Research Article

Impact of Instructional Materials Toward Integrating Children with Learning Difficulties in Islamic Primary Schools

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Abstract

From an educational perspective, there are special differences between people, every student, whether a child or an adult, has specific educational needs that distinguish him from his peers of the same age, which necessitates designing the curriculum according to these differences, and these needs, and equipping the student with special attention, which is known as special education, through caring for those with special needs, such as health, psychological and social, rehabilitation and professional, and educational. one of the most important things that must be focused on in qualifying students with learning difficulties are skills, it could be a communication or social skills, which are the basis for obtaining other skills, as humans are social by nature. and he cannot master other skills without it, as person's interacts with his environment through good communication, he obtains many things and achievements, and other skills such as cognitive skills and self-care skills, and many skills that students with learning difficulties need. to achieve this, an integrated educational program was established, this program aims to increase the opportunities for social and educational interaction between students with special needs - learning difficulties - and regular students. This program is known as academic integration, which is a positive trend towards the participation of regular students and others in one class. This integration works to place the child with special needs in the regular class with regular students for some time and in some subjects, which makes a child benefits from, provided that the appropriate conditions are available for the success of this trend. There is also another program, which is social integration, which is the final stage in developing special education programs for those with learning difficulties, because it helps positively to those with special needs from members of society, and this is represented in the field of work by providing suitable job opportunities for them as members of society. on this basis, this paper aims to discuss on the impact of Impact of instructional materials toward integrating children with learning difficulties in Islamic primary schools in Nigeria, a descriptive research design was used, and the results of the research indicate that instructional materials have a significant impact

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on enhancing educational achievements of children with learning difficulties, and also helps in integrating them academically to compete with their colleagues.

Keywords: Learning, Learning Difficulty, Special Needs, Skill, Education.

أثر الوسائل التعليمية في دمج الأطفال ذوي صعوبات التعلم في المدارس الأساسية الإسلامية

مستخلص البحث

في المنظوري التربوي، هناك فروق خاصة بين الناس، ولكل طالب طفلاً كان أو بالغاً، احتياجات تعليمية محددة تميزه عن أقرانه من نفس العمر، مما يستلزم تصميم المنهج وفقاً لهذه الاختلافات، وهذه الاحتياجات ومواءمة الحزب مع تجهيزاته الخاصة، وهذا ما يعرف بالتربية الخاصة. وذلك من خلال عناية بذوي الاحتياجات الخاصة، كالصحية، النفسية والاجتماعية، التأهيلية والمهنية، والتربوية، والتعليمية. ومن أهم ما يجب التركيز عليه في تأهيل الطلاب ذوي صعوبات التعلم هي المهارات سواء كانت مهارات التواصل أو المهارات الاجتماعية التي تعتبر أساس للحصول على مهارات أخرى، فالإنسان اجتماعي بطبيعته لا يستطيع إتقان المهارات الأخرى بدونها، فتفاعل الإنسان مع بيئته من خلال التواصل الجيد يحصل له على أشياء وإنجازات كثيرة، ومهارات أخرى مثل المهارات المعرفية ومهارات العناية بالذات، والعديد من المهارات التي يحتاجها طلاب ذوي صعوبات التعلم. لتحقيق ذلك أنشأت برنامج تعليمية مشتركة مع الطلاب العاديين. ويهدف هذا البرنامج إلى زيادة فرص التفاعل الاجتماعي والتربوي بين الطلاب ذوي الاحتياجات الخاصة – صعوبات التعلم – والطلاب العاديين. ويعرف ذلك البرنامج بالدمج الأكاديمي، وهو اتجاه إيجابي نحو مشاركة الطلاب العاديين وغيرهم في فصل واحد، حيث يعمل هذا الدمج على وضع الطفل ذو الاحتياجات الخاصة في الصف العادي مع الطلبة العاديين لبعض الوقت وفي بعض المواد بشرط أن يستفيد الطفل من ذلك بشرط أن تتوفر الظروف المناسبة لنجاح هذا التوجه، كما يوجد برنامج آخر، وهو الدمج الاجتماعي وهي المرحلة النهائية في تطوير برامج التربية الخاصة لذوي صعوبات التعلم، لأنها تساعد في كل ما هو إيجابي تجاه ذوي الاحتياجات الخاصة من أفراد المجتمع ويتمثل ذلك في مجال العمل بتوفير فرص عمل مناسبة لهم كأعضاء في المجتمع. وعلى هذا الأساس تهدف هذه الورقة تسليط الضوء عن أهمية الوسائل التعليمية في دمج الأطفال ذوي صعوبات التعلم في المراحل التعليمية الأساسية الإسلامية في نيجيريا، استخدم الباحث المنهج الوصفي، وتوصلت النتيجة البحث بأن للوسائل التعليمية أثر إيجابي في تحسين تحصيلات أكاديمية لدى الأطفال ذوي صعوبات التعلم، كما تساعد في دمجهم إلى جو التعليمي لمنافسة أقرانهم من الطلبة العاديين في الفصل.

الكلمات المفتاحية: تعلم، صعوبة التعلم، احتياجات خاصة، مهارة، تربية.

INTRODUCTION

Learning disabilities affect the way a person learns new things, how they process information, and how they communicate with others. Learning disabilities include all areas of life, not just school learning, and can affect how basic skills such as reading, writing, and mathematics are learned, as well as how higher-level skills such as organization, time planning, abstract thinking, and the development of long- or short-term memory and attention are learned. So what are learning disabilities? Their causes and methods of treatment? And therefore, Instructional materials went through stages during which it developed from one stage to another until it reached its most advanced stages that we witness today. From an educational perspective, there are unique differences between learners, and each learner, whether a child or an adult, has specific educational needs that distinguish him from his peers of the same age, which necessitates individualizing the teaching process, in line with these differences, and those needs, and equipping the learner and its special materials, and this is what is known as special education, through which the aspects of caring for people with special needs are multiple, such as health, psychological and social, rehabilitation and professional, educational and teaching services. (Al-Quraiti, 2012: 81). Instructional materials are seen Everything used in the educational process for the purpose of achieving the goals with a high degree of mastery, and is used by the teacher inside and outside the classroom to convey the content of the lesson. (Al-Tayti, 2008: 13). The researcher sees it as: everything that helps the teacher transfer skills and experiences to students with special needs.

METHODOLOGY

The researcher used a descriptive research design, in order to examine the relationship and effects that exists between the Instructional Materials and Learning Difficulties Toward Integrating Children with such difficulties in Islamic Primary Schools in Adamawa State, Nigeria. the sample of this study comprises 150 pupils which includes both gender, which were randomly selected from the 10 selected Islamic primary schools 50% of the targeted population was used for the sample which resulted into 50 pupils representing the sample for the study. This was drawn through random sampling technique. the data collected were analyzed using descriptive statistics.

RESULTS AND DISCUSSION

Concept Of Instructional Materials

There are Many definitions of instructional materials, it is defined as all the tools that help the student to acquire knowledge, methods or positions. In general, it is everything that has a relationship with the intended dialectical goals, which occupy the function of activating the educational action. (Balaid, 2009: 107).
(Obaid, 2000: 43) defined it as: "It is a tool or material that the student uses in the learning process, acquiring experiences, understanding principles, and developing the knowledge he acquires successfully, and the teacher uses it to provide him with a suitable atmosphere in which he can lead his students to the facts of correct science quickly and powerfully at the lowest cost."

(Hassani, 2000: 152) also defines it as: "Every means that intervenes to help the teacher achieve educational and pedagogical goals during his direct interaction with his subject on the one hand, and with the learner on the other hand."

(Al-Hila, 2001: 25) defines it as "devices, tools, and materials that the teacher uses to improve the teaching and learning process. Shorten its duration, clarify meanings, explain ideas, train students on skills, instill good habits in their souls, develop trends, and present values without the teacher relying on words, symbols, and numbers, in order to lead his students to the correct scientific facts and sound education Quickly, powerfully and at a lower cost".

We can simply say that instructional materials are known as educational technologies, technology is "the organized, purposeful and integrated use of scientific applications and educational innovations in their material and intellectual aspects, the material represented in all devices and machines produced, such as recordings, television, computers, and the Internet, and the intellectual represented in teaching strategies such as learning to mastery, cooperative learning and educational bags, with the aim of achieving educational goals that advance the four language skills, which are reading, writing, speaking and listening.

Characteristics Of Instructional Material

Instructional materials have a set of important characteristics that distinguish them from others and make them more clear, which are (Khalaf Allah, 2011: 78):

1. Instructional materials are an inseparable part of the curriculum: instructional material are not an end or goal in themselves, but rather they are learning tools that help in obtaining diverse experiences to achieve these Goals or objectives. They are also not secondary or additional subjects, but rather, from a practical point of view, they are an integral part of the curriculum's various courses (sciences - mathematics - social subjects - languages - and other courses).

2. Instructional materials are used in all educational stages: The use of instructional materials is not limited to a specific educational stage without another, as they serve the purposes of teaching and learning in different educational stages; from kindergarten to more advanced stages (primary education - preparatory education - secondary education - university education - in-service training), and they differ in terms of form and type when choosing the tool that suits the content to be explained and in terms of the sample of students and their cognitive level and age group, as each stage has the tool that suits it. The use of educational trips, samples and models is useful in teaching older and younger students, and they are also suitable for gifted students and slow learners.

3. Instructional materials aim to achieve educational goals and are not an entertainment activity: Since instructional material are an integral part of the curriculum in its comprehensive sense, they are not secondary or luxury materials, and they are materials that are not intended to entertain students from the effort of studying and having fun during education. On that basis,

(Obaid, 2000: 50) believes that successful instructional materials are characterized by the following characteristics:
- Instructional material should be attention-grabbing and interesting, and its preparation and production should take into account learning and its foundations, and its conformity to reality as much as possible.
- Instructional material should stem from the curriculum and lead to achieving its goal, such as providing information or some skills, i.e. it should be an inseparable part of the curriculum.
- It should achieve educational goals.
- It should take into account the characteristics of students and be appropriate for their chronological, mental, emotional and physical age.
- It should be characterized by simplicity, realism, clarity and lack of complexity.
- It should be proportionate to the time and effort required to use it in terms of obtaining it, preparation, and how to use it.
- To excite the learner and make him want to read, research and investigate and help him to derive new experiences.
- To be appropriate in terms of quality, space, size, sound and number of students in the class and to be presented at an appropriate time so as not to lose the element of excitement in it.
- To take into account in its design and production the scientific validity of the content and the technical quality and accuracy so that it can be circulated and preserved for a long period of time.
- To link previous experiences with new experiences.

Importance Of Instructional Materials In The Educational Settings
Instructional materials play a major role in the educational process. Al-Ghamdi (2013: 90) mentioned some of them:
- Instructional material help to arouse the student's interest and satisfy his need for learning: as the student takes some experiences that arouse his interest and achieve his goals through the use of different instructional material.
- It helps increase the student's experience, which makes him more prepared to learn: For example, watching a movie about some academic topics prepares the necessary experiences for the student and makes him more prepared to learn.
- It helps to increase the student's positive participation in gaining experience, and develop his ability to contemplate, observe accurately, and follow scientific thinking to reach a solution to problems. For example: involving the student in identifying the questions and problems that he seeks to solve and choosing the appropriate means, such as choosing a movie or a map, etc., to answer the questions that are on his mind.
- It helps to diversify teaching methods to address individual differences among learners.
- It strengthens the relationship between the teacher and the learner, because the teacher's use of tools makes the students love him.

- It helps to treat speech problems in some learners, such as stuttering and others, as the teacher can use a recording device to enable the student to know his problem and help him solve it.
- It motivates the learner to learn and makes him desire it, such as learning prayer through practical practice.
- It emphasizes the learner's personality and eliminates his shyness, through participation in school radio programs, acting, and impersonating characters.

Students With Special Needs

They are individuals who face life circumstances due to a deficiency or shortcoming in their physical, sensory or intellectual readiness or abilities, or due to social conditions and standards that describe them with a certain description based on characteristics, legislation or the like. a group of members of society who are not ordinary individuals in terms of their physical, psychological and mental characteristics, which requires special care for them that is consistent with their abilities, capabilities and special circumstances, so that a better level of personal and social compatibility can be reached (Salama, 2003: 11).

A person with special needs means "every individual who needs, throughout his life or during a period of his life, special services in order to grow, learn, train, or comply with the requirements of his daily, family, work, or professional life, and he can thus participate in the processes of social and economic development to the extent he can and with the maximum capacity as a citizen" (Muhammad, 2009: 9)

Classification Of People With Special Needs

A person with special needs belongs to one or more of the following categories: (Abu Al-Nasr. 2005: 21)
- Mental superiority and creative talent.
- Visual impairment at its various levels.
- Hearing - speech - and linguistic impairment at its various levels.
- Mental disability at its various levels.
- Physical - and special health disability.
- Academic delay - and slow learning.
- Academic and developmental learning difficulties.
- Behavioral and emotional disorders.
- Social disability.
- Autism (rumination or Autism).

Basic Skills For People With Special Needs

Skill has several related meanings, including: the characteristics of a complex activity that requires a period of deliberate training and organized practice, so that it is performed in an appropriate manner, and this activity usually has a useful function. The meanings of skill also include efficiency and quality in performance. Whether the term is used in this sense or that, skill refers to learned or acquired behavior that meets two essential conditions: first, it must be directed

toward achieving a specific goal or purpose, and second, it must be organized in a way that leads to achieving the goal in the shortest possible time" (Abdel Fattah, 2010: 46). The skills that must be established in students with special needs are varied, some of which are mentioned as follows:

1. Technological skills: These are skills necessary for life and work in a knowledge society and are represented in: The ability to use digital technology and communication tools. Networks are its product and include: its circuitry, evaluation, and delivery of information and basic culture - scientific culture - economic culture - visual and information technology - understanding multiple cultures - universal awareness.
2. Creative thinking skills: These include managing complexity, adaptability, self-direction, curiosity, creativity, risk-taking, higher-order thinking skills, and sound thinking.
3. Language skills Effective communication includes: Teamwork skills, Personal skills, social and civic responsibility, Interactive communication.
4. Emotional skills: Emotional thinking is a type of intelligence required for success in all situations and circumstances. People differ in their abilities and potential when dealing with their emotions and feelings, just as their abilities differ in language, logic, arithmetic and singing. They can be summarized in the following points.
5. Perceptual skills are Emotional thinking and is a type of intelligence required for success in all situations and circumstances. People differ in their abilities and potential when dealing with their emotions and feelings, just as their abilities differ in language, logic, arithmetic, and singing. They can be summarized in the following points.
6. Self-awareness skills: Emotionally intelligent people understand how they feel and feel, what drives and motivates them, what frustrates them, and how they influence others.
7. Social skills: Emotionally intelligent people know how to communicate with others and how to build relationships and connections with them. They are good at paying attention and listening, and adapt their communications with people according to the needs of these people. Optimism Emotionally intelligent people adopt positive attitudes in life and look to the future with optimism. Their mental attitudes charge them with the energy to work steadily to achieve their goals despite all obstacles and difficulties. To control emotions, emotionally intelligent people deal with fatigue and anxiety calmly. They consider cases of nervous stress and anxiety as change and personal differences with others.
8. Flexibility Skills: Emotionally intelligent people adapt to change, and they use their problem-solving skills to develop and find other options.
9. Life skills: There should be independent courses under the name of life skills within the curricula. (Birney, 2013: 67) Although the teacher's primary role in the classroom is to teach students and convey to them what he knows of academic knowledge, this does not at all prevent there being space for the daily life that students will face in their future. Therefore, there is a need to

have classes to teach life skills related to the method of communication, dealing management, and self-skills, which confirms the importance of including independent courses under the name of life skills within the curricula.

Among the most important skills that the researcher may see as necessary in life are decision-making skills, self-criticism, self-enhancement, capacity development, goal setting, emotional management, psychological compatibility, self-confidence, time management, and flexibility, as well as social skills such as: dealing with difficult personalities and controlling anger.

Concept Of Learning Disabilities

Learning disabilities is a general term that describes the challenges that children face in the learning process, and although some of them have a psychological or physical disability, many of them are normal, although they show difficulty in some processes related to learning: such as understanding, thinking, perception, attention, reading (dyslexia), writing, spelling, pronunciation, performing arithmetic operations, or in skills related to each of the previous processes. Learning difficulties include mentally disabled, emotionally disturbed, hearing and visually impaired, and people with disabilities, provided that this disability is not the cause of the difficulty. It can also be seen as a continuous condition, and are assumed to be the result of neurological factors that interfere with the development of verbal and non-verbal abilities. Learning difficulties exist as a clear disability with normal to above-normal mental ability, integrated sensory-motor systems, and adequate educational opportunities. This condition varies in its degree of appearance and severity. This condition affects the individual's self-esteem, education, career, social adaptation, and daily life activities throughout his life. (Kate Adams, 2012: 123)

Brief History Of Learning Difficulties

Interest in learning difficulties began primarily in the medical field, especially by scientists interested in what is now known as speech disorders. The role of educators in developing and advancing the field of learning difficulties did not appear significantly until the beginning of the twentieth century, especially in the sixties of the last century, when the term learning difficulties appeared when Samuel A. Kirk, the American psychologist, prepared a university book on special education in 1962, in which the first definitions of learning difficulties appeared. In the same year, the scientific beginning also occurred when Kirk and Bethmann used this term to describe a group of children in classrooms who suffer from difficulties in learning to read, spell, or perform arithmetic operations.

In 1963 a conference was held attended by educators, psychologists, and those interested in the subject of learning difficulties to discuss and discover the problems of cognitively disabled children. In 1975 the term "learning disability" was accepted in the federal law (Education for All Handicapped Children), and this was the final step in stabilizing the term at the national level after great efforts

to develop a more specific definition of it and the standards related to it in the Federal Register in 1977.

The seventies were also marked by the emergence of Public Law 94/142, which educators consider one of the most important laws that guaranteed people with special needs in general their rights to education and other support services, and defined the roles of specialists and the rights of their families. The field of learning disabilities had a large share, like other fields of disability, in what this law stipulated. The name of this law has changed and is now known as the Educational Law for Individuals with Disabilities. Since its emergence in 1975, this law has given associations and groups supporting the field of learning disabilities a legal basis from which they can benefit in their calls and demands to provide free appropriate education for students with learning disabilities. Learning disabilities were officially recognized under US Public Law 91/230 of 1969 regarding children with learning disabilities. (Al-Zahir, 2008:89 & Mohammed, 2009: 56)

Classification And Types Of Learning Difficulties

Specialists in the field of learning difficulties classify the latter into two main groups:

1. **Developmental Learning Disabilities.**

These difficulties are related to brain functions, and to the mental and cognitive processes that the child needs in his academic achievement, and the reason for their occurrence may be functional disorders related to the central nervous system, and these difficulties affect pre-academic processes, such as attention, perception, memory, thinking and language, on which academic achievement depends, and constitute the most important foundations on which the individual's cognitive mental activity is based.

2. **Academic Learning Disabilities.**

This refers to difficulties in academic cognitive school performance, which are represented in reading, writing, spelling, written expression and arithmetic, and these difficulties are largely related to developmental learning difficulties. Below is a list of the most important academic learning difficulties, and an overview of each one, with separate articles devoted to each difficulty:

a. Dyslexia (reading difficulties).

This is a term known as "dyslexia", which means the student's inability to read, and it is divided into two types:

- Reading difficulties: Students who suffer from this difficulty show a low ability to acquire reading and writing skills, and these difficulties often cause them to avoid reading and writing and try to learn the material by heart, in order to hide their reading difficulties. Some of the manifestations of reading difficulties include: lack of accuracy in reading, slow reading, difficulties in understanding what is read, difficulty in spelling, reverse writing of words and letters, and sometimes even linguistic difficulties in organizing sentences and distinguishing between sounds.
- Comprehension difficulties: We talk about this concept when the student cannot understand the meanings of words, phrases and sentences.

b. Writing difficulty (dysgraphia). This term refers to the student's inability to write, or that he cannot think while writing.

c. Attention and concentration disorders. Attention and concentration disorders (ADD) appear in difficulty maintaining continuous attention, distraction and high sensitivity to external stimuli. When attention and concentration disorders are accompanied by hyperactivity (ADHD), these symptoms are accompanied by hyperactivity, impulsivity (impulsivity), emotional volatility and difficulty in postponing satisfaction (gratification of desires).

d. Difficulty in calculation (Dyscalculia). It affects the ability to acquire arithmetic skills, and students who suffer from this difficulty are characterized by a deficiency in understanding the relationship between numbers, difficulties in visual or auditory perception of numbers, and they also suffer from difficulty in performing arithmetic operations and others.

e. Difficulty in movement (Dyspraxia). This term expresses a sensory integration disorder and includes problems with "balance - coordination between hand and eye performance", i.e. the student's inability to coordinate and control simple movements such as writing and cutting, or more complex movements such as running and jumping. (Sandra H, et al 2011: 32).

Signs Of Learning Difficulties

Youssef, (2012: 79) stated that learning difficulties are difficult to detect due to their complexity and overlap with other symptoms, but experts usually discover them by measuring what the child achieves compared to what is expected of him according to his level of intelligence and age. In general, there are some indicators that indicate the presence of a learning difficulty, which we summarize as follows:

1. **Before four years:**
    - Difficulty pronouncing words.
    - Difficulty sticking to the tune while singing or chanting.
    - Problems learning letters, numbers, colors, shapes, and days of the week.
    - Difficulty understanding and following directions, and in following routines as well.
    - Difficulty holding a pen, chalk, or scissors.
    - Difficulty dealing with buttons and tying shoes…

2. **From the age of four to nine:**
    - Difficulty linking letters and how to pronounce them.
    - Difficulty linking the sounds of letters together to pronounce a word.
    - Confuses words when reading them.
    - Constantly makes spelling mistakes, and always makes mistakes in reading.
    - Difficulty learning basic concepts of arithmetic such as addition and subtraction.
    - Difficulty telling time and remembering the order of the parts of the day and hour.
    - Slow to learn new skills.

3. **From nine to fifteen years old:**
    - Difficulty reading texts and doing arithmetic.

- Difficulty answering questions that require writing.
- Avoids reading and writing.
- Writing one word in more than one way on one topic.
- Poor organization and organization.
- Unable to integrate into class discussions and express his ideas.

Causes Of Learning Difficulties

Recent studies have shown the existence of multiple and overlapping causes of learning difficulties, which we summarize as follows, (Rosan, Farouk 2005: 101):

- Defects in brain development: During the stages of fetal development, some defects and errors may occur that may affect the formation and connection of nerve cells with each other, and scientists believe that these errors or defects in nerve cell development are what lead to the emergence of learning difficulties in children.
- Genetic defects: It is often noted that learning difficulties are prevalent in certain families, and it is believed that this matter is due to a genetic basis. For example, children who lack some of the skills required for reading, such as hearing the distinctive and detailed sounds of words, it is likely that one of the parents suffers from a similar problem.
- Problems during pregnancy and childbirth: The emergence of learning difficulties in a child can be linked to the stages preceding his birth. In some cases, the mother's immune system reacts to the fetus as if it were a foreign body attacking it, and this reaction leads to a disruption in the development of the latter's nervous system. In other cases, the umbilical cord may twist around itself during birth, leading to a sudden lack of oxygen reaching the fetus, which leads to impairment in brain function and difficulty learning in adulthood. Smoking, drinking alcohol, or some dangerous medications during pregnancy can also cause the child to suffer from learning difficulties.
- Pollution and environmental problems: Research has shown that environmental pollution can lead to learning difficulties due to its harmful effect on the growth of nerve cells. Studies have shown that lead, which is an environmental pollutant resulting from the combustion of gasoline and is also found in drinking water pipes, can lead to many learning difficulties.

Treatment Of Learning Difficulties

We have seen in the previous article that learning difficulties have multiple causes, and it is natural that the treatment be proportionate to the nature of the difficulty that the child suffers from and the degree of its severity, and it is also natural for the efforts of the various stakeholders in raising the child from parents, teachers and psychologists to be combined. In general, the potential effects of learning difficulties can be mitigated by activating the following guidelines:

a. Parents' understanding of the problem: Parents must understand the nature of their children's problems and help the school in building a treatment program for these children away from psychological tensions.

b. Special educational program: A special educational program should be planned appropriate for each child according to the type of learning difficulty he suffers from, and this is done in cooperation between the psychologist, the teacher and the family.

c. Early diagnosis and intervention: The diagnosis of the affected child's condition should be done under the supervision of psychologists, and the earlier the diagnosis is made, the better we can deal with the child and avoid a lot of misunderstandings.

d. Cooperation between school and family: Learning difficulties affect life as a whole, so the treatment program must be comprehensive for all aspects of learning, and in full coordination between the family and the school.

CONCLUSSION

The study showed that the instructional materials has a positive impact in integrating and developing the skills of students with learning difficulty, and also help them with variety of skills such as self-care skills, social skills, communication skills, cognitive skills, which give them ability to be part of the normal educational settings, as well as becoming active members of their community. One of the most important things that must be focused on in qualifying students with special needs are skills, whether they are communication or social skills, which are the basic pillar of the rest of the skills, since humans are social by nature, and cannot master the rest of the skills without them, so the interaction of humans with their social environment through good communication achieves many things and successes for them, as well as other skills such as cognitive skills and self-care skills, and many skills that students with special needs need. From the above, we find that instructional materials are of great importance in achieving educational goals. because people with special needs are the individuals who deviate from the normal or average level in a characteristic, or in one or more aspects of their personality, from the average performance of their normal peers, to the extent that it becomes necessary to provide services or the presence of special care such as educational, medical, rehabilitation, social or psychological services.

RECOMMENDATIONS

- The need to focus on activating the role of instructional materials in developing cognitive and social skills among students with learning difficulty.
- Training students with special needs to defend their rights, through educational means.
- Developing instructional materials for students with learning difficulty according to the skills that are desired to be developed in them.
- Conducting studies and research on the impact of instructional materials on integrating students with learning difficulty with appropriate skills they need.

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