties.

To some extent: that the student suffers from difficulties at different times.

No: that the student suffers from difficulties in a very few times.

3- A talented student with learning difficulties knows: he is an individual who has the abilities of giftedness and excellence, but at the same time he suffers from learning difficulties in other fields.

4- Please write the names of students with learning difficulties at the end of the scale.

Assistant Professor Dr. Wisal Mohamed Al Douri

Supervisor of talented schools / Ministry of Education

Accessory (3)  
 Organize the final image

The mental field: are the difficulties that appear in the mental and cognitive effort during its interaction with mental situations, represented by thinking, perception, attention, etc.

	Paragraphs	Validity		
		Valid	Invalid	modification
1	Weak experience in some hobbies such as music, mechanics and sports			
2	Weakness and lack of vocabulary			
3	Modest mental faculties (Comprehension and awareness)			
4	Difficulty using abstract thinking to solve problems			
5	Slow his visual memory			
6	Lack of creative extra-curricular activities			
7	decrease his understanding of scientific concepts from one time			
8	Impaired ability to spell words			
9	Poor predictions of future events			
10	Anxiety about his mental faculties			

Academic field: are the difficulties that appear in academic performance through its interaction with academic situations within the school.

	Paragraphs	Validity		
		Valid	Invalid	modification

1	He has problems with his writing (poor handwriting - slow writing)			
2	Impaired ability to spell words			
3	Weakness in distinguishing sounds and exits letters			
4	Difficulty completing homework			
5	Difficulty completing mathematical operations			
6	Weakness in language literature (expression, poems)			
7	Feel pressured when assigned to time-bound duties			
8	Distracted, distracted			
9	Generalizing his simple cognitive failures to the rest of the school subjects			
10	He feels that he is in the wrong place			
11	Delayed completion of the duties assigned to him			
12	He records the information in his notebook in an inaccurate manner			
13	Approaches the blackboard when moving it to the exercise book			
14	He becomes confused when the teacher asks him to do the exercise in front of the students			
15	He is late in submitting the exam answer sheet			
16	He gets the highest marks on the written exams			
17	He strives to outperform his competitors			

\  
Psycho-emotional field:

	Paragraphs	Validity		
		Valid	Invalid	modification
1	Generalizing his simple cognitive failures to the rest of the school subjects			
2	Afraid of his social relationships			
3	Fear of academic failure (high anxiety)			
4	Excessive sensitivity to negative criticism of his own business			
5	Low self-esteem			
6	Weak social relations with his peers			
7	Frequently interrupting the lesson for no reason			
8	His desperate need for urging and encouragement			
9	Feeling indifferent to the consequence of wrong things			
10	He evades the tasks entrusted to him with strange excuses			
11	Increase his withdrawal behavior			
12	Repetitive aggressive behavior			
13	He has a kind of selfishness and jealousy towards his colleagues			
14	His self-confidence is weak.			
15	It strives to outperform its competitors			

	Paragraphs	Validity		
		Valid	Invalid	modification
1	Weakness and lack of vocabulary			
2	Modest mental faculties (Comprehension and awareness)			
3	Difficulty using abstract thinking to solve problems			
4	Slow his visual memory			
5	Lack of creative extra-curricular activities			
6	Weakness of his understanding of scientific concepts from one time			
7	Impaired ability to spell words			
8	Poor predictions of future			



	events			
9	Anxiety about his mental faculties			
10	He has problems with his writing (poor handwriting - slow writing)			
11	Weakness in distinguishing sounds and exits letters			
12	Difficulty completing homework			
13	Difficulty completing mathematical operations			
14	Weakness in language literature (expression, poems)			
15	Feel pressured when assigned to time-bound duties			
16	Distracted, distracted			
17	Generalizing his simple cognitive failures to the rest of the school subjects			
18	He feels that he is in the wrong place			
19	Delayed completion of the duties assigned to him			
20	He records the information in his notebook in an inaccurate manner			
21	Approaches the blackboard when moving it to the exercise book			
22	He becomes confused when the teacher asks him to do the exercise in front of the students			
23	He is late in submitting the exam answer sheet			
24	Afraid of his social relationships			
25	Fear of academic failure (high anxiety)			
26	Excessive sensitivity to negative criticism of his own business			
27	Low self-esteem			
28	Weak social relations with his peers			
29	Frequently interrupting the lesson for no reason			
30	His desperate need for urging and encouragement			
31	Feeling indifferent to the consequence of wrong things			

32	He evades the tasks entrusted to him with strange excuses			
33	Increase his withdrawal behavior			
34	Repetitive aggressive behavior			
35	He has a kind of selfishness and jealousy towards his colleagues			
36	His self-confidence is weak			