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Will defend the dissertation on

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Time: 9:30 A.M.

Zoom available upon request to gradstudies@wsu.edu

Faculty, students and the general public are encouraged to attend

PERSPECTIVES OF INSTRUCTIONAL COACHES IN SAUDI ARABIA ABOUT THE CURRENT MODEL TO IDENTIFY STUDENTS WITH LEARNING DISABILITIES

Chair: Michael Dunn

Instructional coaches support teachers in referring and evaluating students through the learning disability (LD) identification process in Saudi Arabia. The instructional coaches also help students as they do day-to-day learning and assessment tasks. This study explored instructional coaches' perspectives about the current model for identifying students with learning disabilities (LD), its effectiveness, and the potential implementation of Multi-Tiered Systems of Support (MTSS) as an alternative model. This study was conducted using semi-structured interviews with 12 instructional coaches to evaluate Saudi Arabia's current identification methods. The results highlighted significant concerns about accuracy of identification and the risks of misidentifying students with LD. The study's findings suggest that MTSS, although it is not currently employed in Saudi schools, could provide a more reliable and comprehensive approach to addressing students' academic and behavioral needs. Emphasizing the need for culturally- and linguistically-appropriate Special Education practices, the study advocates for MTSS's gradual implementation with teacher training. This study contributes to the understanding about LD identification in Saudi Arabian schools and positions MTSS as an alternative solution for more effective support and identification of students with an LD. This study includes practical implications and recommendations for future research.