

DONOVAN, ELIZABETH A., Ph.D., August 2013

School Psychology Program

ARAB AMERICAN PARENTS' EXPERIENCES OF SPECIAL EDUCATION AND  
DISABILITY: A PHENOMENOLOGICAL EXPLORATION (302 pp.)

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Within the field of school psychology there exists literature for school psychologists working with specific ethnic and linguistic groups (Frisby & Reynolds, 2005; Tomes, 2011). The Arab American population is estimated to be 3.6 million (Arab American Institute, 2012). However, there is a paucity of school psychology research on Arab American students and families (Goforth, 2011; Haboush, 2007). As active members of the special education process, school psychologists will benefit from information regarding Arab American cultural and religious beliefs about special education and disabilities. Such information will assist them in providing culturally sensitive and appropriate services to students and families.

This study utilized a phenomenological qualitative approach to illuminate Arab Americans parents' experiences with their children's encounters with the special education process and perceptions of their children's disabilities. Phenomenological data analysis revealed four core themes. First, parents attached significance to specific steps within the special education process and to cultural stigmas around special education and disabilities. Next, parents reflected on special education services and key relationships. Additionally, parents discussed their children's abilities, their understandings of special education, and their advocacy work. Finally, parents reported that their goals for their children had not changed as a result of the special education process, although the goals

were tailored to their children's identified disabilities. These findings have significant implications for professionals working with Arab American students and their parents. Recommendations are made for culturally sensitive school psychology practice with Arab Americans. Suggestions are provided for further research on this important yet under-researched topic.