

Reality of Educational Programs and Services that Special Education Centers Presented to Children with Autism Spectrum Disorders in the West Bank Districts

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Abstract

This study aimed to identify the reality of educational programs and services provided to children with autism in special education centers in the northern governorates as seen by specialists, and to know whether there are differences in the psychological and social characteristics of autistic children in the northern governorates from the viewpoint of specialists depending on the variables (sex). To achieve the objectives of the study, the researchers formulated the following questions: 1. What is the reality of educational programs and services provided to children with autism in special education centers in the northern governorates, as seen by specialists? 2. Are there statistically significant differences at the level $(\alpha) \leq 0.05$ in the averages of the psychological and social characteristics of autistic children in the northern governorates from the perspective of specialists due to the variables (sex, specialization, academic qualification, and years of experience). The study sample consisted of (52) male and female specialists who work in special education institutions (governmental and private) in the northern governorates. They were selected using the random stratified sampling method. The sample represents (15%) of the study population. With the conditions for applying the questionnaires, and for not completing the required information. Thus, the number of respondents whose answers were subjected to statistical analysis became (50) specialized and competent, and the researchers used the study tool, which was prepared by them. The validity of the tool was verified by presenting it to a number of arbitrators, as well as through the Pearson correlation coefficient, and the stability coefficient was calculated for the study tool with its different dimensions by the method of internal consistency by calculating the Cronbach alpha equation, as the value of the stability of the tool for specialists was (91.4%), and thus it enjoys The tool has a high degree of stability. The results showed that the averages of educational programs and services provided to children with autism spectrum disorder in special education centers in the northern governorates, from the specialists' point of view, were high, as the arithmetic mean of the total score was (4.00) and the total standard deviation was (0.29). At the forefront of these domains came: the domain (sensory integration therapy services and sensory rooms) with an arithmetic average of (4.28) and a standard deviation of (0.34) with a very high degree, then the domain (behavior modification) with an arithmetic mean of (4.09) and a standard deviation of (0.35). With a high score, then the domain (Family Sharing and Support Services) with an arithmetic mean of (4.00) and a standard deviation of (0.29) with a high score, then the domain (Individual Plan and Skills Development) with an arithmetic mean of (3.93) and a standard deviation of (0.51) with a high score, then The field (pronunciation and language services) with an arithmetic mean of (3.71) and a standard deviation of (0.61) with a high degree. In light of these results, the researchers came out with a set of recommendations, as follows: Calling for the necessity of informing

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researchers and specialists about the most important programs and services provided to children with autism spectrum disorder, especially sensory integration treatment services and sensory rooms.

Keywords: *Special Education Centers, Autism.*

Introduction

The field of special education has developed and clear interest in developing programs, services, working cadres, measurement, diagnosis and education strategies in the light of a set of standards and indicators that control special education operations with the aim of ensuring the provision of quality services and programs and improving the quality of life of children with disabilities. Autism is one of the problems that attract the attention of researchers and specialists. As its effect is not limited to only one aspect of the personality of the autistic child; Rather, it includes various aspects, including cognitive, social, linguistic and emotional, and this impact does not stop there, but extends to the families of these children and society as a whole. What increases the risk of this disorder is the increase in its prevalence rates, as the prevalence rate of autism disorder is estimated at about (60) cases per 10,000 births, as pointed (Frith ,2003) quoting Wing & Porter. As for the statistics of the National Center for Research and Studies of Disorder (National Research Council, NRC) confirming that the current prevalence rate is actually (1) for every (250) births, and this ratio reaches (30-60) cases for every (10,000) births who have a mental disability with features of a disorder Autism (Howlin, & Yule,2018).

The situation is made more difficult by the presence of overlap and confusion between autism and other disabilities in terms of its participation in some characteristics, indicates that there is a large percentage of children with autism who suffer from mental disability, as this percentage reaches (70%) and confirms (Alloy, L. Acocalla, J. & Bootzin, R,2000) found that intellectual disability in children with autism is a cognitive problem in itself and is not a result of social withdrawal.

As for the educational programs and services provided to children with disabilities, including those provided to children with autism, they are provided in the traditional way through the establishment of separate centers and associations, and there is no clear strategy for these centers and institutions to integrate those who join them in regular schools, except for some attempts that are made It has some centers. With the steady increase in the number of people with autism who are provided with educational programs and services, there are legitimate questions about the quality of programs and services provided to them by special education centers and institutions (Al-Samadi, 2018).

Hence, this study comes to identify the level of programs and services provided in special education centers in the State of Palestine. In order to find out the truth and reality of these programs and services, and to know what has been achieved and work to develop it to achieve a quality service of high quality for this category. It requires careful consideration of the global programs offered by developed countries for children with autism, and judgment on educational programs and services provided in institutions and centers of special education in Palestine.

Thus, striving towards developing educational programs and services provided to people with autism and improving their quality is an urgent necessity in the light of what has been approved by international charters and agreements for persons with disabilities, and the need to meet the needs of these groups in terms of programs and services. And work on developing it to achieve a high-quality service for children with autism.

Study problem and questions: The purpose of this study is to see the reality of programs and services provided to children with autism disorder in special education centers in the northern governorates from the perspective of specialists. Standards as indicators for evaluating programs and evaluating services and working on improving and developing them.

Study problem and questions: The problem of the study is represented in its attempt to answer the following question:

What is the reality of educational programs and services provided to children with autism in special education centers in the northern governorates as seen by specialists?

The following sub-questions branch out from the main question:

- Are there statistically significant differences between the averages of specialists' evaluation of the educational programs and services provided to children with autism spectrum disorder within the institution due to the variable of gender/specialization/qualification/years of experience?

The following hypotheses branch out from the sub-questions:

- There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the means of the specialists' evaluation of the educational programs and services provided to children with autism spectrum disorder within the institution due to the variable of gender/specialization/qualification/years of experience?

Objectives of the study: The current research aims:

1- Identifying the reality of the programs and support services provided to students with autism spectrum disorder within special education centers in Palestine.

2- Verifying the existence of statistically significant differences in the provision of programs and supportive services provided to students with autism spectrum disorder within special education centers in Palestine, according to the variable: specialization, educational level, gender, experience.

The importance of studying: the importance of this study is to achieve the following theoretical and applied aspects:

First: Theoretical Importance:

1. It can open horizons for researchers to improve the level of services provided to this group in the northern governorates.

2. It adds a cognitive dimension to the reality of the services provided to children with autism spectrum disorder in special education centers.

Second: Practical Importance:

1. The importance of the study comes from the fact that it provides data on the evaluation of educational programs and services provided to children with autism, from the point of view of specialists in the field of special education.

2. It is expected to provide an integrated evaluation of these programs and services, in addition to identifying the problems that hinder the provision of the best care for them, and it can also identify weaknesses and needs in the programs and services provided; To reach those programs and services to the ideal.

The limits of the study:

1. Objective limits: the reality of support programs and services provided to students with autism spectrum disorder.

2. Human boundaries: male and female specialists with autism spectrum disorder.

3. Spatial boundaries: centers of special education and rehabilitation of autism spectrum disorder in the northern governorates

4. Temporal limits: The field aspect of this study was applied during the first semester of the academic year 2022/2023.

Terminology of study: Educational programs: It is an organized and specialized plan presented to children according to their abilities and special requirements, such as appropriate services, appropriate educational place, necessary tools, evaluation methods, and everything that can contribute to teaching and training the child. An integrated team of people with disabilities participates in preparing that program (Al-Khasrami, 2001).

The researchers define it: a group of services provided to children with autism in special education centers in the northern governorates, and it is determined by the degree that appears on the scale.

Autism Spectrum Disorder (ASD).

(Defined by the Autism Society Of America, 2003) as: “a complex neurodevelopmental disorder that appears in the early childhood stage of a child’s life as a result of neurological disorders that affect brain functions responsible for social interactions, verbal and non-verbal communication skills, recreational activities, imaginative activity, interests, and play.”.

The researchers define people with autism spectrum disorder procedurally as: students who were previously diagnosed with autism spectrum disorder and were provided with special services in the centers affiliated to Social Affairs in the Kingdom of Saudi Arabia, and they must be transferred to general education schools for a noticeable improvement in the cognitive, independence and social aspects.

Special Education Center: It is defined as stated in (Al-Rawi & Hammad ,2002) as “the institutions or establishments that provide a set of programmes, services and activities prepared and planned specifically for each child according to his condition.”

The researchers define it procedurally: the educational framework that contributes to the education of children with special needs to contribute to providing appropriate educational services to them while providing methods, strategies, and evaluation according to goals that take into account individual differences.

Theoretical framework and previous studies:

Preface:

The psychiatrist Leo Kanner (1943) was the first to refer to autism as a disorder that occurs in childhood, and that was in the year (1943), when he was examining groups of mentally retarded children at Hopkins University in the United States of America and drew his attention to The existence of unusual behaviors for eleven children who were classified as mentally retarded, as their behavior was characterized by a lack of awareness of the presence of people and a lack of use of verbal language in communication, which was then called the term early infantile autism (Al-Zaraa, 2004).

The concept of autism: The Autism Society of America believes that autism appears in its basic manifestations in the first thirty months of life, and the disorders affect each of the following:

1. The rate of growth and development and what follows.
2. Responding to sensory stimuli.
3. Pronunciation, language and cognitive abilities.
4. Abilities associated with people, events, and things (Al-Zureikat, 2004).

Prevalence of autism: The prevalence rates of autism disorder differ due to the variation in the criteria used in its diagnosis, and the lack of diagnostic tools based on objective assessment. (Ben Siddik, 2005).

In the study conducted by (Murno,2003), in which he relied on the criteria of the Diagnostic Statistical Manual (DSM-V,2013) for mental disorders of the American Psychiatric Association to diagnose autism, it was found that there are (2-5) cases per (10,000) normal live births, and this The foregoing confirms what came in the Diagnostic Statistical Manual (DSM-V), which indicates that about (five) children out of every (10,000) children develop autism.

Through the foregoing, the researchers see that the psychological and social characteristics are a relatively stable characteristic of the personality in terms of the difference in the degree of autism disability and according to what each of them acquired in childhood from previous experiences. The most important factors distinguishing his behavior from the normal child, and in general, autism disability can be indicated through behavioral, motor, mental, social, cognitive, and linguistic characteristics, as follows:

Social characteristics: Some of the social behaviors of the autistic child can be explained in the light of his inability to simulate and imitate the behavior of others. Autistic people with regard to social behavior is their inability to share feelings in social situations or at least in their inability to understand the reciprocal nature in the process of social interaction (Siegel, 1996).

Behavioral characteristics: Kanner, who called autistic children the concept of early childhood autism, believed that it is possible to describe autistic behavior by two criteria through observation, namely: severe self-isolation and insistence on symmetry, and the other behavior that appears is resistance to change in the environment by routine Daily behavior with stereotypical manifestations that appear in simple, repetitive, stereotypical movements.

Kinesthetic characteristics: the autistic child reaches a level of motor development that is almost identical to that of a normal child of the same age, with a slight delay in the rate of growth. However, there are some aspects of motor development that seem unusual. For example, autistic children have a special way of standing, as they most of the time stand with their heads bent. As if they were staring at their feet (Al-Shami, 2004).

Mental-cognitive characteristics: We often notice that the autistic child may close his ears when he hears a sound that he does not like to hear, and this is what is called selective attention in relation to the events of the environment in which they live, and the senses of the autistic child are not as distinct as the senses of the normal child.

He also responds to his sensory experiences in a strange abnormal way, as he sometimes acts as if he has no experience with the sounds, shapes, and smells that surround him, but rather as if he does not feel the things he touches, as he may not respond to a loud voice, and he may show complete disregard for someone he knows well before. .

Also, he may show indifference to pain or cold, while at other times his senses may appear intact to the point that he may feel the rustling of leaves, and he may stare purposefully at a light source, or at a lit lamp (Kamel, 2015).

Emotional-Psychological Characteristics: The autistic child is characterized by a group of emotional-psychological reactions, such as a lack of fears of real dangers. For bouts of crying and screaming for no apparent reason. The results of a study conducted by Badr (1997) indicated that the autistic child may not smile and may not laugh. Sadness or joy, with emotional instability at home or school, and may imitate others in some emotional-psychological expressions without understanding or interaction (Khatab, 2006).

Linguistic characteristics: We often find that the apparent inability in verbal and non-verbal communication and the resulting difficulties and problems in language and

communication are among the things that distinguish an autistic child from other normal children. Statistics have shown that about (50%) of children Autistic children do not develop an understandable language that helps them communicate with others, while some of these children have one or more difficulties in one form of communication (Nasr, 2002).

The reality of services for children with disabilities in the Arab world:

Special education at the beginning of the third millennium stands at a historic crossroads. It is subject to a process of self-analysis and reconstruction that may result in fundamental and long-term change. Among the most important issues currently being raised in this field are: the relationship of special education to general education, the role of teacher preparation programs, relations with parents and families, legislation and laws, the relationship of research to practice, the role of modern technology, prevention and early intervention services, and integration versus dismissal and isolation. In the Arab countries, special education is still relatively young. They, for example, have not yet risen to the level of prestigious professions. There are no clear and agreed-upon standards for effective and ethical field practice. A few Arab universities offer programs in special education. There is a huge shortage of scientific journals specialized in this field and related studies. Arab special education also lacks many of the elements necessary to view it as truly "special". (Al-Qawasmeh, 2016)

In general, special education programs and services provided in the Arab countries are characterized by low expectations, failure to give the outputs the attention they deserve, lack of flexibility in the general educational system, insufficient administrative support and support services for special education, attention to quantity at the expense of quality, and the weak relationship between educational practices and scientific research results. There is a significant shortage of trained technical personnel, assessment tools, curricula and scientifically useful resources, and an even greater shortage of pre-school and post-school programs. It can be noted that the programs and services are limited to some categories and levels of disability and specific geographical areas, and the lack of family participation in planning, implementing and evaluating programs, and difficult field work conditions (Al-Khatib et al, 2009).

Programs for autistic children:

There are many methods and therapeutic methods through which the autistic child is dealt with in order to provide him with social, cognitive, linguistic and motor skills and experiences. Here are some of these programs.

First: Social Programs: It deals with successful social interactions, which are among the most difficult challenges for autistic children and adults (Al-Zureikat, 2004).

Second: Educational Programs: It is considered one of the most important intervention programs in the treatment of autistic children. Many different educational programs have appeared for autistic children, including TEACCH, LOVAAS, and Douglas, and some famous schools such as HIGASHI, (Al-Shami, 2004).

Third: Behavior modification programs: It applies the methods that emerged from the laws of behavioral theory in an organized manner, in order to bring about a positive change in behavior, by presenting empirical evidence that confirms the responsibility of those methods for the change that occurred in behavior (Al-Khatib, 2011).

Fourth: Recreational programs: because they have a positive impact on opportunities for social interaction through mixing with others, and include trips, various activities, and joint camps with ordinary children (Nasr, 2002).

Quality and quality in special education programs and services in the Arab countries

With the increasing interest in the development of special education programs and services, the need to provide convincing evidence to Muslims and service recipients increases that the programs and services provided to groups with disabilities are effective and high-quality programs and services that deserve support. This will only be achieved through scientific and objective evaluation of the programs and services provided. Among the most important indicators of quality control are: (1) that the process of evaluating programs and services reflects the needs and expectations of decision-makers, families of children, teachers and service providers, (2) that programs focus on various areas such as implementation and change in performance, (3) that the evaluation includes multiple data collection tools, (4) That all relevant stakeholders participate in the evaluation, (5) that the evaluation includes an annual self-review, (6) that the employees, parents and everyone concerned share the results of the evaluation, (7) that the results of the evaluation are used for the institution to improve its performance and the quality of its programs and services that it provides (Al-Khatib, 2011).

We will briefly present the global indicators and standards for the entities of educational institutions and the educational programs and services they provide for children with autism. Where the Council issued (CEC, 2003) standards that enable specialists to rely on in quality control in educational programs and services provided. The National Council for Accreditation of Teacher Education Programs (NCATE) has approved the standards set by the Council for Extraordinary Children (CEC) regarding the performance of preparation and licensing of special education teachers, which consisted of ten standards, which are parallel to those of the National Council for Teacher Education (NCATE), And also those of the National Standards Council (INTASC) as well as the global standards set by National Institutions for Accreditation of Special Education Services (NCASES) (Debtein, K Translation by Yunus, 2018).

The following is a brief presentation of the standards related to the subject of the study, which includes the characteristics and specifications used by international bodies in the field of special education. In determining the degree of conformity of the educational institution with the standards and their components:

The first criterion: speech and language services

Linguistic and social delay is one of the main symptoms of children with autism. All children with autism are late in acquiring language and social skills, but to varying degrees from one child to another. Children with autism are divided into two groups: a speaking child (that is, using verbal language) and a non-verbal child (using non-verbal communication methods).), and in both sections, the speech therapist should choose appropriate strategies according to the situation of each child. But in general, there are basic principles that the therapist must work on in cooperation with the family, of course, no matter what category the autistic child is. Here are the basic principles:

Functional and spontaneous language use, language comprehension, and generalization of linguistic and social skills.

The second criterion: sensory integration therapy services and sensory rooms:

Many people with autism face problems with sensory integration, as they are unable to organize, integrate and interpret sensory inputs, and therefore they have non-adaptive responses, and this appears in a number of behaviors that indicate disorders in sensory integration, including: His ears when hearing voices, or always searching for loud sounds to the extent that annoys others. And responding to tactile stimuli in a disorderly manner, as he either refuses to touch or embrace, or he is always looking for someone to touch or hug him, responding to taste stimuli in a disorderly manner, as he is either hypersensitive when eating, so that he uses the tip of his tongue to taste, and refuses to eat a new type of food Food and so on, and he is always looking for strong tastes or types of food, such as

sour or hot and so on. And responding to stimuli related to the vestibular system responsible for balance in a disorderly manner, as many autistic people appear to have some behaviors such as fear of going up and down the escalator or elevator Electric shock or fear when performing somersaults (when his head is upside down, as in swing games and others). One of the most important intervention strategies is to enrich the child's environment with different sensory stimuli, even if the child is hypersensitive to them. We counsel the child gradually according to his ability to bear, in order to reduce Sensitivity gradually Creating an environment commensurate with the child's ability to endure, or in other words, we enhance the child's ability to adapt Providing designated places for sensory play activities, whether in sensory rooms or a designated place inside the classroom or home, while providing appropriate means for them) (Al-Khatib 2011).

The third criterion: the individual plan and skills development:

Al-Shihri & Ibn Horan (2021) added that the aim of developing an individual plan for the student with autism is to create an educational program commensurate with his needs and abilities, which are clear to us from the evaluation and implemented by providing activities and methods using the child's surrounding environment, which leads to encouraging him to take the initiative in organizing his studies to The degree of self-confidence and independence, so how and on what basis is the individual plan developed for a child who is newly enrolled in an organized education program, which we talked about in a previous part? Among the stages of developing an individual plan are: evaluating the capabilities and level of the current student, setting general goals, selecting appropriate activities and methods of communication, and modifying behavior as needed. - Analyzing the specific objectives (activities) from the easiest to the most difficult - Presenting the activity to the child and modifying it if necessary - Evaluating the individual plan, Evaluating the abilities and level of the current student.

Fourth Criterion: Behavior Modification: The behavior of the autistic child is a complex behavior because in most circumstances we do not know why this behavior occurs and the reason is that the child does not express normally or cannot express it or cannot answer like a normal child. Therefore it is very important to determine the behavior that we want to modify in the autistic child. It is the most important point in behavior modification, and behavior modification does not mean definition, but rather the responsibility to define it, that is our success in modifying the behavior that was chosen, and we always face the problem of paying attention to appearance, which is definition, data recording and graph without substance, which is the real behavior, and what did we reach in Modifying it and whether we succeeded or not, so we must pay attention to the real or realistic behavior of the child.

It is very important to define the behavior that we want to modify in a child with autism, which is the most important point in behavior modification. We must identify the aspects that the behavior affects negatively or the aspects that the child's family suffers from in his daily life with him, as there is more than one behavior in one child who needs To be modified, and in this case we must know how these behaviors affect the life aspects of the child.

Therefore, the desired behavior must be strengthened to ensure its continuity, where alternative behavior, verbal guidance and other methods are used, and certain qualities such as patience and endurance, the spirit of innovation and diversification in methods, the ability to control and control behavior, and the creation of new methods of behavior modification must be available in the behavior modification specialist.

Fifth Criterion: Participation in supporting and empowering the family:

This is done through the participation, support and empowerment of the family by following the procedures that allow the family to actively participate in providing educational services to their children, and through the participation of the family in the

evaluation process and contributing to writing the educational program and the support provided by the institution through education and awareness programmes, guidance leaflets and counseling and psychological support services.

From the foregoing, we see that there is a great importance to these aforementioned criteria. Therefore, there is an urgent need to apply such international standards to institutions and centers of special education in the State of Palestine to ensure a high level of quality and quality of programs and services provided by institutions that serve children with autism.

From the foregoing, we see that there is a great importance to these aforementioned criteria. Therefore, there is an urgent need to apply such international standards to special education institutions and centers in the northern governorates to ensure a high level of quality and quality for the programs and services provided by institutions that serve children with autism. (Baraa & Radi, 2017).

Previous studies: A lot of previous research and studies in the field of autism were reviewed by reviewing periodicals and abstracts of letters and research. The researcher found a lack of studies related to the quality of programs and services for children with autism that dealt with indicators of quality control of the quality of special education programs in general. Previous studies and research that were reached through the axis have been presented. Studies and research on evaluating programs and services for children with autism. . Studies related to quality control indicators in special education programs offered to children.

In a recent study conducted by (Al-Shehri et al ,2021) which aimed to identify the reality of the support services provided to students with autism spectrum disorder within public education institutions, by evaluating the support services provided to students with autism spectrum disorder in integration schools from the point of view of their teachers in Jeddah, and used The researcher used the descriptive survey method and the questionnaire as a tool to achieve the objectives of the study, which was applied to a sample of 149 male and female teachers who work within the integration schools in the city of Jeddah, and they were chosen randomly. The study reached a set of results, the most important of which is that the reality of the support services provided to students with autism spectrum disorder in the integration schools in Jeddah from the point of view of their teachers came in general with a moderate degree. Means of teacher evaluation of the support services provided to students with autism spectrum disorder within general education institutions, attributed to the variables of gender, educational qualification, years of experience, and type of school). The researcher recommends several things, most notably conducting several studies on support service programs for autism spectrum children and organizing the surrounding environment by the support service programs for autism spectrum children to reduce stereotypical behaviors that appear in autism disorder and intensify awareness campaigns about the importance of how to deal with autism disorder in all Social media.

Whereas (Rabei ,2021) conducted a study aimed at identifying tools and methods of diagnosis and methods of intervention for autism disorder in special education centers in the Hebron region. The study followed the qualitative approach, and to achieve the objectives of the study, the researcher used in-depth interviews. It was applied to an intentional sample of (8) specialists working in institutions that deal with children with autism. The study concluded that the diagnosis process is carried out in two ways by a neurologist. And the psychologist. The results also indicated that specialists in Hebron use the CARS2 Gilliam scale - second edition, and that specialists use international programs for therapeutic intervention with autistic children. The researcher recommends that the institutions and associations operating in the Hebron region provide a team of specialists for the diagnosis of autism.

As for (Al-Qahtani, et al ,2021) it aimed to identify the challenges and difficulties facing autistic children in integration programs in public schools from the point of view of teachers, supervisors, and school leaders. In order to achieve the objectives of the study and answer its questions, the study sample consisted of (70) individuals, including (37) autistic teachers, (12) school leaders, and (21) educational supervisors with autism. The study tool also consisted of a questionnaire consisting of two main axes, the first is general personal data, and the second is related to the axes of the questionnaire, as the questionnaire consisted of six axes, each of which includes sub-phrases. Results The existence of apparent differences in the job variable, and by analysis of variance it became clear that there were no statistically significant differences at the level ($\alpha \leq 0.05$) in the level of challenges and difficulties in the programs of the merger process according to the job variables, as the value of "F" was (417,). The results showed that there were statistically significant differences in the gender variable (males-females), where the value of "T" was (23.849*) in favor of males. ($\alpha \leq 0.05$) in identifying the challenges and difficulties in the programs of the merger process according to the educational degree variable, as the value of "F" was (.26). The results showed that there were apparent differences in the experience variable, as the results showed that there were no statistically significant differences at the level ($\alpha \leq 0.05$) in identifying challenges and difficulties in the programs of the merger process according to the degree variable, years of experience, as the value of "F" was (.170).

As for the study of (Al-Sayyed,2020) which aimed to raise the issue of quality control in supportive special education programs and services by building, discussing and evaluating indicators of quality control standards for people with speech, articulation and speech disorders, and the extent to which their outputs match the institutions and centers of special education, the study used the descriptive analytical approach, And semi-experimental, the scale was applied to a sample of (20) teachers or specialists with speech and speech disorders in Aden and from special education institutions in the New Valley Governorate. To build quality control indicators, the study reached the following results: There are statistically significant differences between the level of effectiveness of supportive services and specific programs provided to children with speech, articulation and speech disorders from the point of view of those in charge of them in the light of quality control standards and indicators by calculating arithmetic averages and standard deviation.

The study (Baragash, et al,2020) aimed at the growing interest in using augmented reality (AR) applications to support individuals with special needs, such as intellectual disabilities, autism spectrum disorder, ADHD, and physical disabilities. It aims to further study the effectiveness of augmented reality applications in improving learning and skills acquisition for individuals with special needs. Following PRISMA guidelines, a meta-analysis of the overall effectiveness of AR on individuals with various disabilities was performed. In single-subject studies, sixteen single-subject studies on a more restricted subset of special educational needs types that met the eligibility criteria were considered to explore the impact of reality. The reinforcer acquires four types of skills: (a) social, (b) living, (c) learning, and (4) physical. The results showed that the applications of augmented reality had a significant impact across 16 individual studies, and the effect of augmented reality was the largest in enhancing the learning skills of the individual, followed by social skills, physical skills, and life skills.

The study (Reitzel et al,2020) aimed to verify the effectiveness of the training program in improving children's performance on functional skills, communication and interaction, reducing non-adaptive behaviors, reducing the emergence of stressors in the family and improving its sense of competence by training it on the Applied Behavior Analysis program (ABA), where the study sample consisted of (15) children, whose ages ranged between (37) years, who are on waiting lists, and the families were trained over a period of four months individually, and the results of the study showed that children who

received behavioral training had improved Parents who received ABA training at the same time had lower levels of disruptive behavior, and improved cognition.

The study (Biggs, Gilson, & Carter, 2019) aimed at the prominence of assistants in the education of students with severe disabilities, and highlights the importance of ensuring that special education teachers provide effective supervision and support. The study adopted individual interviews with members of nine educational teams as a tool for the study, where the sample consisted of (22) teachers and professional assistants - to determine the competencies that they consider important for special education teachers to work effectively with assistant professionals and their recommendations to equip teachers to develop these competencies. Participants identified 10 competencies that address three areas that contribute to balanced leadership: knowledge, skills, and behaviour. They also recommended eight approaches to leadership development covering three broad tracks: college preparation, school district support, and personal development. The authors' findings indicate the need to include the development of these competencies in existing training and support programs for teachers.

(Johnson et al., 2019) conducted a study aimed at verifying the results of using a mother-based intervention to train the child on common interest goals and to enhance social communication in a young child with autism spectrum disorder. The researchers used the experimental approach, and a sample was formed. The study was from one mother and her child, and the training program was based on the use of behavior modification techniques, and included training sessions on activities of mutual interest that include interaction between the child and his mother, and the results revealed that teaching the mother how to use the intervention approach to create common interest in the daily activities of the child may It resulted in improved interactions and social communication between the mother and her child, in addition to a decrease in his stress levels. When using strategies to generalize joint attention behaviors that the child has mastered with his mother to different situations, it has been observed that the child responded less consistently and with fewer skills with others compared to the intervention with his mother.

As for (Al-mgharba ,2019) it aimed to identify the level of special education teachers' knowledge of organizing the classroom environment for students with disabilities in Al Majmaah Governorate and its relationship to some variables. The study sample consisted of (29) special education teachers in Al Majmaah Governorate, and a questionnaire was built by the researcher After reaching the basic components and dimensions of this tool, the questionnaire consisted of (3) main dimensions containing (83) sub-indicators. Finding indications of the validity of the tool by presenting it to a group of arbitrators with academic experience at Majmaah University, in addition to extracting the stability of the tool by means of internal consistency using the Cronbach alpha equation. The results indicated that the level of special education teachers' knowledge of organizing the classroom environment for students with disabilities in Al-Majma'ah governorate is characterized by high and a statistically significant degree, and there are no statistically significant differences at the level of ≤ 0.05 (α) in the level of special education teachers' knowledge of organizing the classroom environment for students with disabilities. In Majmaah Governorate, it is attributed to the variable of the school stage (primary stage - intermediate stage), and there are no statistically significant differences at the level of ≤ 0.05 (α) in the level of special education teachers' knowledge of organizing the classroom environment for students with disabilities in Majmaah Governorate, due to the disability category variable (intellectual disability). - learning difficulties - autism spectrum disorder), and there were no statistically significant differences at the level of ≤ 0.05 (α) in the level of special education teachers' knowledge of organizing the classroom environment for students with disabilities in Majmaah Governorate due to the variable of experience.

And in the study of (Al-Bakhit ,2018) Which aimed to assess the levels of need for children with autism spectrum disorder and their families for support. The study sample consisted of (230) children. A scale was developed to assess the level of need for support for autism spectrum disorder within the criteria contained in the Fifth Diagnostic and Statistical Manual (DSM-5). The results also indicated that there are differences. The results also indicated that there were no differences in the Amman governorate affecting the age group in the first dimension of the scale, and there were differences for the age group in the Irbid governorate on the first dimension of the scale in favor of the age group less than five years. And there are differences in both governorates in the second dimension of the scale, which came in favor of the age group of five years and over. The results also indicated that there are differences in both dimensions of the scale due to the effect of the period of service provision in both governorates, as the differences came in favor of the period from two to five years. The results also indicated that there are differences in both governorates due to the effect of the type of service provision on both dimensions, and the differences came in favor of the shelters.

As for the study conducted by (Robertson,2018) which aimed to verify the effectiveness of the quality control system of the Office of Special Education in the West Virginia Department of Education and the extent to which special education programs adhere to the federal standards of the state, the data of the study were obtained through a survey (22) A principal in special education, (848) special education teachers, and (2410) parents of individuals with special needs, in (22) school systems in the state. The results indicated that there has been an improvement and development in the special education services provided, related to plans Individual, service management.

In a comparative study conducted by (Baraa & Radi ,2017) of accreditation standards for special programs and services provided to autistic children by private and governmental centers in the city of Baghdad. The research tool consisted of (46 items) distributed on eight criteria, and the research tool was applied to private and governmental centers for the care of children with autism in Baghdad, with (12) community centers, (6) government institutes, and after using the necessary statistical methods, the results showed: Where the arithmetic mean of the standard of vision, thought, and message was 7.27, with a standard deviation of 2.71, while the average of management and employees was 13.33, with a standard deviation of 3.42, and the average of the educational environment standard was 7.72, with a standard deviation of 2.72, and the average of the evaluation standard was 9.55, with a standard deviation of 3.55, and the average of the programs and services standard was 16.33, with a standard deviation of 3.25. The average of the family support and participation standard was 14.88 with a standard deviation of 5.11, the average of the inclusion standard was 8.44 with a standard deviation of 3.53, and the average of the self-assessment standard was 4.55 with a standard deviation of 1.19. For the benefit of management, staff, and the standard of the educational environment. Also, after using the t-test for two independent samples, the results showed that there were differences for the standard of administration and workers, and the t-value was 3.6, the educational environment was the t-value 2.32, the programs and services were 2.97, and the evaluation the t-value was 2.25, and the t-value for integration was 2.33, all of which were indicative in favor of the community centers that were Its arithmetic averages are higher than government averages.

Commenting on the studies:

Through the previous review of the results of the studies, we note that they shed light on different aspects of the subject of the study, and they also indicate the importance of quality control indicators in special education in evaluating and developing programs and services provided to children with autism. What distinguishes the current study is that it evaluates the level of public programs and services, how much they are in the Palestinian reality from the point of view of specialists in special education centers in Palestine.

Study Approach:The analytical descriptive approach was used, which relies on studying the phenomenon at the present time and as it is in reality by describing the characteristics of the respondents and their answers related to the objectives of the study, and then answering questions related to the objectives of the study and examining the hypotheses of the study and analyzing them using quantitative methods through appropriate statistical tests, which is the method appropriate and best for such studies.

Study community:The study population consisted of all specialists working in special education institutions (governmental and non-governmental) in the northern governorates, whose number is estimated at (340) male and female specialists, according to the statistics received from governmental and non-governmental institutions found in the Rehabilitation and Disability Services Directory issued in the year (2019) from the Ministry of Education. Social Affairs / General Administration for People with Special Needs (the guide was used, but the data in it were not approved).

The study sample:The study sample consisted of (52) male and female specialists who work in special education institutions (governmental and private) in the northern governorates. They were selected using the random stratified sampling method. The sample represents (15%) of the study population. With the conditions for applying the questionnaires, and for not completing the required information. Thus, the number of respondents whose answers were subjected to statistical analysis became (50) male and female specialists. Table No. (2.3) shows the distribution of the study sample for specialists according to gender, type of specialization, academic qualification and years of experience. The specialist's knowledge of the autistic child, and the following table shows the personal and demographic characteristics of the study sample:

Table (1): Characteristics of the study sample

Gender				
	Frequency	Percent	Valid Percent	Cumulative Percent
Male	13	26.0	26.0	26.0
female	37	74.0	74.0	100.0
Total	50	100.0	100.0	

specialty type				
	Frequency	Percent	Valid Percent	Cumulative Percent
special breeding	10	20.0	20.0	20.0
Guidance and guidance	19	38.0	38.0	58.0
A social service	13	26.0	26.0	84.0
psychology	6	12.0	12.0	96.0
Other	2	4.0	4.0	100.0
Total	50	100.0	100.0	

Academic qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
diploma	15	30.0	30.0	30.0
BA	19	38.0	38.0	68.0
MA	16	32.0	32.0	100.0
Total	50	100.0	100.0	

Years of Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 5 years old	18	36.0	36.0	36.0
5-10 years	24	48.0	48.0	84.0
More than 10 years	8	16.0	16.0	100.0
Total	50	100.0	100.0	

(The source is the researchers themselves)

Study tool: To achieve the aim of the study, which is to reveal the reality of educational programs and services provided to children with autism spectrum disorder in special education centers in the northern governorates as seen by specialists, the researchers used a measure of the reality of educational programs and services provided to children with autism spectrum disorder in special education centers.

The scale was prepared by evaluating the reality of educational programs and services provided to children with autism spectrum disorder in special education centers, after reviewing the theoretical literature and previous studies and referring to references related to the study such as the study of Al-Sayed (2020) and the study of (Baragash, et al., 2020). The scale may be in its form The preliminary study consists of (49) paragraphs, as shown in Appendix (1), divided into five areas:

Speech and language services, measured by paragraphs (1-10), sensory integration therapy services and sensory rooms, measured by paragraphs (11-20), as for the third domain, which is the services of the individual plan and skills development, measured by paragraphs from 21-32), while the fourth domain is services Behavior modification, measured by paragraphs (33-40), and the fifth domain includes family participation and support services, measured by paragraphs (41-49), and the scale was designed according to the five-point Likert scale (strongly agree, agree, neutral, disagree, strongly disagree), where the available questionnaires were analyzed, and the study axes were identified, and the paragraphs of each axe in line with the nature of the current study, and thus the study tool in its initial form consisted of two parts:

1- The first section: It included the personal and functional variables of the study sample (gender, type of specialization, educational qualification, years of experience, and the specialist's knowledge of autistic children).

2- The second section: It included a set of (49) paragraphs, classified into (5) domains, and each paragraph of the study tool corresponds to a five-point Likert scale, and to verify the reliability of the application of the study tool (the scale), the following procedures were taken:

The validity of the scale: It means making sure that it measures what was set to measure it, in addition to its inclusion of all the elements that help analyze its results, clarify its expressions, and relate them to each of the five domains, so that they are understandable

to everyone who uses them. The two researchers have verified the validity of the study tool through :

A- The apparent validity of the scale (the validity of the arbitrators):

The apparent validity of the scale was verified by presenting the paragraphs distributed according to the field to which each paragraph belongs to a group of arbitrators with experience and competence from faculty members in Palestinian universities who specialize in special education and psychology and their number is (12) arbitrators (Appendix 3) In order to judge the validity and comprehensiveness of the paragraphs, their linguistic integrity, and their belonging to the field in which they were classified, and in light of the feedback from the arbitrators, the study tool was adopted to become in its final form consisting of two parts. Academic qualification, years of experience, knowledge of the specialist with autistic children). As for the second section, it included a set of (49) paragraphs, and it was classified into (5) areas that measure the reality of services.

B. internal consistency validity (Pearson's correlation)

To improve the level of the questionnaires and to ensure that they achieve the goals for which they were set, Pearson correlation coefficients were calculated, which express the strength of the relationship between each paragraph of the study tool domains with the total score for that domain to which the paragraph belongs. The study tool is considered to have a high degree of validity when all or most of the correlation coefficients are statistically significant (the level of significance is less than 0.05), and thus indicates an increase in the consistency or internal consistency of the paragraphs within this domain or axis.

.Table No. (2): Pearson's correlation coefficients between paragraphs and the total score

No.	Sig. (2-tailed)	Pearson Correlation (R)	No.	Sig. (2-tailed)	Pearson Correlation (R)	No.	Sig. (2-tailed)	Pearson Correlation (R)
1	0.000	0.600**	17	0.000	0.439**	34	0.000	0.564**
2	0.000	0.593**	18	0.000	0.534**	35	0.000	0.557**
3	0.000	0.570**	19	0.000	0.596**	36	0.000	0.535**
4	0.000	0.602**	20	0.000	0.621**	37	0.000	0.576**
5	0.000	0.424**	21	0.000	0.600**	38	0.000	0.614**
6	0.000	0.435**	22	0.000	0.590**	39	0.000	0.448**
7	0.000	0.595**	23	0.000	0.535**	40	0.000	0.405**
8	0.000	0.429**	24	0.000	0.518**	41	0.000	0.684**
9	0.000	0.470**	25	0.000	0.695**	42	0.000	0.467**
10	0.000	0.636**	26	0.000	0.575**	43	0.000	0.444**
11	0.000	0.645**	27	0.000	0.566**	44	0.000	0.661**
12	0.000	0.527**	28	0.000	0.684**	45	0.000	0.439**
13	0.000	0.603**	29	0.001	0.693**	46	0.000	0.569**
14	0.000	0.562**	30	0.000	0.594**	47	0.002	0.452**
15	0.000	0.456**	31	0.000	0.644**	48	0.000	0.535**
16	0.000	0.573**	33	0.000	0.547**	49	0.000	0.527**

(The source is the researchers themselves)

Through the previous tables, it is clear that there are statistically significant correlations (levels of significance less than $(\alpha \leq 0.05)$) between all the study items, and the total scores for the domains that contain those paragraphs, as well as between the total scores for the domains with their total score, and thus these paragraphs and their domains are considered valid in measuring What is set to be measured at a correlation coefficient of 50% or more.

The stability of the tool: The stability of the study tool is used to express the extent of homogeneity and consistency (consistency) of the respondents' answers to the paragraphs and phrases of the study tool and the accuracy of their answers, and therefore the study tool gives the same results if it is reapplied again in the same circumstances, and to measure the stability of the study tool, the stability coefficient was used Cronbach alpha, and the stability value was (91.4%), which indicates that the current study tool is able to reproduce 91.4% of the current data and results if the measurement and research were re-measured and used again under the same conditions. domains and their paragraphs for it.

Study variables

The dependent variable: the reality of educational programs and services provided to children with autism spectrum disorder in special education centers in the State of Palestine

Independent variables: gender, type of specialization, academic qualification, years of experience, the specialist's knowledge of autistic children.

Statistical processing: The necessary statistical processing of the data was done by extracting the numbers and percentages of the respondents' personal characteristics, and the study questions were answered by calculating the arithmetic mean and standard deviations of the questionnaire items and the total scores for the fields , because the total scores are quantitative variables because they are composed of a sum (or Arithmetic mean) for the degrees of the paragraphs, which are ordinal variables. Numbers expressing their order were assigned (with a very low score = 1 to a very high score = 5). Accordingly, it is appropriate to use the arithmetic mean, standard deviations, and the rest of the statistical methods of quantitative data in analyzing the questionnaire's paragraphs, as the arithmetic mean of the paragraph gives a clear, easy, and brief description of the degree of What the respondent wants to express more than percentages, which need to use more than one percentage to express the degree paragraph and its level.

Arithmetic means, standard deviations, and one-way analysis of variance were also used, and the stability-Cronbach alpha equation was used to examine the stability of the study tool and the Pearson correlation coefficient analysis method to examine the validity of the study tool and the relationship between the dependent independent variables, using the computer using the SPSS statistical package program.

Table No. (3): The five-point correction key

LEVEL	MEAN
very low	1-1,79
low	1.80-2.59
medium	2.60-3.39
High	3.40-4.19
very high	4.20-5

(The source is the researchers themselves)

Results Results of the main question: What is the reality of educational programs and services provided to children with autism spectrum disorder in special education centers in the northern governorates as seen by specialists?

The following table shows the arithmetic means and standard deviations of the domains of the reality of educational programs and services provided to children with autism spectrum disorder in special education centers in the northern governorates as seen by specialists:

Table No. (4): The arithmetic means and standard deviations of the fields of reality of educational programs and services provided to children with autism spectrum disorder in special education centers in the northern governorates as seen by special

The reality of educational programs and services provided to children with autism spectrum disorder in special education centers in the State of Palestine	Mean	Std. Deviation	Level
Speech and language services.	3.71	0.61	High
Sensory integration therapy services and sensory rooms	4.28	0.34	very high
Individual plan and skill development	3.93	0.51	High
Behavior Modification	4.09	0.34	High
Family participation and support services	4.00	0.29	High
Total	4.00	0.29	High

(The source is the researchers themselves)

The previous table shows the arithmetic means and standard deviations for each domain of the study tool, which measures the opinions and viewpoints of the respondents about the reality of educational programs and services provided to children with autism spectrum disorder in special education centers in the northern governorates, as seen by specialists. (4.00) and the total standard deviation is (0.29).

At the forefront of these domains came: the domain (sensory integration therapy services and sensory rooms) with an arithmetic average of (4.28) and a standard deviation of (0.34) with a very high degree, then the domain (behavior modification) with an arithmetic mean of (4.09) and a standard deviation of (0.35). With a high score, then the domain (Family Sharing and Support Services) with an arithmetic mean of (4.00) and a standard deviation of (0.29) with a high score, then the domain (Individual Plan and Skills Development) with an arithmetic mean of (3.93) and a standard deviation of (0.51) with a high score, then The field (speech and language services) with an arithmetic mean of (3.71) and a standard deviation of (0.61), with a high degree.

The previous table shows the arithmetic means and standard deviations for each domain of the study tool, which measures the opinions and viewpoints of the respondents about the reality of educational programs and services provided to children with autism spectrum disorder in special education centers in the northern governorates, as seen by specialists. (4.00) and the total standard deviation is (0.29).

At the forefront of these domains came: the domain (sensory integration therapy services and sensory rooms) with an arithmetic average of (4.28) and a standard deviation of (0.34) with a very high degree, then the domain (behavior modification) with an arithmetic mean of (4.09) and a standard deviation of (0.35). With a high score, then the domain (Family Sharing and Support Services) with an arithmetic mean of (4.00) and a standard deviation of (0.29) with a high score, then the domain (Individual Plan and Skills Development) with an arithmetic mean of (3.93) and a standard deviation of (0.51) with a high score, then The field (speech and language services) with an arithmetic mean of (3.71) and a standard deviation of (0.61), with a high degree.

The results showed that most of the programs and educational programs and services provided to children with autism spectrum disorder in special education centers in the northern governorates as seen by specialists came to a degree, foremost of which was the field of (sensory integration treatment services and sensory rooms) with an arithmetic mean of (4.28) and a standard deviation of (0.34) is very high

This result is consistent with the study of (Al-Qahtani,2021), which aimed to identify the challenges and difficulties facing children with autism in integration programs in public schools from the point of view of teachers, supervisors, and the study of (Al-Sayed ,2020), which aimed to raise the issue of quality control in supportive special education programs and services from Through building, discussing and evaluating indicators, which emphasized the importance of sensory integration therapy services and sensory rooms, which help children achieve levels of full integration, and this was confirmed by (Al-Shihri et al, 2018), which emphasized the importance of sensory rooms and sensory integration as support services for children in integration in regular schools.

The reason for this may be attributed to the need of autistic children to intervene in sensory therapy due to the importance of sensory services provided to children with autism spectrum disorder, and their needs for it are due to their cognitive difficulties. If autistic children are unable to pay attention to important details, they focus their attention on unimportant particles. The lack of flexibility in their thinking prevents them from understanding that there is more than one way to do things, these factors prevent them from understanding their environment and adherence to routine becomes the only way to understand an unclear environment, and they require that things remain the same because that is the way that enables them to understand what is around them.

As for the field of "behavior modification services", which came with an arithmetic average of (4.09), this is consistent with what was stated as well as what was confirmed by a study (Baragash, et al., 2020). The growing interest in using augmented reality (AR) applications to support individuals with disabilities special needs, such as intellectual disabilities, autism spectrum disorder, and hyperactivity disorder, which resulted in improved interactions and social communication between the mother and her child in addition to lowering his stress levels, and when using strategies to generalize joint attention behaviors that the child has mastered with his mother to different situations through the use of Behavior modification techniques, as well as this was confirmed by the study of Johnson et al. (Johnson et al,2019) a study aimed at verifying the results of using a mother-based intervention to train the child on the goals of common interest and to enhance social communication in a young child with autism spectrum disorder. In Khain, I disagreed with the study of both (Al-Bakhit ,2018) And Robertson's study (Robertson ,2018) which confirmed that there is an improvement and development in the special education services provided, related to individual plans, and service management.

he researchers believe that this result is natural and through the nature of the work of the researchers and through the review of the educational literature, the researchers confirm that the services of the methodology of behavior modification are of paramount importance, given that all behaviors are modified within the sensory custom, in addition to that part of these behaviors have sensory roots.

As for the field of (family participation and support services), with an arithmetic average of (4.00), which ranked third in the study, this result is consistent with the study of Johnson et al. (Johnson et al., 2019). The goals of joint attention and enhancing social communication in a young child with autism spectrum disorder.

The researchers believe that the family is the cornerstone of the progress of their children's success in the rehabilitation aspect, given the extreme importance that constitutes the period of success and progress of the child in the services provided to him through daily follow-up, in addition to the importance of the daily duties that the family follows up with their child.

As for the field of (individual plan and skills development), with an arithmetic average of (3.93), which came fourth, this study agrees the study of (Al-Bakhit ,2018) His study aimed to assess the levels of need for children with autism spectrum disorder and their families for support, in the importance of preparing an individual plan commensurate with the nature of the needs of the autistic child in where the researchers believe that there is a paramount importance for preparing the individual plan for the autistic child through the comprehensive evaluation that the child undergoes.

As for the field of (speech and language services), with an arithmetic average of (3.71), which came fifth, the researchers see that there is a paramount importance to the importance of speech and language services, the study of (Al-Sayed , 2020) which indicates that there are statistically significant differences between the level of effectiveness of supportive services and specific programs provided to children with communication, pronunciation and speech disorders.

Analyzing the results related to the hypotheses of the study:

The first hypothesis: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the respondents' answers about the reality of educational programs and services provided to children with autism in special education centers in the northern governorates as seen by specialists due to the gender variable.

The "T" test was used for the differences in the study sample's responses towards the reality of educational programs and services provided to children with autism disorder in special education centers in the northern governorates as seen by specialists due to the gender variable. The two researchers obtained the results as shown in Table (5).

Table (5): The results of the "T" test for differences in the study sample's responses towards the reality of educational programs and services provided to children with autism disorder in special education centers in the northern governorates as seen by specialists due to the gender variable

Gender	N	Mean	Std. Deviation	Df	T	Sig. (2-tailed)
Male	13	4.0209	.35433	48	0.188	0.582
Female	37	4.0029	.27701			

(The source is the researchers themselves)

The data contained in the previous table indicate that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses of the study sample towards the reality of educational programs and services provided to children with autism in special education centers in the northern governorates as seen by specialists due to the gender variable. Because the value of the statistical significance related to this variable amounted to (0.582), meaning that this value is greater than the alpha value (0.05), and thus the null hypothesis is accepted.

The researchers did not find previous studies that examined the responses of the study sample towards the reality of the educational programs and services provided to children with autism disorder in special education centers in the northern governorates as seen by specialists due to the gender variable. Differences on the psychological and social characteristics that may be affected by other variables that may be represented in the years of experience and specialization, and it is known that each of the two sexes receives during his educational career - theoretical and practical materials that do not differentiate between them or that they are designed to suit the male without the female.

The second hypothesis: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the respondents' answers about the reality of educational programs and services provided to children with autism in special education centers in the northern governorates as seen by specialists due to the variable of specialization type.

To verify the validity of this hypothesis, the One Way ANOVA test was used to examine the differences in the respondents' answers about the reality of educational programs and services provided to children with autism in special education centers in the northern governorates as seen by specialists due to the variable of the type of specialization, and the following table This explains:

Table No. (6): Results of the One Way ANOVA test to examine the differences in the respondents' answers about the reality of educational programs and services provided to children with autism in special education centers in the northern governorates as seen by specialists due to the variable of the type of specialization.

specialty type	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.230	4	0.057	0.639	0.638
Within Groups	4.043	45	0.090		
Total	4.272	49			

(The source is the researchers themselves)

It is clear from the previous table that there are no statistically significant differences in the respondents' answers about the reality of educational programs and services provided to children with autism in special education centers in the northern governorates as seen by specialists due to the variable of the type of specialization, because the level of significance is less than 0.05, and thus it is accepted null hypothesis

The researchers believe that this may be due to the intensive courses that humanities students receive that include all aspects and dimensions that enable human sciences students to possess special abilities in the ability to evaluate the reality of educational programs and services provided to children with autism in special education centers in the northern governorates as seen by them. The specialists are attributed to the variable of the type of specialization of the autistic child, in addition to delving into the depth of the human psyche from the psychological aspect, which leads to identifying the psychological and social characteristics of the autistic child.

The third hypothesis: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the respondents' answers about the reality of educational programs and services provided to children with autism in special education centers in the northern governorates as seen by specialists due to the educational qualification variable.

To validate this hypothesis, the One Way ANOVA test was used to examine the differences in the respondents' answers about the reality of educational programs and services provided to children with autism in special education centers in the northern governorates as seen by specialists due to the educational qualification variable, and the following table This explains:

Table No. (7): Results of the One Way ANOVA test to examine the differences in the respondents' answers about the reality of educational programs and services provided to children with autism in special education centers in the northern governorates as seen by specialists due to the educational qualification variable.

Academic qualification	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.206	2	.103	1.189	.313
Within Groups	4.066	47	.087		
Total	4.272	49			

(The source is the researchers themselves)

It is clear from the previous table that there are no statistically significant differences in the respondents' answers about the reality of educational programs and services provided to children with autism in special education centers in the northern governorates as seen by specialists due to the educational qualification variable, because the significance level is less than 0.05, and thus it is accepted null hypothesis

The researchers did not find previous studies that looked at the reality of educational programs and services provided to children with autism in special education centers in the northern governorates as seen by specialists due to the educational qualification variable. Identifying the psychological and social characteristics of the autistic child, especially since everyone who enrolls in the fields of humanities is exposed during their study to all subjects related to all areas of disorders, disabilities and mental illnesses. For master's students, they also study the same subjects, but for a longer period of time, and this depends on the capabilities of the specialist's critical and reflective observation.

The fourth hypothesis: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the respondents' answers about the reality of educational programs and services provided to children with autism in special education centers in the northern governorates as seen by specialists due to the variable of years of experience.

To validate this hypothesis, the One Way ANOVA test was used to examine the differences in the respondents' answers about the reality of educational programs and services provided to children with autism in special education centers in the northern governorates as seen by specialists due to the variable years of experience, and the following table This explains:

Table No. (8): Results of the One Way ANOVA test to examine the differences in the respondents' answers about the reality of educational programs and services provided to children with autism in special education centers in the northern governorates as seen by specialists due to the variable of years of experience

Years of Experience	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.053	2	.026	.295	.746
Within Groups	4.219	47	.090		
Total	4.272	49			

(The source is the researchers themselves)

It is clear from the previous table that there are no statistically significant differences in the respondents' answers about the reality of the educational programs and services provided to children with autism disorder in special education centers in the northern governorates as seen by specialists due to the variable years of experience, because the level of significance is less than 0.05, and thus it is accepted null hypothesis

The researchers believe that the reason may be due to the fact that specialists here have more follow-up and interest, and that they are at a stage in which they have gone through a realistic experience of all cases and exposed them to actual work within the programs and services provided to children with autism spectrum disorder.

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