

## The Level of Availability of Health Services Provided to Students with Disabilities at Najran University from Their Point of View and Faculty Members

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Received: 24- June -2023

Revised: 27- July -2023

Accepted: 21- August -2023

### Abstract

The purpose of this study was to evaluate the quality of health care offered to disabled students at Najran University in the Kingdom of Saudi Arabia. Additionally, it found any statistical variations based on the respondent's characteristics and gender. With a university survey, the study employed a descriptive methodology. A stratified random sample of (139) participants, including (50) male and female disabled bachelor's degree students at Najran University and (89) male and female faculty members working in the health counseling departments at Najran University during the second semester of the academic year 2022–2023, served as the study sample. Data was gathered using an electronic questionnaire with 11 items after ensuring its validity and reliability. According to the survey sample, the availability of health services for students with disabilities at Najran University was at a modest level. According to the responses of the study sample members, it was also discovered that there are no statistically significant differences in the level of accessibility of health services provided to students with disabilities at Najran University as a result of the variables of gender and respondent type. The study recommended the need for Najran University, represented by the Deanship of Student Affairs and the Central Advising Unit, to adopt a strategic development plan to improve the quality of health services provided to students with disabilities to contribute to reducing their health problems and how to overcome them.

**Keywords:** health services, students with disabilities, Najran University

### Introduction

People with disabilities should not be excluded from the importance of public health in society. Due to their limitations on performing basic daily tasks or self-care activities, people with disabilities often lack or are unaware of the importance of maintaining their general health (American Academy of Pediatric Dentistry, 2021). As a result, they require health care. This care calls for specific health service programs that raise awareness among the affected population and educate those who work with them on the importance of quality health care methods, knowledge, and behavior (Ramanandvignesh & Gurvanit, 2022). In addition, people with disabilities suffer from poorer general health compared to non-disabled people. Public health is poor in that most people with disabilities have more complex health needs and requirements than people without disabilities. They also sometimes lack equality with other ordinary people in the right to treatment and treatment. Therefore, developed societies have striven to educate their members about the importance of health and health care, especially for people with disabilities and those working with them. They also provide all health services that help them protect their health from many diseases and health disorders, and treat them early (Alwadi, Baker, & Owens, 2021).

Nearly every civilization experiences some form of disability, and it is a topic that attracts attention from a variety of sources, including people, institutions, groups, and international organizations. It also comes in a variety of forms, including hearing, vision, autism spectrum disorders, learning problems, motor, physical, and mental disabilities (Al-Rousan, 2019). Disability is characterized as a condition that restricts a person's capacity to carry out one or more tasks that are considered crucial in everyday life, such as self-care, maintaining social connections, and engaging in economic activities, within the ranges that are regarded as normal. It requires special types of services that meet the needs of those affected" (Al-Fail & Al-Sayed, 2016, p. 110). Anyone who thinks about the lives of those with disabilities will observe that impairments have negative consequences on a variety of life characteristics for persons with disabilities at various ages. Some of them are connected to their handicap, their

home environment, their economic and social circumstances, their learning environment at school, or features of their culture. All of this would affect their general health, which requires dealing with them using specialized services that qualify them to live independently and integrate into society (Emerson & Giallo, 2014).

The Kingdom of Saudi Arabia has paid great attention to people with disabilities from the beginning of the twenty-first century until now to ensure the wheel of progress and development in Saudi society, and this is evident in providing them with appropriate and free health services of high quality (Al-Ghanimi & Al-Hassani, 2019). The government of the Kingdom of Saudi Arabia, through its Vision 2030, also emphasized the necessity of providing all appropriate health services to people with disabilities and providing them with all necessary health facilities and tools. These services enable them to study in universities and colleges, ensuring their independence and integration as active elements in society (The Kingdom's Vision Document, 2016). Therefore, Saudi universities have worked hard to provide various services to students with disabilities, including health services that work to reduce the health and health effects resulting from their disability (Ahmad, 2020). Health services provided to students with disabilities include rehabilitative, preventive, therapeutic services and prosthetic devices, early detection, and intervention to rehabilitate and treat these students (Al-Ghanimi & Al-Hassani, 2019).

Providing health services in university education ensures providing a supportive and supportive environment for students with disabilities and helps them achieve university adaptation and continue studying without interruption (Vaughn & Bos, 2019). They also represent a source of comfort, health safety, compatibility with the requirements of university life, and the formation of good relationships with others (Abu Al-Eish, 2016). Therefore, providing health services to students with disabilities in universities and correctly providing them is one of the important services that makes them more able to adapt and coexist in the university community (Antony & Shore, 2015). Additionally, well-coordinated health care aid in ensuring the optimum level of efficacy for students with impairments. They help them improve their independence and enable them to meet the criteria of the university's programs (Universal Access Program, 2018). Providing these services also makes it easier for students with disabilities to complete their studies, achieve their hopes, ambitions, and aspirations, build their personalities and self-esteem, and integrate into the university community (Antony & Shore, 2015). They also contribute to climbing the ladder of success and progress and becoming influential and important people (Al-Rousan, 2019). This importance confirms their need for quality health services in the university environment that is consistent with their characteristics, abilities, and basic needs, especially concerning health aspects. From this standpoint, the study examined the level of availability of health services provided to students with disabilities at Najran University from their viewpoints and faculty members.

### **Statement of the problem**

The problem of this study emerged from the increase in health burdens on university students with disabilities. These students are exposed to multiple forms of health problems, and there is no doubt that they have negative effects on them (Duffy et al., 2019). Also, university students with disabilities face many pressures and problems associated with adapting to the college and university environment, which affects the level of their health and mental health (Agrawal & Krishna, 2021). University students with disabilities face a wide range of adaptive problems. Therefore, the present time has witnessed a huge increase in the cases of poor mental and general health among these students, which has led to their health and mental abilities being affected (Al-Hamidah & Hawsawi, 2020). These problems confirm their need for quality health services provided to them. In this regard, Al-Zahrani (2019) emphasized the importance of strengthening the role of Saudi universities in assuming responsibility for providing appropriate services to students with disabilities to be more integrated into the university community. Ahmad (2020) also indicated that the services provided to students with disabilities in Saudi universities require more effort and intensification to meet the needs of these students and their interaction with the academic and social circles surrounding them in the university community. From this standpoint, the problem of this study emerged in identifying the level of availability of health services provided to students with disabilities at Najran University. The research set out to respond to the following two questions:

1. From the viewpoint of both students and professors, what is the extent of the provision of health services offered to students with disabilities at Najran University?
2. Do the factors of gender and respondent type cause statistically significant variations in the research sample's answers of the extent of health care given to students with disabilities at Najran University?

### **Objectives of the study**

This study aimed to identify the level of health services provided to students with disabilities at Najran University from the point of view of the students themselves and faculty members. It also revealed statistically significant differences in the study sample's answers regarding the level of health services provided to students with disabilities at Najran University according to the variables of gender (male, female) and the nature of the respondent (student with disability, faculty member).

### **Significance of the study**

Students with disabilities are an integral part of the university community and have rights and duties. Appropriate services must be provided to them in general, especially Health services that enable them to integrate, adapt, and become independent in their university life. Hence, the importance of this study comes from the importance of its results, which may be a nucleus for the benefit of leaders and officials in the health counseling units at the university by identifying the weaknesses in the health services provided to students with disabilities. It is also possible to benefit from the results to improve their quality by setting development plans and programs. The programs lead these students to enjoy university life, stay away from diseases and health problems be free of them, and prepare a generation of university graduates of people with disabilities who can contribute to building and progressing Saudi society.

### **Delimitations of the study**

From the perspectives of the students and professors, this study aimed to look at the quality of health services offered to Najran University's disabled students. Additionally, it showed the statistical variations within according to demographic factors (gender and respondent type). Additionally, the study was restricted to examining the perspectives of faculty members and students with disabilities who worked in health counseling units at Najran University in the southern part of the Saudi Arabian Kingdom during the second semester of the academic year 2022–2023. In addition, the study only employed one tool, a questionnaire. As a result, the degree of precision in determining the validity and reliability of the instrument and the degree of seriousness of the research sample members' responses to it define how generalizable the study's findings are.

### **Methods**

This study combined a survey method with a descriptive approach. In order to gather quantitative information regarding the phenomena under study, it is most appropriate given the nature of this study to administer the research instrument (the questionnaire) to a sample of Najran University staff members and students with disabilities.

### **Study population**

The research population included all of (150) male and female students with disabilities enrolled in the bachelor's degree program at Najran University in the Kingdom of Saudi Arabia. According to data from the central advising units at Najran University for the academic year 2022-2023, it also included faculty members who worked in the health counseling units at the university, which are estimated to have had around 210 male and female members in the second semester of that year.

### **The study sample**

A stratified random sample of (139) participants, including (50) disabled male and female bachelor's degree students at Najran University and (89) male and female faculty members working in the health counseling units at Najran University in the classroom during the second semester of the academic year 2022–2023, represented the study sample. After being published in collaboration with staff at the Central Advising Unit at Najran University through official email to students and faculty members, the research tool was electronically delivered utilizing an electronic link on the Google Drive form to the study sample. Between May 1 to May 15, 2023, the questionnaire was accessible. Table 1 shows how the research sample was distributed based on its variables.

Table 1. The distribution of the research sample in relation to its variables

Variable	Group	No.	%
Gender	Male	54	38.8
	Female	85	61.2
Nature of the participant	Student with disabilities	50	36.0
	Faculty member	89	64.0
Total		139	100

### Tool of the study

The study tool (questionnaire) was developed based on previous studies (Al-Zahrani, 2019; Al-Ghanimi & Al-Hassani, 2019; Abbas, 2021) to achieve the study objectives. The researchers benefited from them in defining the items of the study tool and formulating them appropriately to reflect the extent to which the study sample members' answers of the level of availability of health services provided to students with disabilities represent Najran University. The original version of the questionnaire included eleven (11) items. The responder marks each question on a five-point Likert scale (strongly agree, agree, neutral, disagree, strongly disagree) with a sign () in order to estimate the replies of the research sample. By providing the numbers, respectively (5, 4, 3, 2, 1) for the scores (strongly agree, agree, neutral, disagree, strongly disagree), Hamadneh and Khair Eddeen's (2023) criterion was used to fix the tool. The following results were authorized for the research tool items' achievement as well as the final score: A very low level is between 1.00 and 1.80, a low level is between 1.80 and 2.60, a medium level is between 3.40 and 4.20, and a very high level is between 4.20 and 5.00.

### Validity of the study tool

Two types of validity were used in this study: content validity and consistency validity. Ten academic members with backgrounds in special education, educational psychology, and measurement and evaluation from Saudi institutions were shown the research tool when it was first developed. They confirmed the components' applicability to the instrument as a whole, checked the language formulation's correctness, and made sure the tool was appropriate for achieving the study's goals. Eighty percent of the experts agreed that it was important to make the necessary changes in light of their viewpoints, thus the changes were done. The language reformulation of several questions to make them more comprehensible, plain to responders, and quantifiable was one of the most striking observations. The study tool was then created in its final iteration, which had 11 components. Following application of the research tool to an exploratory sample from the study population and beyond its sample, consisting of (25) students and faculty members, the correlation coefficients for each item and the tool's overall score were also collected. Table 2 displays the results of the study.

Table 2. Correlation coefficients between each item's score and the tool's overall score

Item	Correlation coefficients with the tool	Item	Correlation coefficients with the tool
1	.51**	7	.73**
2	.48**	8	.53**
3	.42**	9	.34**
4	.61**	10	.50**
5	.69**	11	.59**
6	.45**		

\*\*Statistically significant at the significance level (0.05)

According to Table 2, the correlation coefficients between the items and the entire tool varied from (0.34 to 0.73). According to Odeh (2014), all correlation coefficients were both acceptable and statistically significant. As a consequence, none of these items were removed, and this outcome demonstrates the tool's ability to accurately evaluate its intended outcomes.

### Reliability of the study tool

To confirm the tool's reliability, the test-retest procedure and Cronbach's Alpha were both applied. After two weeks, the research instrument was used again on a group of (25) students and faculty members who were not part of the original study sample. The Pearson correlation coefficient between their responses in the two applications was then determined. With this approach, the correlation coefficient was (0.81). In accordance with the tool's Cronbach's Alpha equation, the reliability coefficient was also determined. In this case, the correlation coefficient was 0.77. These favorable results show that the instrument is appropriate for achieving the objective of the study (Odeh, 2014).

### Data analysis

According to the students with disabilities and faculty members who participated in this survey, the mean, standard deviation, and rankings were utilized to respond to the first question on the quality of health services offered to students with disabilities at Najran University. In order to respond to the second question, means, standard deviations, and a t-test for independent samples were calculated. These calculations showed statistical differences in the health services offered to disabled students at Najran University based on the categories of the gender variable (male, female), as well as the type of respondent (student with a disability, or faculty member). According to Odeh and Al-Qadi (2016), when comparing means produced from independent samples, when the variable used to construct the groups may already exist, the independent samples t-test is appropriate. On a continuous variable, though, a cut point can be offered to dynamically generate groups during analysis.

### Results

#### Results of the first research question: From the viewpoint of both students and professors, what is the extent of the provision of health services offered to students with disabilities at Najran University?

Regarding answer this query, means, standard deviations, and rank were computed for the replies of the research sample members regarding the quality of health care offered to disabled students at Najran University. Table 3 displays the results of the study.

Table 3. Mean and standard deviation for Najran University's level of health services for students with disabilities from the perspective of the study sample.

No.	Rank	Items	Means	Standard deviations	Degree
9	1	The university provides education programs on comprehensive health prevention for students with disabilities	3.29	.950	Medium
11	2	The university works with relevant authorities to monitor the safety and suitability of drinking water	3.29	.880	Medium
10	3	The university is keen to spread awareness of and interest in healthy, healthy nutrition among students with disabilities	3.22	.980	Medium
8	4	The university buildings have special bathrooms for students with disabilities	3.16	1.01	Medium
1	5	The university evaluates the need of students with disabilities for ongoing medications and medication to help them stay alert	3.04	1.12	Medium
6	6	The university provides special health care clinics for students with disabilities	2.88	1.14	Medium
7	7	The university provides appropriate facilities to accommodate health facilities for students with disabilities	2.65	1.08	Medium
5	8	The university provides intervention and assistance services for some cases of students with disabilities	2.62	1.15	Medium

		who may suffer from fatigue or dizziness as a result of the effects of medications on them			
2	9	The university provides the necessary drugs and medicines for students with disabilities who are financially unable	2.59	1.06	Low
4	10	The university arranges and coordinates with qualified health authorities in providing and following up on health services for students with disabilities	2.53	1.13	Low
3	11	The university monitors the effect of drugs on students with disabilities from health, health, and academic aspects	2.44	1.07	Low
		Total degree	2.88	0.81	Medium

From the perspectives of both faculty members and students with disabilities, Table 3 reveals that the overall score for the degree of accessibility of health services offered to students with disabilities at Najran University was medium, with a mean of (2.88) and a standard deviation of (0.81). Item (9) "The university provides education programs on comprehensive health prevention for students with disabilities" came in first place with a moderate score, the highest mean (3.29), and a standard deviation of (0.95). Item (11) "The university works with the relevant authorities to monitor the safety and suitability of drinking water" came in second place with a moderate degree, a mean of (3.29), and a standard deviation of (0.88). Item (3) "The university monitors the impact of drugs on students with disabilities from health, health, and academic aspects" came in last place with a low degree, the lowest mean of (2.44), and standard deviation (1.07).

**Results of the second research question: Do the factors of gender and respondent type cause statistically significant variations in the research sample's answers of the extent of health care given to students with disabilities at Najran University?**

In order to demonstrate statistical differences in the overall level of health services offered to students with disabilities at Najran University according to the categories of the gender variable (male, female), and the nature of the respondent (student with disability, faculty member), means, standard deviations, and the t-test for independent samples were used. Table 4 and 5 shows the outcomes.

Table 4. T-test for comparing the two means of study sample participants' replies to the question about the quality of health care available to Najran University's disabled students based on the gender variable.

Scale	Gender	No.	Means	Standard deviations	t	df	Sig.
The overall score for the level of health services provided to students with disabilities at Najran University	Male	54	2.99	0.90	1.212	137	.228
	Female	85	2.82	0.74			

Table 4 displays evident discrepancies between the two means of research sample participants' responses to the study instrument as a whole. The research instrument's overall responses from the male category (n=54) had a mean of (2.99) and a standard deviation of (0.90), whereas the answers from the female category (n=85) had a mean of (2.82) and a standard deviation of (0.74). The statistical significance of these differences was shown using the independent samples t-test. According to the study sample members' replies, there were no statistically significant variations regarding the quality of health services offered to students with disabilities at Najran University attributed to gender at the significance level (0.05).



Table 5. T-test for the differences between the two means of the responses of the study sample members regarding the level of health services for students with disabilities at Najran University according to the variable of the nature of the respondent

Scale	Nature of the participant	No.	Means	Standard deviations	t	df	Sig.
The overall score for the level of health services provided to students with disabilities at Najran University	Faculty member	89	2.86	0.82	.441	137	.660
	Student with disabilities	50	2.92	0.81			

The estimations of the study sample members' two means on the research instrument as a whole appear to differ in Table 5 from each other. The study tool's responses from the faculty member category ( $n = 89$ ) as a whole had a mean of (2.86) and a standard deviation of (0.82) for the replies. The research tool's responses from the group of students with impairments ( $n = 50$ ) overall received a mean of (2.92) and a standard deviation of (0.81) points. The researchers employed an independent samples t-test to show the statistical significance of these changes. For the replies of the research sample members on the level of significance, it was discovered that there are no statistically significant differences at the significance level (0.05), regarding the level of health services provided to students with disabilities at Najran University according to the variable of the nature of the respondent. The t-calculated value was (.441) and statistically significant (.660).

## Discussion

### Discussion of the first research question

The results showed that the overall score for the level of availability of health services provided to students with disabilities at Najran University from the point of view of students with disabilities and faculty members was medium. This result indicates that the health services provided to students with disabilities at Najran University did not reach the required level. It still needs more effort to improve its quality. For example, it was revealed that there is a clear deficiency in the university's ability to provide the necessary drugs and medicines for students with disabilities who are financially unable and to coordinate with qualified health authorities in providing and following up on health services for students with disabilities. In addition, there is a weakness in the university's monitoring of the impact of drugs on students with disabilities in terms of health, health, and academic aspects, or the availability of appropriate facilities to adapt health facilities to students with disabilities. The result may be attributed to the lack of awareness of university officials about the importance of services in the health field provided to students with disabilities in terms of detection and medical intervention. Also, there is a lack of providing treatments that work to alleviate the severity of the disability and help students adapt and benefit from them better in adapting to the university environment and the university community. In addition, the result may also be due to the university's limited role in providing awareness and educational initiatives about public health and its importance to students with disabilities. Through reviewing the activities of the central counseling unit at the university, it was noted that there is more emphasis on academic and educational services activities compared to health services activities.

### Discussion of the second research question

According to the findings, there were no statistically significant differences between the gender and type of respondents' responses regarding the availability of health services for Najran University students with disabilities at the significance level (0.05). Perhaps, this result is logical and acceptable that there are no differences in views among members of the study sample regarding the level of availability of health services provided to students with disabilities within Najran University, regardless of the variables of gender and the nature of the respondent. The social and cultural conditions are similar, and they live in the same university environment. They also realize the availability of these services from their lack of availability in an appropriate manner. This agreement between the opinions of the study sample members confirms the urgent need to provide and implement health services for students with disabilities at Najran University in an optimal manner and of high quality.

**Recommendations**

The study sample members believe that health services provided to students with disabilities at Najran University need to be improved to meet the needs of these students. These services ensure that they adapt and adapt properly in the university community. Accordingly, the researchers recommend that Najran University, represented by the Deanship of Student Affairs and the Central Guidance Unit, adopt a strategic development plan to improve the availability and quality of health services provided to students with disabilities. These services contribute to reducing and overcoming the problems of students with health disabilities. Health counseling units in colleges should also hold meetings with students with disabilities to identify their needs and health care requirements, each according to their disability, to improve the quality of health services provided to them. In addition, there is a need to employ specialized people to provide medical and therapeutic services to students with disabilities at the University Hospital of Najran University. Moreover, a study similar to the current study should be conducted by expanding the size of the researched population by including other universities and additional variables such as the type and severity of disability, the type of college, and the type of university. Finally, the researchers intend to conduct a qualitative study that examines the factors and reasons that affected the level of availability of health services provided to students with disabilities at the university to provide a degree of knowledge diversity about the phenomenon investigated.

**Acknowledgment**

The authors are thankful to Deanship of Scientific Research at Najran University and under the supervision of the Centre for Shariaa, Educational and Humanities Research Centre at Najran University for funding this work under the Research centers Funding program grant code (NU / RCP / SEHRC /12/14).

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