

Teachers training needs who teach students with Mild intellectual disabilities who are integrated in public school in Jordan

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Abstract

The present study aimed to identify the actual training needs of teachers who work with students with Intellectual disability Mild in public schools in Jordan. The study sample consisted of 50 teachers who were selected according to the random accessible way.

the questionnaire was designed of (20) items represent the most important needs of teachers who participate in integration programs, and ensure correct answer to these paragraphs of four levels (a great need, a medium need, a few need, no need).

The results indicated that the most of these needs are: to learn to organize the appropriate educational environment methods, then training on behavioral modification strategies, cognitive development methods for children with special needs, and then to practice on appropriate assessment and educational diagnosis for people with special needs, and finally training on how to develop transition plans for children with special needs, where these paragraphs recorded the highest averages.

the least important training needs, from the teachers' point of view, which was estimated as medium needs were respectively: training on the linguistic capacity development methods for children with Intellectual disability Mild, then training to prepare individual plans for each child, and training on how to prepare daily reports about the child's performance, followed by training on computer use for the preparation of appropriate educational materials, and in the last place, to know ways to provide psychological support to the child's family. The results also indicated that there were no statistically significant differences at the level of ($\alpha= 0.05$) in the teachers' expectations of their needs due to gender.

1. Introduction

many changes has undergone on field of services and programs of special education, conditions of isolation, rejection and institutional care to programs and services that seek to achieve the integration of its various levels and forms, and the emphasis on the provision of services and programs offered in classes with people have no disabilities problems, and that is due to the impact of related laws and regulations, prompting the ideologues and leaders in the fields of special education to reconsider in the preparation and qualification of teachers to enable him to carry out the tasks arising from the merging students with disabilities in formal schooling. (Anderson, 2010)

Inclusion defends to put students with disabilities, regardless of the severity of their disability, in the mainstream education classrooms with providing special services or supporting them with taking all educational considerations into account such as adjusted curriculum requirements and adjust the valuation methods and teaching strategies, and methods of student assembly (Mittler, 2000).

The issue of education of students with intellectual disabilities along with their peers who don't have any disability in regular classrooms has become one of the current practices, which is usually known as Inclusive Education. Inclusive education is considered as one of the most prominent and the most important methods that lead to increased educational opportunities to a large number of students with disabilities. Which will result in increasing numbers of these students in mainstreams classes more than ever before. (Magg and Katsiyannis, 2000).

effective training programs, during the relevant service, should not only aim to prepare teachers to be highly qualified in the field of their profession, but also to prepare them to be familiar with:

Different learning difficulties, and the possible ways and methods to provide adequate education for learners with special needs.

Skills that enable them to adjust and adapt to classroom teaching materials and use them to enable all students to take advantage of teaching and learning in the classroom.

Educational strategies that will meet the educational needs of students.

Skills and competencies needed to guide and support learners with diverse learning styles, needs, language skills and motivation. (Harakchiyska, 2010).

The effective integration of students with disabilities in formal schooling poses many challenges for teachers regulars go beyond issues related to the provision of support and logistical support, studies and researches have proven that teachers need an effective training to be able to address students' needs, the training needs are

important foundations to the success of merging students with disabilities. Studies indicated a positive impact on teachers' attitudes towards the merging after receiving extensive training programs on education strategies for students with disabilities. (Scruggs & Mastropieri, 1996)

In order to provide effective emerging teaching for all students, there should be a respond to the fundamental changes that will occur on the special education teachers roles in terms of expansion in providing support and assistance to teachers in mainstream classrooms that require a radical change in methods and strategies of teaching provided to students with special needs in schools. And there must be a hard work to meet these requirements through professional development for teachers in pre-service to be willing to work more efficiently and effectively. Given the complex nature of the classes and the increasing demands on teachers, who often receive few training opportunities or don't have chances to work with students with special needs, it is very important to establish a structures to provide the necessary assistance and guidance for teachers to make changes in methods and strategies of education. (Magg and Katsiyannis, 2000).

In Jordan, training of special education teachers and their professional development are key elements in the field of special education (3rd and 4th components in the operational plan of the project Aarvki 2). McBride (2007) has described training of special education teachers in Jordan being fragmented, non-integrated and lacks the elements needed for advanced training in most of the special education classes, Consequently, the Ministry of Education is currently seeking to develop professional standards for teachers to become suitable for the training of special education teachers in-service so it should take the necessary action in accordance with the cooperative framework in teaching students with special needs, especially when adopting integration approach, and at the same time stay the need to develop and adopt a special professional standards of for teachers and administrators of special education programs. (Shamayleh, 2005).

Study problem and its significance

Several studies in the field of special education pointed to the importance of merging students with disabilities in regular schools and stressed the need to provide appropriate educational alternatives, they considered that one of the important factors in the implementation of those programs is the preparation of teachers properly and work to achieve their necessary professional and educational skills to ensure the effectiveness of these programs and enable to achieve positive outputs and outcomes.

In light of the increasing number of students with Intellectual disability Mild enrolled in Inclusive education programs in Jordan through students' classes with mental disabilities, inclusive environment will not be realized and students with disabilities will not be able to achieve educational success requirements unless reconsidering the rehabilitation and preparation of teachers in reintegration programs.

Therefore, the current study try to identify the actual training needs of teachers for students with Intellectual disability Mild to , for the purpose of creating training programs in work in accordance with the quality indicators that achieve the objectives and outputs of Inclusive Education.

Study questions:

The present study attempts to answer the following questions:

- What are the training requirements for teachers of students with intellectual disabilities Mild studying in regular school in Jordan ?
- Do teachers with training requirements vary depending on the intellectual disabilities Mild Statistics variables sex?

The significance of the study

Special education is an effective way to help children with intellectual disabilities Mild on the proper adaptation to the environment in which they live and prepare them correctly, and for that it is necessary to identify the training needs for teachers to be reflected on them, it can be summed up as the following:

Provide information on knowledge needs and training requirements for workers in the Inclusive education programs.

Develop training programs to prepare and qualify teachers of students with intellectual disabilities Mild as part of their actual needs.

Study objectives:

The present study aimed to identify the training needs of teachers, integrated students in regular schools in Amman, and to identify sex variable to determine the impact of their training needs.

The study variables:

Firstly, the independent variables:

Gender: it has two levels (Male and Female).

Secondly: The dependent variables:

For teachers' training needs who teach students with intellectual disabilities Mild who are integrated in public school in Jordan.

procedural definitions:

Requirements: a set of the desired changes in the teachers' information, skills, behavior and attitudes to raise their skills to work with integrated students in public school, which is revealed by the questionnaire prepared for this purpose.

Teachers: they make up the sample study in schools that the questionnaire has been applied.

Inclusion: to place students with disabilities in regular schools with normal children into regular classes or in special classes related to part-time or full-time according to the child's needs, and to provide support services through a multidisciplinary team and make the necessary human and material alterations to facilitate opportunities their success and progress.

Study limitations:

the results of this study are determined by how objectively the members of the study in their response to the study's questionnaire.

This study represented teachers who work with Intellectual Disabilities Mild students' in regular school who work in public and private schools.

The results of this study are limited to teachers and students with intellectual disabilities mild who integrated in regular school in Jordan.

The theoretical framework and previous studies

Inclusive education is a process that means to meet the values, the educational needs, the psychological and social needs for all students, and to respond to them by changing the educational content, methods, structures, educational strategies, and make the necessary adjustments which are required by the diversity of those needs, that responsibility of achieving that lies on the of the public education system. Inclusive education system is the type of education that seeks to find appropriate solutions to meet the needs of all learners within the framework of the unified educational system, and the Inclusive education is the approach that seeks to transform the education system into a system which is capable to respond to the diverse needs of learners, and to achieve this requirement through the development of the capacities and competencies of teachers to ensure that the exclusion or marginalization of any learner. (Winter, 2006)

Inclusive Education is a key strategy for working with those children. The basic principle of Inclusive education that it must be made available to all children the opportunity to learn - together. This means that ordinary schools must be equipped to learn about, and meet, the needs of diverse students' needs, including those who were usually excluded - with the possibility of entering schools and from equal participation and opportunities in school.

inclusive education focuses on the individual strengths that children bring to school rather than focusing on perceived weaknesses, and viewed, in particular, whether the children have the opportunity to participate in the normal life of the community or school, or whether there is a physical or social barriers in the environment. As explained by Judith Heumann, World Bank Advisor on Disability and Development, "if you deprived persons with disabilities of educational opportunities, lack of education, not cases of disability that limits their opportunities." (Peters, 2000).

the success and effectiveness of integration programs are determined in the light of the preparation of ordinary teachers and special education teachers efforts to work together in these programs. (Treder et al.2000)

challenges were emerged in the face of special education teachers and ordinary teachers of the mobility educational movements toward the comprehensive integration, a process that focuses on providing services and programs of special education for students with special needs in regular classroom. According to a review of the relevant studies that these challenges and difficulties caused by a lack of necessary knowledge of the strategies for the implementation of inclusive programs effectively, as the success of the education of students with disabilities in inclusive programs is determined in the light of a number of variants of: how to prepare, organize the content of education, the provision of appropriate curriculum and how teachers' interaction with students with disabilities. Academic progress for students with disabilities is effected by the educational environment where they are, teacher characteristics, the nature of the class, so the teacher needs for a special preparation to meet the requirements of education inclusive programs, included programs to identify the disability, teachers' training on strategies to help them to develop positive interactions, understanding and exchange of necessary information to engage in reintegration programs. (O'Shea, 2000).

Effective implementation of integration programs requires that both the regular and special education teachers, know the characteristics of children with disabilities, the preparation and implementation of individual educational program, special education laws, identifying students with special needs disability strategies, teaching students with intellectual disabilities strategies, furthermore, ordinary and special education teachers need to assess student learning strategies, strategies to respond to patterns of inappropriate behavior and strategies for analyzing and managing the educational environment as prerequisites for the implementation of effective reintegration programs. (Moffett, 2000).

Forlannoted that (Forlan, 2001) The teachers' main concerns are not related to the inclusiveness itself but to their required competencies and skills to work in the integration programs, she, also, confirmed that female

teachers viewed a high levels of stress compared with male teachers. these factors suggest that training plays a key role in teachers' perceptions of their abilities and competencies in inclusive education, and in the improvement and development of these competencies. Lindsey (2003) refers that the researchers who are interested in the field of inclusive education have to focus their studies on the inclusive education effectiveness in the field of education of students with disabilities and its outcomes , in the review carried out by Madden and Salvin (Madden, 1983 & Slavin) many researches which discussed a number of topics of inclusive education and its impact on the academic and social development of students with special needs, their results showed that students who are merged in regular classes have benefited in the field of academic and social development more than who enrolled in special education classrooms, and that the most important problems that teachers face in special education classes are those on dealing with classroom management and dealing with behavioral problems from students who enrolled in these classes. It is striking feature that the biggest concern of these studies is limited to specific categories of disabilities such as mental retardation ,emotional and behavioral disorders and distracting attention, while other categories did not receive this attention.

The integration of students with intellectual disabilities vary from country to another depending on the evolution of the educational system and educational philosophy on the subject of integration methods , the extent of the founding merging cultures , the availability of related laws and regulations , and materials' capabilities.the integration between students with disabilities and normal children is not an easy process and there are several requirements to be met, studies and research have emphasized the importance of aligning and adjusting education to suit the characteristics of students with disabilities.(Federico et al,1999)

teachers need to use a variety of instructional strategies to be able to meet the educational needs of students that commensurate with thier learning syles, specifically teachers, in the merging classes, need to use the task analysis style to fragment the duties and activities of the classroom to implement the sub-tasks and steps , to use technology in disabled students education , the use of teaching strategies, such as peer education, cooperative education, and methods of student grouping. teachers need by working in the classes to devote more time, simplify complex concepts, and to teach within small groups, provide feedback to students about their performance, provide appropriate reinforcement, the establishment of expectations, and the participation of students with disabilities in all classroom activities. Other factors upon which the success of integration programs is the cooperation between the ordinary teachers and special education teachers. (Wood, 1998).

According to these researchers ordinary teachers and special education teachers need to know methods and strategies to adapt teaching to suit students with special needs disabilities, methods and strategies of cooperative education, methods and strategies of behavior management, manage the merging learning environment , and they need to call the parents and other members of the community to participate in classroom activities , joint meetings to discuss information related to the development of students, exchange of information and diagnostic tests, participate in lesson planning, and exchange of experiences related to all elements of the educational process.

Previous studies

This part of the study refers to studies related to the subject of ordinary teachers who work in training needs in the integration programs:

Bataineh, Dababneh and Bani Abdul Rahman (2010), Conducted a study that aimed to determine the necessary basic skills for teachers in public education who are teaching students with disabilities in Jordanian schools , the study sample consisted of (320) male and female teachers, 115 male teachers and 205 female teachers. a questioner was used to identify a pentagonal consisted of 25 items, after confirmation of the validity and reliability of the questioner, the results showed that the efficiencies of the teachers of class management came first, while competencies relating to the definitions of characteristics and the rights of individuals with disabilities came in fifth and last place , .the results showed a significant difference between teachers' gender and their experiences and also showed significant differences in the efficiencies of teachers belonging to the years of experience, while no significant effects appear to the variable gender between teachers .

In Carvalhes and Silva study (Carvalhais and Silva,2010), which aimed to identify the trends and perceptions of ordinary school teachers about the training experience, instructional practices, and the support they receive in their schools through their work with students with dyslexia disorder in Portugal, the study sample consisted of (50) teachers who were chosen purposely, 10 of them were males 39 females, one participant did not mention the gender.primary teachers who work with students with dyslexia answered the questionnaire in two parts, the first part of five questions related to teachers of personal information, while the second part included seven questions related to teachers with information and experience toward working with students with dyslexia disorder. the results indicated that teachers believe that there is a big gap between actual training needs and their training program in-service in respect of their work with students with dyslexia disorder to develop their abilities and help them with academic success.

Albatall (2005)held a study in order to identify the level of teachers' skills who work with students with disabilities in the preparation and implementation of the direct method of teaching, he prepared a questionnaire

and tiik responses from (191) teachers in the city of Riyadh, the researcher has used percentages and frequencies, averages and T-test, analysis of variance to calculate the differences in the level of skills for teachers in the preparation and implementation of the direct teaching methods, the study found that the level of skills for teachers in the preparation of the direct teaching ranged middle- and high, and characterized by rising of their level of implementation, and the results showed a statistically significant differences between preparation and skills of implementation skills for the direct method of teaching depending on the availability of teaching aids.

In Hu's study (Hu2010), which aimed to identify the training needs for teachers who work with children with special needs in the integration programs in early childhood in China, the study sample consisted of (276) teachers who work in 12 kindergartens that provide integrations programs for children with special needs. The results indicated that teachers' perceptions of their required training needs to work within the integration programs didn't vary compared with their level of education, and the number of years of experience, or the size of the class. the statistical analyzes has indicated that the sub-scales of the four training needs, and interviews with special education teachers and administrators and teachers of early childhood programs that the more training needs for teachers was in the aspects of modification and behavior management, preparation and implementation of individual educational program and strategies of integration and communication with parents and families.

Shaibani (2004)held a study aimed to identify the training needs in the field of teaching techniques for teachers of learning difficulties in schools of the Ministry of Education in Riyadh, as seen by faculty members int the two departments ,the educational technology and special education at King Saud University, and the administrators and teachers of learning difficulties at the Ministry of Education ,the researchers distributed his questioner on (300) male and (17) a supervisor and (25) a member of the faculty in the two departments , technology education and special education. The results of this study showed the importance of training teachers for learning difficulties in planning and implementing lessons, and that there is a lack of learning technologies in the learning disabilities program.

In another study conducted by Al Gazo, Qaryouti, and Al Sartawi(2004) sought to know to which extent teaching skills among a sample of teachers in special education schools in the Ministry of Education in the United Arab Emirates. The study sample consisted of(166) teachers ,(71) a male teachers and (94) female teachers. a questionnaire was used know the teacher skills which were developed by the researchers, indicators for validity and reliability has been reached. The results indicated that the study sample did not reach the level of listing average which was estimated of (3) on all four dimensions, namely:

Planning, management, implementation, and evaluation of teaching. The results also showed a statistically significant difference in the overall skills for the benefit female teachers compared with male teachers, and the presence of statistically significant differences in favor of both genders, male and female, with experience of 6-11 years, and 12-17 years, and 18 years and above. The results of the study revealed the effect of training on the statistically significant after the third tool which implementing the teaching, while there was no trace of training on the other dimensions of the tool. The study recommended to work on training courses and workshops for special education teachers in order to raise their efficiency in effective teaching skills.

Abdul-Jabbar (2003) also conducted a study to identify the most important skills for special education teachers and find out if any of these skills are available among them. To achieve that, special education teachers were investigated in the Kingdom of Saudi Arabia (n = 110), the researcher used as the arithmetic average, and percentages, the coefficient of correlation, and analysis of variance, and Scheffe' Test to analyze the results of the study. The study skills were arranged by the study population according to their importance as follows: academic skills, the educational strategies skills, and skills of the work environment. The order of skills by the study population as available, they are respectively: academic skills, the skills of the work environment, the educational strategies skills. the results of the study showed that there were no statistically significant differences between mean scores of community study for the importance of these skills so that they can be attributed to the variables of experience, academic recognition, and the number of served cases, and there were statistically significant differences due to the age variable. On the other hand the results of the study showed the existence of significant differences differences between the scores of respondents for the availability of these skills, depending on the variable of academic recognition.

The aim of Abdul-Jabbar study b (2003) is to identify the most important necessary training programs for teachers of special education at the Ministry of the Education in Suadia Arabia, and the impact of age, experience, qualification education, specialization, training courses variables on such programs by(783) of special education teachers. the study used arithmetic mean, percentages, and the correlation coefficient, analysising of variance, and test the "T", and Scheffe' Test to analyze the results of the study. The programs were arranged by dimensions by the study population as follows: individual educational program, public program, teaching, and assessment and diagnosis, the teachers, ina high proportion, agreed on the importance of each of these programs. The study showed that there are significant differences between the mean scores of members of

the community of the study for the importance of these programs due to the of age, experience, educational qualification, specialization, and training courses variables .

Hartmann study (Hartman, 2003) aimed to identify the extent of the knowledge and application of special education teachers know and apply the best educational practices when dealing with disabled children in inclusive schools . the results of the study indicated that teachers have a good knowledge for the best teaching practices, they also focused on the importance of collaborative learning, collaboration between teachers and building and behavior modification as the most effective practices. on the other hand, the study results indicated that the educational preparation of the university, before practicing with students, had a positive impact on the effectiveness of teaching.

methods and procedures

This section provides a description of members of the study , study tool, the procedures which the researcher has followed by and statistical data processing.

The study population and the study sample:

The study population consisted of all teachers who work with students with Intellectual disability Mild and integrated in public schools in Jordan, their estimated number is nearly 100 teachers according to the records of the Ministry of Education for the year 2016 for the 2nd semester of the academic year 2015/2016.

Members of this study are (50) teachers of students with intellectual disabilities mild who teach in ordinary classes, and they were selected according to available random method .

Table 1 shows the distribution of study sample according the gender variable:

Sex	Numbers	%
Males	20	40%
Females	30	60%
Total number	50	100%

Study tool

To answer the questions of the study, the researcher developed a questionnaire in order to identify the needs of teachers with students with intellectual disabilities mild who are integrated in ordinary schools, the study tool has been developed according to the following steps:

Viewing the previous literature related to the topic of the present study to derive paragraphs expressing the needs - - A review of the educational literature and previous studies related to the needs of teachers in special education programs in general and inclusive programs in particular.

investigating a group of teachers views in the field of inclusiveness on the most important requirements for them.

Analysis of the collected views and information relevant to the subject of the study.

Based on the previous literature related to the study and the views of teachers, the researcher developed a tool which is a questionnaire composed of 20 paragraph addressed the workers with the training needs of students with intellectual disabilities mild integrated in regular school.

The researcher's proposed a (30) items represent the different needs of students intellectual mild in ordinary schools, and presented it to six arbitrators with expertise in the field to express their opinion on the appropriateness of these paragraphs, and the arbitrators recommended the deletion of part of these paragraphs, the researcher has deleted 80% of the paragraphs that agreed to be deleted by the arbitrators, because these paragraphs do not belong or measure the training needs and was represented by other paragraphs, and reached the final image of this part of the questionnaire, which included in its final form (20) items that represent the most important training needs for teachers in the integration programs, and ensure the answer to these paragraphs with four levels (a great need, a medium need, a few need, no need).

Reliability and validity of the tool:

the validity of the tool was presented to a group of arbitrators to see its validity , we, also, reached for the stability of the tool by extracting consistency of the scale values in a way internal consistency by Cronbach alpha equation in terms of stability rates of (0.90).

Procedures of the study:

After the completion of the questionnaire study, the researcher did the following actions:

After knowing the public schools which are going to participate in the study, the researcher telephoned them to make sure that there are students with intellectual disabilities mild in public and private schools in Jordan and the number of teachers in each of them.

The researcher visited the schools and had meeting with the administrator to explain the purpose of the study and identify the targeted teachers to answer the questioner , as well as explain how to fill out the questionnaire, and then set a date for the receipt of the questionnaire.

The distribution of (75) questionnaire on public schools over three consecutive days. taking back the questionnaires after 10 days of the distribution, in cases of shortage of questionnaires, the researcher contacted the concerned institution to complete the questionnaires and took another date for taking it , the whole process took 14 days.

The data and the answers were entered in the computer to perform the necessary analysis and statistical extraction results.

Statistical analysis:

The current study is a kind of survey, which relies on the descriptive and analytical approach to the needs of teachers in the integration programs in the city of Amman.

To answer the first question of the study, arithmetic mean and standard deviations were calculated for each paragraph of the questioner.

To answer the second question, it has been used t-test for independent samples (sex variable) to denote the differences between the averages.

Results:

This study aimed to identify the training needs for teachers of students with intellectual disabilities mild who are integrated in ordinary schools in Jordan, and to achieve the goal of the study, the researcher build a questionnaire to measure their needs.

The results of the answer to the first question which is: (what training requirements for teachers of students with mental disabilities mild who are integrated in ordinary schools in Jordan).

To find out the actual needs of members of the study, it has been extracted averages and standard deviations for the grades achieved for every need included in the needs measure from the point of view of the teachers themselves, and Table 2 shows the results.

It is worth mentioning that the arithmetic mean is divided into three categories included in its entirety scores achieved on the study tool and was as follows:

- 1-1.99 represent the unnecessary needs.
- 2-2.99 represent essential needs to some extent.
- 3-4 represent the necessary needs .

Table 2 arithmetic means, standard deviations for training requirements for members of the study in descending order

The need	arithmeti c mean	Standard deviation
i need to figure out ways to organize appropriate educational environment.	3.93	0.25
I need training on behavior modification strategies.	3.59	0.50
I need to practice on cognitive development methods for children with mental disabilities mild	3.33	0.48
I need training on how to develop a transition plan for a child with mental disability mild.	3.23	0.57
I need to know the family training ways on how to deal with behavioral problems for their child.	3.17	0.65
I need to know the roles played by the family in the educational program for the child with a disability mental mild	3.17	0.46
I need to know the needs of children with mental disability mild	3.17	0.53
I need to know the of normal and abnormal developmental stages .	3.10	0.88
I need to share information with colleagues around the child's interest.	3.03	0.41
I need training on how to establish the necessary teaching aids.	2.93	0.87
I need information on services available to the child and his family.	2.83	0.75
I need training on ways to recruit playing in the child's best interest.	2.77	0.68
I need help in assessing the real needs of the family.	2.70	1.09
I need to practice on social capacity development methods for children with mental disabilities mild	2.57	1.07
I need to practice on language skills development methods for children with mental disabilities mild	2.53	0.90
I need to practice on preparation of individual plan for the child.	2.53	1.11
I need training on how to prepare daily reports about the child's performance.	2.50	0.94
I need to practice to use the computer to prepare appropriate educational materials.	2.50	1.04
I need to figure out ways to provide psychological support to the family of the child.	2.47	0.90
Total	2.69	0.35

we notes from the table (2) the training requirements for members of the study ranged between medium needs to high needs (2.47-3.93),the study members pointed out that most important needs are arranged respectively: to know how to organize the appropriate environmental learning methods , then training on behavior modification strategies, training on cognitive development methods for children with mental disabilities mild , then practice on appropriate educational assessment for students with mental disabilities mild , and finally, training on how to develop transition plans for children with mental disabilities mild, as these paragraphs recorded the highest averages.

the less important training needs from the teachers' point of view, which was estimated as medium needs were respectively: training on the linguistic capacity development methods for children with mental disabilities mild , then training to prepare individual plans for each child, and then training on how to prepare daily reports about the child's performance , followed by training on using computer for the preparation of appropriate educational materials, and in the last place to know ways to provide psychological support to the family of the child.

The answers for the second question: Do teachers with training requirements vary depending on the intellectual disabilities Mild Statistics variables sex?

To answer this question averages were extracted and conducted unilateral contrast to the training needs of students with mental disabilities mild for to , according to the variables of the study.

table 3 shows the arithmetic means and the t value for teachers' training needs by sex variable

	arithmetic mean(females)	arithmetic mean(males)	Calculate d "t"	significanc e level
nee ds	2.88	2.64	-1.42	0.15

Evident from the table (3) There were no statistically significant differences at the significance level ($\alpha = 0.05$) in the teachers' opinions of their needs due to gender.

Discussing the findings and recommendations

The present study aimed to identify the needs of teachers who work with students mental disabilities mild who are integrated in ordinary schools in Jordan.

This chapter includes a discussion of the findings of the current study, and they have been arranged according to the study questions, the following clarification to it:

related to the first question: (what are the training needs for teachers who teach students with mental disabilities mild integrated in ordinary schools in Jordan?)

The results indicated that the top five training needs are: the need (2) knowing ways to organize appropriate educational environment, and the need (6) training on behavior modification strategies, and the need (10) training on cognitive development methods for children with special needs ,the need (3) training on appropriate educational assessment and diagnosis methods

And the need number (20): training on how to develop a transition plans for the child with special needs, it is noticeable that this need received the highest averages by teachers as a great need, so teachers see the need to train on it. the researcher attributed this result as these needs are basic knowledge and skills to identify ways to intervene later, as the preparations programs lack this need because it focuses all time on theoretical frameworks, and perhaps this is consistent with the lack of possession of teachers for these needs as previously described. The results of the study are consistent with a study (hu, 2010) and Kavulaniluseno study (Kavulaniluseno,2001), which stted in its findings to the need to train teachers of children with special needs in kindergarten about behavior modification skills, and selecting appropriate activities.

This study is also consistent with Bataineh , Dababneh and Bani Abdul Rahman study, (Bataineh, Baniabdelrahman, 2010) and Abdul-Jabbar study A (2003), which indicated in its findings to the need for classroom environment ,the skills for organizing work environment and the skills of assessment and diagnosis for students.

The lowest five training needs are: the need No. (8) Training on linguistic capacity development methods for children with special needs, and the need number (11) which is training to prepare individual plans for each child, and the need No. (19), training on how to prepare daily reports on the child's performance, and the need No. (7) training to use computers to prepare appropriate educational materials, and the need No. (17) knowledge of ways to provide psychological support to the family of the child.

It is remarkable that these needs, has received less arithmetic mean by teacher estimations and with a medium degree for the need of training , and that may be due to the fact that members of the study are in need for these skills, but to a lesser degree, or can be attributed to the researcher this result to have teachers for these skills, since members of the study deal with these things become axioms to work with children with disabilities, and thus the need for training in these skills is low.

With respect to your second question which is: (Do teachers with training requirements vary depending on the intellectual disabilities Mild Statistics variables sex?)

With regard to the sex variable: the (ANOVA) results pointed that there is no statistical differences to the needs of teachers due to gender, where the results of the current study, agreed with both Bataineh's , Dababneh's and Bani Abdul Rahman's studies, (Bataineh, Baniabdelrahman2010) and Al Hadidi study (1990) and disagreed with the results of Al Gazo, Qaryouti, and Al Sartawi (2004), which showed that there are significant differences in the overall skills for the benefit of female teachers compared with male teachers.

Recommendations:

The researcher suggests a number of recommendations are:

Conduct a study on the needs of ordinary teachers who work with intellectual disabilities students.

The enrichment of the preparation programs before the service with disabled students in early childhood.

Design training courses and workshops based on the workers' needs who work with students who have disabilities in ordinary schools.

preparing the appropriate and intensive training by the Ministry of Education for new teachers who work with students with special needs in ordinary schools.

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