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*Tytuł pracy doktorskiej: Holistic Support Model in Opinions and Experiences of Specific Learning Disability (SLD) Students*

*The results of several studies indicate a very high probability that a child with learning disabilities will grow into an adult with these difficulties and encounter difficulties in learning, professional work, and the job market. There is currently a marked increase in the number of students with learning disabilities attending academic institutions. Israel estimates that the percentage of students with learning disabilities at its higher education institutions ranges from 1.5% to 5% among both diagnosed and undiagnosed students. This dissertation aimed to examine the perceptions of the contribution of the Holistic Support Model, based on the intervention program provided to students with learning disabilities, and the extent to which this model influences students' sense of self-efficacy in learning. The study examined the attitudes of students with learning disabilities before and after participating in the intervention program using two structured interviews. The study's results reveal, among other things, different aspects of the development of self-perceptions of students with specific learning disabilities (SLD) throughout their lives. The findings show that some of the perceptions of students with SLD about learning disabilities were positive, and some were negative. The research also sheds light on how students with these difficulties perceive themselves and how they cope in different life cycles, not only with the intervention program but also without it. The results indicate the need to change the existing academic support model for students with SLD.*