Trends Of Teachers In The Basic Stage Towards Integrating Persons With Disabilities Into Regular Schools In Jordan

Hadeel Abdullah Al Shawabkeh

Summary

The study aimed to find out the trends of primary school teachers on the integration of children with disabilities into primary schools in the Directorate of Education of Oman, where the sample of the study was made up of (461) teachers. To achieve the study's goal, the researchers built a measure of the trend towards integrating people with disabilities into mainstream schools, including 20 paragraphs. The results indicated that the trends of teachers towards integration were moderate, and the results showed that there were no statistically significant differences due to the gender of the teacher and the educational qualification towards integration, and the results indicated statistically significant differences attributable to years of experience where the results showed that the more years of experience the less acceptance of integration.

Keywords: Trends, Teachers, Integration, Persons with Disabilities, Regular Schools, Jordan.

Introduction

Inclusive education is one of the most studied topics in the learning and teaching process due to its importance and impact. University education and educational and physical physical in the same classroom.

It is the placement of students in age-appropriate general education classes in the schools available in their immediate environment that provides access to high-quality instruction, interventions, and assistance to meet the core curriculum regardless of any challenges they may face. Those involved in the educational field need to recognize the fact that children with disabilities have abilities to learn and perform, and the unique diversity of each student in the class is a key factor in an inclusive and inclusive education system.

These children are meant to be part of all educational, academic, student and sports activities in the classroom (ALZraigat, 2020).

Attitudes in the same society towards disability vary, and studies show that the views of society and the treatment that people with disabilities receive in different cultures are not consistent and are also heterogeneous (Munyi, 2012).

Attitudes towards persons with disabilities can be positive or negative. Attitudes are also affected by factors such as: direct experience, modeling, values, and the surrounding framework, although attitudes appear by individuals but are also formed, reinforced and experienced at the community level (Fisher & purcal, 2017).

Attitudes are not present from birth like many other behaviors, but are acquired later through learning. Important factors that help shape attitudes are: parents, friends, teachers, media, and personal experience. It is impossible to deny the existence of negative attitudes towards Persons with disabilities, and these prejudices and negative attitudes are not only in the community, but can also be observed within the family of the person with a disability.

In the modern era, organizations have emerged that contribute to improving attitudes towards people with disabilities, such as UNESCO and UNICEF, through legislation related to people with disabilities, and the provision of educational, educational and health programs for people with disabilities. Improving attitudes towards people with disabilities is necessary to create an effective inclusion environment, as the negative attitudes adopted by some teachers towards people with disabilities constitute an obstacle to achieving inclusion (Aslan, 2018).

Also, the negative attitudes of teachers towards people with disabilities leads to a decrease in their chances of inclusion and learning. As a result, students with disabilities may suffer from feelings of inferiority, avoiding participation in social activities, lack of friendships, feelings of rejection, isolation, and evasion

from school and lower academic performance (Maurya & Parasar, 2017).

Students with disabilities are widely excluded in education and disability is increasingly recognized as one of the most potent factors driving educational marginalization (Sharma & Saksen, 2017).

Many students also receive early intervention programs and rehabilitation services but find it difficult to gain admission to the school. Despite the available policies and awareness raising, some studies have revealed that people with disabilities are often excluded from educational systems (Mishra, Siddharth, Bhardwa, Elhence & Jalan, 2018).

There is a need to reconsider the concepts of the values and purpose of education for students with disabilities (Sharma & Saksen, 2017). Integration is a basic condition in society, as it is based on the need of all persons for equal and effective education, and is part of human rights and social justice. It also recognizes and accepts the diversity of all persons, as it contributes to providing better education and inclusion for all students. Therefore, it is considered a positive and in the interest of people with disabilities (Dordevic, Stanojevic & Dordevic, 2018).

Inclusion is linked to the integrity characteristics of the education system and involves the development of strategies primarily related to education. Therefore, it is based on developing comprehensive policies, improving educational practices, adequate professional training for teachers, appropriate development of values at the institutional level, acceptance of diversity and difference, and improving the educational environment and programs. Finally, emphasizing the participation of activities for each child within the classroom (Dordevic, Stanojevic & Dordevic, 2018).

Study problem and questions:

There are a large number of obstacles faced by persons with disabilities arising from societal trends, as indicated (Vilchinsky, Findler & Werner, 2010). That many studies sought to know these trends.

There are many challenges facing these attitudes towards people with disabilities, especially in matters such as education or employment. In the field of education, perceptions of children and adults with disabilities have changed dramatically, and the biggest challenge in education today is to ensure that all schools are as accessible to people with disabilities as they are to normal people. The basic premise of the philosophy of positive attitudes to inclusion is the placement of students with disabilities in regular schools that would

eliminate the stereotype and negative image towards children with disabilities (Munyi, 2012).

There are many attempts and interventions by States and organizations to improve trends towards persons with disabilities, the most important of which are on education matters. International and national legislation has highlighted the philosophy of inclusiveness and inclusive education, based on UNESCO's educational policy, adopted at the Salamanca Conference in 1994, where inclusive education was gradually accepted as an effective means by which biased attitudes towards students with disabilities could be reduced (Munyi, 2012). Some states have added standards for education for persons with disabilities and are intended to clarify and make clearer school and student rights obligations under the Disability Discrimination Act, including enrolment, participation, curriculum development, student support services and other services (Suc, Bukovec, Zveglic & Karpljuk, 2016).

noted (2011 Čagran,) the importance of interacting and socializing with children with disabilities to develop positive attitudes towards them, while stressing the need to train teachers on the needs of children with disabilities.

(Thompson, Fisher, Purcal, Deeming & Sawrikar, 2011) noted in a project that included researching trends with teachers, principals and school curriculum developers on ways to encourage trends among children and young people. Teachers said they would welcome people with disabilities into their classes to talk about their skills, abilities and experience, and that this was the best way to reach them.

(Mash & Wolfe, 2002) noted that teacher trends may facilitate or hinder the education of students with disabilities in regular school and that trends may affect the failure or success of the education process for students with disabilities.

Noted by (Forlin, Earle, Loreman & Sharma, 2011). Teachers' attitudes towards educating students with disabilities have a significant impact on their education and integration into the regular school.

The results of the Johnson and Newton study showed, 2014.) After meeting a number of teachers, they expressed negative trends towards integrating students with disabilities into the regular school.

The Hwang & Evans study (Hwang & Evans, 2011) found that teachers did not want to teach people with disabilities in regular school.

Therefore, success in the integration process does not depend on policies and legislation, but mainly on the desire of teachers and their attitudes towards

integration, and since the State of Jordan is one of the countries seeking to integrate all students with disabilities, this study came to see the trends of teachers towards integrating students with disabilities into regular schools in Jordan, and the study sought to answer the following questions:

The current study will therefore try to find out the trends of teachers towards integrating students with disabilities into regular schools in Jordan, and based on the above, the study will try to answer the following questions:

Study questions:

1. What is the level of teachers' attitudes towards inclusion of people with disabilities in regular schools in Jordan?

2. Are there statistically significant differences at the level of significance (α 0.05) between the average responses of the study sample about the level of teachers' attitudes towards integrating people with disabilities in regular schools in Jordan according to the study variables (sex, educational qualification, years of experience)?

The importance of studying:

The importance of the current study is evident in two main aspects:

Theoretical significance:

- Identifying the level of teachers' attitudes towards integrating students with disabilities in regular schools in Jordan.

Practical importance:

Building a scale to identify the level of teachers' attitudes towards integrating students with disabilities in regular schools in Jordan.

Objectives of the study:

The current study includes the following objectives:
- Learn about the trends of primary school teachers towards integrating students with disabilities into regular schools.
- Learn about the impact of gender variables, educational qualification, and years of experience on the trends of primary stage teachers towards integrating people with disabilities into regular schools.

Procedural definitions:

In this study, special terms defined as follows:

Trends: Trends indicate a range of emotions, beliefs and behaviors towards a particular object, person, or event and may be positive, negative or neutral (Grames & Leverentz, 2010).

It is a set of inner emotions, feelings and thoughts of a person, the trend towards a particular thing or person and experiences in life form the normal trends and behaviors of the person, as people show positive attitudes towards themselves when they accept themselves as they are in all their features and differences, and the right trends and behaviors provide satisfaction in life for people and give an opportunity to make the right choices (2018 Akyurek, kars & bumin).

The study is procedurally defined as the responses shown by teachers in the researchers' scale, which gives a picture of their attitudes and beliefs about integrating people with disabilities into regular schools.

Integration: It means promoting free and fair mixing between races in educational facilities and public places (ALZraigat, 2020). It is procedurally known in this study as the education of students with disabilities in regular classroom schools with ordinary students.

Disability: A reference to the inability to do a job or perform certain tasks as a result of deficiencies or disabilities in mental, emotional, social, sensory, educational, physical or health capacity and negatively affects people's ability to work properly in school, work and other areas of life (Fiona, 2009). is procedurally defined in this study as students diagnosed with some type of disability and enrolled in special education centers in Jordan.

Study limits and limitations:

The current study is determined by the following limits:
- **Human boundaries:** The study sample members (teachers and teachers of the basic stage in Jordan).
- **Time limits:** This study was applied to teachers during the first semester during 2021/2022. **Spatial boundaries:** The geographical area where the basic stage schools are located in Amman, Jordan.
- Study limitations:
- The period of time in which the study was applied to teachers in the first semester of 2021/2022.
- The study tool with its sincerity and stability.
- Select the study sample members in a deliberate way.
  The methodology of the study used to answer the study's questions is the use of a comparative descriptive approach.

Theoretical framework and previous studies (disability/integration/trends)

A child with disabilities is a child with a weakness or disability that limits his or her ability to learn in the normal educational environment, or prevents him from carrying out the expected jobs and roles of his or her age independently. As a child, he or she has a significant deviation or delay in physical, sensory, mental, behavioral or linguistic development. This results in unique needs that require special services and call for non-traditional opportunities for growth and learning and the use of modified tools and methods that are implemented and employed at an individual level. In pedagogical language, disability is a condition that restricts academic performance, making learning in the regular class and in regular educational ways difficult to achieve (Hardman, Drew & Egan. 2016).

Disability exists in the past and exists, and preventive programmes are important and do not prevent disability, but reduce the prevalence of disabilities or reduce the severity of disability complications. At present, the total number of persons with disabilities in the world is estimated at about 600 million and approximately 25 million disabled people in the Arab States. Disability is a phenomenon that occurs in varying proportions everywhere and at any time, knowing no boundaries at which it stands, and does not discriminate between people depending on their race, economic or social group, level of culture, etc. Disability occurs in males and females, in black and white, in the rich and poor, and in the intellectual and illiterate (Alkhatib, 2021).

UNESCO defines inclusive education as an ongoing process aimed at providing education while respecting diversity, capabilities and characteristics, and eliminating all forms of discrimination (United Nations Educational Scientific and Cultural Organization, 2009).

Integration in terms of its relevance to education is greater than just sitting with students with disabilities with their average peers in the same semester (Nes, Demo & Ianes, 2018).

Integration includes acceptance, belonging and equality in society, integration is the belief that all students with disabilities have the right to education with their ordinary peers, and to achieve integration into regular schools requires meaningful learning opportunities for all students, allowing students with disabilities to be in the appropriate classroom for their ages in the local school, as well as providing additional support individually as needed (Taub & Foster, 2020).

In this context, Hanreddy and Ostlund (Hanreddy & Ostlund, 2020) noted the importance of integrating students with disabilities into mainstream schools, helping to improve academic competence, social skills and communication skills, as well as achieving social participation compared to students in special education centres.

Al Zraigat (2020) noted that the results of the studies showed that students with disabilities enrolled in regular schools performed better than students with disabilities in special education schools, and that specialists' attention was therefore geared towards seeking to educate students with disabilities in mainstream schools rather than isolating them in special education centres.

The Sesalem Study (2013) showed that integration contributes to the growth of positive trends towards students with disabilities and contributes to understanding and accepting the principle of differences between individuals, facilitating the process of interaction and communication between ordinary students and students with disabilities, as well as acquiring academic skills, communication skills, daily life skills and social skills

In order to successfully implement integration programmes, regular classroom teachers, special education teachers, principals and parents must cooperate and involve them in the planning and implementation of education programmes for students with disabilities. It is important to prepare and train good school staff for their roles, as well as to prepare all students for integration programmes, to ensure the appropriateness of the means, to provide supportive educational services, to adjust the daily quota schedule, and the curriculum to ensure the effectiveness of integration programmes. It is necessary to develop a system to assess the effectiveness of the programme, and to provide adequate financial support for the integration programme (Alkhatib, 2012).

Although the integration of students with disabilities into public schools has been in place since the 1970s, students with disabilities have only been integrated if they are able to learn the curriculum as their ordinary counterparts. Thus, many terms such as integration, inclusive education and inclusive education have emerged to distinguish between different practices. Integration is a process that helps to overcome barriers through attendance and participation of the student in general education classes, and comprehensive education indicates that the educational system has enhanced access to all learners. Inclusive education also refers to all students, including those with disabilities, emphasizes full membership in general education classes through access to support and services, and that all students must learn together (Kurth, Miller, Gross, Thompson, Cortes, Dahal, M., Escallon, Hunt, Porter, Richler, Fonseca, Singh, Siska, Villamero & Wangare, 2018).

In theory, integration is to provide all learners with challenging, participatory and flexible public learning curricula that encourage diversity and response to individual challenges (Hornby, 2015).

(Mishra, Siddharth, Bhardwaj, Elhence, 2018) defines inclusion as the process of addressing and

meeting the diverse needs of all learners by increasing participation in learning and reducing segregation in all cultures and communities.

The term academic integration also refers to the full integration of all students regardless of the difficulties faced by a group, and they receive age-appropriate education in schools located in their district schools, so students with disabilities will receive support and thus achieve success for all (Schmidt & Venet, 2012).

Sharma & Saksena, 2017, emphasized a range of policies and legislation that address the requirements for a comprehensive education system, and most policies point to the need to learn in the right environment, which is the place to put a child in, yet there is a lack of critical thinking about what this appropriate environment can look like.

The principle of inclusiveness generally includes the concept of democratic growth, which respects difference and diversity and considers human rights and social justice issues and focuses on the right of children to education (Hornby, 2015).

Integration is linked to the integrity of the education system and involves the development of education-related characteristics in the first place. It is therefore based on comprehensive policy development, improved educational practices, adequate vocational training for teachers, appropriate development of institutional values, acceptance of diversity and difference, and improvement of the environment and educational programmes. Finally, emphasize the active participation of each child within the classroom (Dordevic, Stanojevic & Dordevic, 2018).

In his study (Kurth et al., 2018) stressed that national policies are not necessarily consistent with changes and procedures at the school or regular grade level, due to the fact that the policy is not sufficiently explicit. There is a need to rethink the concepts and purpose of education for students with disabilities and the medical diagnostic approach to the education of students with disabilities has become obsolete, and the global trend towards integration calls for simultaneous development of the curriculum as well as a change in beliefs, reflected in the culture of the educational institution .

In most official definitions of disability, common models explain disability are the medical model of disability, which explains disability in terms of the constraints faced by individuals. The social model explains disability in the context of the relationship between the individual and the social environment, and

considers that society creates barriers that deprive human beings of full participation and equality with others. Integration is based on the objectives and ideologies of the social model of disability, which takes a more comprehensive look at the causes and ways to overcome disability restrictions (Sharma & Saksena, 2017).

● There is an environmental model that focuses on interactions between the child and the environment, and that the success factors of integration are linked to management, family, teachers, students and teaching methods, and attribute the success or failure of the integration of students to the people with whom he interacts directly and it is recognized that the child is affected by three types of relationships:

● Relationships between two or more of his environment (family and school).

● The relationship between the student and the community (culture).

● The relationship between a specific system and another system that does not belong to it (school board and family).

Finally, the cognitive model, which considers that cognitive construction has an impact on the school's adoption of the ideas and meanings that individuals have about integration and its legitimacy. This model is a combination of beliefs and values and thus facilitating integration based on the attitudes of administrators and officials in their perceptions that underlie their roles and actions towards integration (Schmidt & Venet, 2012).

The reality of teaching students with disabilities: Students and young people have the right to receive education around the world, as emphasized in the 1948 STATEMENT of the United Nations Educational, Educational and Cultural Organization. It was updated in 2015. However, millions of students are denied this right as a result of social, cultural and economic factors, and although educational practices have crossed geographical boundaries across national and international contexts, the location where students with disabilities must learn is regular schools with support. Students with disabilities are also among the groups widely excluded from quality education, and it is increasingly recognized that disability is one of the most effective but less obvious factors leading to educational marginalization. Although there are government policies and broad legislative provisions highlighting the commitment to provide comprehensive education for children with disabilities. There is a decrease in student enrolment rates in schools as well as higher dropout rates (Kurth et al., 2018).

Requirements and elements for successful integration:

Successful planning by officials and clarity of roles are a factor in successful integration and positive values and beliefs contribute greatly to creating a favorable environment for all students (Schmidt & Venet, 2012).

Successful integration also requires a restructuring of policies and practices in regular schools so that they can deal with all students of all abilities. Demonstrate positive attitudes from administrators and teachers towards students with disabilities to help provide the right environment (Sharma&Saksena, 2017).

Effective practices that develop strict policies must be implemented in order to obtain support. Integration focuses on accepting differences and diversity in capacity through the use of a number of such practices as peer education, collaborative education, the use of assistive techniques, and response to intervention.

Also develop policies and practices to ensure the implementation of national legislation requirements and legal guidelines. The need for effective regulatory procedures to deal with students and use evidence-based practices. Finally, comprehensive vocational training for teachers and their ability to identify students in need of special services and use teaching strategies based on practical guidance (Hornby, 2015).

There are a number of priority areas to consider that focus on access issues and the quality of educational expertise:
- A survey to identify the type of disability and needs and the numbers that exist within schools.
- Providing equipment, utilities, curriculum adaptation and training teachers in integration practices.
- Contact NGOs and government organizations to make the merger a success (Sharma & Saksena, 2017).

In planning integration, the following must be taken into account: the agreement by researchers on the importance of integration, the identification of students who can be involved in mainstream schools, and the human and moral rights of students to integration. Taking care of students' priorities within integration, taking into account the integration of students with friends with whom they share interests and needs, and setting goals for the integration process. Ascertaining the reality and readiness of public schools, the school curriculum, the material cost of integrating students into Regular Schools (Hornby, 2015).

Factors affecting integration must be taken into account, such as spatial factors, such as construction and infrastructure planning, economic factors such as costs and effort, political factors involving local and national policies and decisions, and ideological factors, including different views, beliefs and definitions of integration (Kurth et al., 2018).

Integration benefits:
Integration brings a number of benefits to students with disabilities, ordinary students, teachers and the family, including:
- Ensure that students with disabilities have access to appropriate education in the less restrictive environment.
- Increase the opportunity to learn the social skills of students with disabilities, thereby increasing self-confidence.
- Eliminate stigma and focus on the strengths of people with disabilities.
- Achieving participatory learning between ordinary students and people with disabilities, thereby achieving positive integration.
- Ensuring and increasing parental participation (Kelly, Devitt, Okeffee & Donovan, 2014).

Challenges Facing Integration:
There are many obstacles to providing an equal, available and positive educational environment, such as inadequate school environments, and the difficulty of dealing with curricula. Factors limiting successful integration can be divided into academic and social factors, including the complex schedule of subjects, the teacher's inability to manage students and his or her lack of knowledge of their psychological and social needs, social factors include loneliness and marginalization, less acceptable and more rejected colleagues, as well as a lack of awareness of the most appropriate way in which students' needs can be accommodated in the regular classroom (Kelly, Devitt, Okeffee & Donovan, 2014).

One of the challenges mentioned by Schmidt & Venet, 2012 is the increase in the number of students with disabilities, the diversity of the level of disability and capacity, the lack of training opportunities for teachers, therefore the lack of sufficient experience in providing and following up services for students with disabilities, the belief among teachers and administrators that successful integration is beyond their control and that private education is not their job, and that there is no time, effort and money to implement integration.

It should be noted that steps towards the integration of persons with disabilities are not continuous and unsustainable, as well as the ineligibility of some students to integrate into general education classes. All of this presented other challenges to the application and success of the merger Kurth et al., 2018). Full integration is based on the education of all students in regular classrooms, which is practically impossible to achieve, and this is because some students

have a special situation that prevents them from succeeding in public classrooms, thereby reducing the proportion of students who can be effectively educated in mainstream schools.

Several studies and research on trends towards individuals with disabilities have emerged, which have shown mixed results, and the importance of these studies comes to the importance of the subject of trends, which reflects the positive or negative behavior of the individual towards individuals with disabilities as the behaviour of the individual or group is influenced by his or her attitude or orientation towards individuals with disabilities, the more positive the trend the better the quality of educational programmes and services for individuals with disabilities, and vice versa as negative trends act to offend individuals. People with disabilities in different ways (Gregory, 2018).

Previous studies:

This section presents previous studies related to the subject of the problem of study, which is organized according to its chronology: Both Al-Manasah and Mansi (2018) conducted a study aimed at detecting trends (141) teachers and teachers in (17) schools towards integrating students with disabilities with ordinary students in the basic stage in schools in Ajloun/Jordan province depending on gender change, scientific qualification, years of experience, age and educational courses .The results of the study showed that the trends of teachers towards integrating students with disabilities with ordinary students at the basic stage were negative, there were no differences in the trends of teachers towards integrating students with disabilities according to the gender variable and scientific qualification, and showed differences in the attitudes of teachers and teachers towards integrating students with disabilities according to the age variable in favor of age (22-30) and the experience variable in favor of experience of (5-1) years and variable training courses for those who did not receive any training, recommended the researchers The need to prepare teachers who study in basic schools and equip schools with the rooms of resources and educational means necessary to integrate and educate the student and help them accept people with special needs.

In a study conducted by Batina and Al-Ruweili (2015) with a study aimed at identifying teachers' attitudes towards integrating children with mobility in public schools in Saudi Arabia, the sample was made up of (768) teachers selected in a random manner The researchers built a questionnaire to measure the trends of teachers and teachers, and confirmed the signs of sincerity and stability, where the results showed that the trends of teachers towards the integration of children with mobility in Saudi public schools were positive, and it was found that there are differences in the gender variable in favor of Males are in variable experience in

favor of short experience of (1-5) years while no differences have appeared to the specialty variable.

In a 2016 study aimed at identifying the trends and opinions of primary school teachers and administrators on the integration of unusual children into public primary schools in Hebron, the sample consisted of (110) teachers and administrators, where the researcher used a questionnaire to measure trends, and the study found that the most acceptable disabilities in public schools were minor disabilities, and the results indicated that teachers' attitudes towards integration were positive, and there were no differences attributable to sex or years of experience among teachers and administrators.

The study of Radojichikj, Jovanova & Canevska, 2016) also aimed to identify trends (94) teachers in the Republic of Macedonia towards integrating preschool children with disabilities with ordinary children, and the results showed negative trends from teachers towards integrating children with disabilities (mental, visual, auditory, motor, autism spectrum disorder, hypermobility and attention deficits), and the results showed no differences attributable to experience.

Avcioglu 2017 also conducted a study aimed at determining the behaviors of teachers working in inclusion classes in Turkey, and determining the levels of acceptance of peer students towards students with mental disabilities. The sample consisted of (16) teachers and (371) students in inclusion classes in four schools. The results of the study showed a difference in teachers' interactive behaviors towards students with mental disabilities and normal students in the classroom.

The study (Desombre, Lamotte & Jury, 2019) aimed to identify the differences between the attitudes of French teachers working in public education and those working in private education towards inclusion. The results showed that special education teachers have more positive attitudes towards inclusion than general education teachers.

It also aimed to study (Sheehy, Budiyant & Helen, 2019) to know the attitudes of Indonesian teachers towards inclusion, and the sample consisted of (267) teachers working in regular schools, private schools and inclusion schools, and the results showed that the attitudes of teachers working in inclusion schools are better towards inclusion.

The Pantila study (2008), To know the trends of basic stage teachers in Greece and Cyprus towards the education of children with special educational needs in public schools, the sample consisted of (179) teachers, distributed as follows (87) teachers from Greece and (92) from Cyprus. Teachers with postgraduate degrees have more positive attitudes towards educating students with special educational needs compared to teachers with a bachelor's degree.

In the (Gemma, 2009) study analyzed the attitudes of (500) primary education teachers in three regions in Ghana out of ten towards integrating students with special educational needs in public education schools in Ghana. Variables were studied for the characteristics of teachers such as age, educational qualification, and gender. The level of experience in teaching, the level of their knowledge about students with special educational needs, and the type, nature and degree of their disabilities.The results showed that teachers' attitudes in Ghana were positive towards integrating children with special educational needs, and the results of the study showed that there are differences in the variable of age and years of experience in favor of The age group ((40-30 years), and the experience is more than (10) years. The study did not show any differences between teachers' attitudes due to educational qualification and gender.

Also, (Errol, Clara & Elisa, 2005) conducted a study to find out the teachers' attitudes towards integrating students with disabilities in the classrooms of ordinary students in Haiti and America. The sample consisted of (152) teachers in Haitian schools and (216) teachers of the basic stage in American schools. The results showed that teachers in both countries have similar positive attitudes regarding the inclusion of students with disabilities in the ranks of ordinary students.The results showed that the positive attitudes were higher among teachers with more years of experience than teachers with less experience.

And the study by Efrosini & Vlastaris (2007), also worked to find out the trends of 72 Serbian teachers towards integrating children with special educational needs into regular regular schools. Serbian teachers have been found to have general negative trends towards integrating children with special educational needs, teachers with experience in educating children have more positive attitudes towards integration than teachers without such educational experience, and there have been no differences in teachers' attitudes towards integration depending on the variable educational qualification.

The study was also conducted by Rakap & Kaczmarek (2010) which tested the trends of general education teachers working in public primary schools in Turkey on the integration of students with disabilities into ordinary classes.

Commenting on previous studies:

Previous studies have indicated the importance of teachers' attitudes towards the process of integrating students with disabilities into mainstream schools, and previous studies have shown different results between positive and negative trends towards the integration of persons with disabilities, and what distinguishes the current study from previous studies is its approach to the trends of teachers towards integrating people with disabilities into regular schools in Amman. Most of these studies have taken the comparative descriptive approach.

Method and procedure:

This section includes a description of the methodology of the study, the study members, and a description of the programme and statistical treatment that will be used to draw conclusions.

Study sample members:

The measure was applied to a sample of (461) teachers in basic school in Amman, Jordan, including 162 teachers and 299 teachers, who were deliberately selected for lack of integration of students with disabilities in those schools, and table (1) showing the distribution of the study sample members.

Table (1) - Distribution of study sample members by study variables

ratio	Repetition	Categories	Study variables
35.1	162	**Male**	**gender**
64.9	299	**female**	
%100.0	461	**Total**	
69.6	321	**Bachelor**	**Educational**
30.4	140	**Postgraduate**	**qualification**
%100.0	461	**Total**	
47.3	218	**less than 5 years**	**Years of Experience**
29.9	138	**years (10-5)**	
22.8	105	**More than 10 years**	
%100.0	461	**Total**	

Study tool:

First: Teachers' Attitudes Scale:

To achieve the objectives of the study, the researchers built a questionnaire to measure the level of trends of teachers towards integrating people with disabilities into regular schools in Jordan, by referring to theoretical literature and previous relevant studies as a study (Radojichikj et al., 2016; Keith & Sheelagh,2005; Madhumita & George, 2004). Use as references for (Masood, 2009; Al-Suwayti, 2016) where the tool was made up of (20) paragraphs, including (7) negative-trend paragraph (4, 6, 8, 10, 12, 16, 18).

The validity of the study tool

a. Validity of the content of the study tool:

To verify the authenticity of the virtual content of the study tool, the researchers presented the tool in its initial form to a group of arbitrators from the faculty of experienced Jordanian universities, with the aim of identifying the appropriateness of the paragraphs for the tool, the validity of the wording of the tool, and the clarity of its meaning in linguistic terms, and all the observations of the arbitrators were taken, where the language formulation of the paragraphs agreed upon was amended to a minimum of (80%) agreed by the arbitrators as a criterion for judging their validity.

B. The construction validity of the study tool:

To verify the sincerity of the construction of the study tool, it was applied to a survey sample of (30) teachers, from the target study community in order to determine the sincerity of the internal consistency of the tool and the extent, by calculating the (Pearson) link coefficient.

Table (2) Correlation coefficients of the study tool paragraphs with the total score of the tool

Indication level	correlation coefficient	cistern number	Indication level	correlation coefficient	cistern number	Indication level	correlation coefficient	cistern number
0.000	**0.546	15	0.000	**0.636	8	0.000	**0.636	1
0.000	**0.639	16	0.000	**0.807	9	0.000	**0.698	2
0.000	**0.706	17	0.000	**0.739	10	0.000	**0.781	3
0.000	**0.566	18	0.000	**0.770	11	0.000	**0.718	4
0.000	**0.613	19	0.000	**0.525	12	0.000	**0.589	5
0.000	**0.713	20	0.000	**0.711	13	0.000	**0.537	6
			0.000	**0.722	14	0.000	**0.738	7

Table (2) shows that correlation coefficients for teacher-level paragraphs towards integrating persons with disabilities into regular schools in Jordan ranged from (0.537-0.807), all of which were statistically significant at the indication level (0.05≥α) meaning a degree of internal consistency in the paragraphs on the scale.

Stability of the study instrument:

To ensure the stability of the tool, the stability factor was found by calculating the value of internal consistency of paragraphs using the (Cronbach-Alpha) equation, where the study tool was applied to a group of (30) teachers from outside the study sample, and the value of the Kronbach Alpha stability factor on the paragraphs of the tool as a whole was (0.912).

Study variables

a. The dependent variables are:

- The level of attitudes of teachers towards integrating people with disabilities into regular schools in Jordan.

a. The independent variables are:

1 .Gender, and it has two categories: (male and female).
2 .Educational qualification, and it has two categories: (Bachelor and Postgraduate studies).

3.Years of experience, and it has three categories: less than (5) years, (5-10) years, and more than (10). Years.

Study design and statistical treatment:

The study used the comparative descriptive approach to reach conclusions or findings about the phenomena or problems studied to reach logical explanations with evidence and evidence using calculation averages or percentages. This curriculum has been used to suit the purposes of the study, which is to identify the attitudes of teachers towards integrating students with disabilities into mainstream schools. Statistical treatments of the

study data were carried out using the Social Sciences Statistical Package (SPSS), as follows**:**

- **To answer the first question,** arithmetic averages and standard deviations of the level of teacher trends towards integrating people with disabilities into mainstream schools were extracted.

- **To answer the second question,** the Three Way ANOVA test was used between average study sample responses on the level of teacher trends towards integrating people with disabilities into mainstream schools in Jordan.

- The Cronbach-Alpha equation was used to find internal consistency factors to make sure the study tool was stable. Pearson link coefficient has also been used to find the internal consistency factor for the study tool.

- The level of teacher trends towards integrating people with disabilities into regular schools in Jordan has been determined in three levels. Through the following equation:

Class length = (the highest value of the alternative - the minimum value of the .alternative) / number of grades

$1.33 = 3/ (1–5) =$

Thus, grades (2.33-1) are low, (3.67-2.34) average, and (5.00-3.68) high.

Results
This chapter aims to present the results of the responses of the study members to the paragraphs of the tool, and the following is a presentation of the results of the answer to the following study questions:

First. The results of the first question read: "What is the level of attitudes of teachers towards integrating people with disabilities into mainstream schools in Jordan"?

To answer the first question, the values of arithmetic averages, standard deviations, level of appreciation, and grades for teacher-level paragraphs towards integrating people with disabilities into regular schools in Jordan in general were calculated, and the results were as shown in table (3).

Table (3) Arithmetic averages and standard deviations of teacher-level paragraphs towards the integration of people with disabilities into regular schools in Jordan in a descending order.

the level	deviation	rank standard	SMA	Paragraph	#
medium	1	0.89	3.52	The inclusion of students with disabilities leads to changing the misconceptions in society	.13
medium	2	0.90	3.50	Integrating students with disabilities with ordinary students increases opportunities for social interaction	.19
medium	3	0.87	3.48	I have sufficient desire and ability to teach students with disabilities with ordinary students	.10
medium	4	0.91	3.46	People with disabilities should be educated in a regular school	.11
medium	5	0.87	3.45	Teachers in regular schools have the competence to teach students with disabilities	.17
medium	6	0.84	3.42	The behavior of ordinary students is affected if students with disabilities are included with them	.16
medium	7	0.90	3.38	Inclusion increases the experiences of teachers and educational educators	.9
medium	8	0.92	3.38	The curriculum in regular schools is not suitable for students with disabilities	.18
medium	9	0.94	3.37	I believe in the idea of integrating students with disabilities with ordinary students	.20
medium	10	0.84	3.31	Persons with disabilities, when integrated, feel inferior and frustrated at their inability to keep up with their colleagues	.12
medium	11	0.87	3.30	Inclusion positively affects parents of students with disabilities	.15
medium	12	0.86	3.27	Students with disabilities benefit from the regular school	.14
medium	13	0.93	3.24	Ordinary students avoid interaction with students with disabilities	.8

the level	deviation	rank standard	SMA	Paragraph	#
medium	14	0.93	3.15	Integrating students with disabilities with ordinary students increases the sense of self-confidence	.7
medium	15	1.06	3.08	Inclusion encourages ordinary students to accept students with disabilities and encourages them to respect differences	.1
medium	16	1.13	3.06	Inclusion of people with disabilities is the best way to solve their educational problems	.5
medium	17	0.86	2.87	The inclusion of students with disabilities is an obstacle to the education process in the regular school	.3
medium	18	1.22	2.81	The inclusion of students with disabilities affects the education of ordinary students	.6
medium	19	0.87	2.80	Students with disabilities should be taught in special education schools	.4
medium	20	0.90	2.75	Inclusion requires different and complex teaching methods than those used by ordinary students	.2
medium	**0.87**		**3.23**	**The total arithmetic mean**	

Table (3) shows that the calculation average values of teacher-level paragraphs towards integrating people with disabilities into regular schools in Jordan ranged from (3.52 – 2.75), an average rating on all paragraphs, and the tool as a whole with an average calculation (3.23), a standard deviation (0.87) and an average rating level.

First place was paragraph (13), which states that "the integration of students with disabilities changes the misconceptions of society" with an average calculation (3.52), standard deviation (0.89) and an average rating. It was followed by paragraph (19), which states that "the integration of students with disabilities with ordinary students increases the chances of social interaction" with an average calculation (3.50), standard deviation (0.90) and an average rating. Lastly, paragraph (2) which states that "integration requires different and complex teaching methods than those used for ordinary

students" with an average calculation (2.75), standard deviation (0.90) and an average rating .

Secondly. The results of the second question, which read: "Are there statistically significant differences at the level of significance $(0.05 \geq \alpha)$ between the average responses of the sample study on the level of teacher trends towards integrating people with disabilities into regular schools in Jordan depending on the variables of study (sex, educational qualification, years of experience)"?

To answer the second question, arithmetic averages, and standard deviations of the responses of study sample members to the level of teacher trends towards integrating people with disabilities into regular schools in Jordan were calculated according to study variables (sex, educational qualification, and years of experience), the table below shows this.

Table (4) Arithmetic averages and standard deviations in the level of trends of teachers towards integrating people with disabilities into regular schools in Jordan depending on the variables of the study

standard deviation	SMA	the number	Categories	Study variables
0.89	3.15	162	**Male**	**gender**
0.86	3.27	299	**female**	
0.87	3.23	461	**Total**	
0.85	3.24	321	**Bachelor**	**Educational qualification**
0.91	3.21	140	**Postgraduate**	
0.87	3.23	461	**Total**	
0.62	3.64	218	**less than 5 years**	**Years of Experience**
0.75	3.31	138	**years (10-5)**	
0.71	2.27	105	**More than 10 years**	

standard deviation	SMA	the number	Categories	Study variables
0.87	3.23	461	**Total**	

Table (4) notes that there are apparent differences between average responses of study sample members at the overall level of teacher trends towards integrating people with disabilities into regular schools in Jordan according to gender variables, educational qualification and years of experience, and to show statistical differences between arithmetic averages (The three Way ANOVA) test was used at the overall scale and table (5) results.

Table (5) Results of the (Three Way ANOVA) analysis on the overall level of teacher trends towards integrating people with disabilities into regular schools in Jordan according to study variables

Statistical significance	F. value	mean squares	degrees of freedom	sum of squares	Contrast source
.251	1.320	.612	1	.612	**gender**
.432	.617	.286	1	.286	**Educational qualification**
.000	144.368	66.967	2	133.934	**Years of Experience**
		.464	456	211.522	**Error**
			461	5152.040	**total**
			460	347.188	**total average**

*Statistically significant at the level (α ≤0.05).

Table (5) shows:

1. There are no statistically significant differences at the level of significance (0.05≥α) between the calculation averages of the study members' estimates at the overall level of teacher trends towards integrating people with disabilities into regular schools in Jordan due to the difference in the gender variable, The statistical value of the (f) test on the instrument as a whole (1.320) was (0.251) and is not statistically significant at (α ≤0.05).

2. There are no statistically significant differences at the level of significance (α ≤0.05) between the calculation averages of the study members' estimates at the overall level of teacher trends towards integrating people with disabilities into regular schools in Jordan due to the different variable educational qualification, The statistical value of the (f) test on the instrument as a whole (0.617) was at the level of significance (0.432) and is considered statistically insignificant at (α ≤0.05).

3. There are statistically significant differences at the level of statistical indication (α ≤0.05) between the calculation averages of the study sample members at the total level of teacher trends towards integrating people with disabilities into regular schools in Jordan because of the different variable years of experience The statistical value of the (f) test on the instrument as a whole (144,368) was (0.000) and is statistically significant at (α ≤0.05).

The differences between members of years of experience (less than 5 years) on the one hand and individuals (5-10 years) and individuals (over 10 years) on the other, differences in favour of members of years of experience (less than 5 years) were higher average account. The differences also came between members of years of experience (5-10 years) and individuals (over 10 years), and differences in favour of experienced years (5-10 years) with a higher average account.

Discuss the study results and recommendations
This section discusses the results of the study, which is organized according to its questions:

Discussion of the first question: What is the level of trends of teachers towards integrating people with disabilities into regular schools in Jordan?

The results indicated that the level of trends of teachers towards integrating persons with disabilities into regular schools in Jordan was moderate, with an average arithmetic (3.23) and a standard deviation (0.87). The results showed that trends towards the integration of persons with disabilities into regular schools were neutral, and the researchers suggested that the reasons for this result were ignorance and lack of information among teachers regarding disabilities in general and in the education of students with disabilities in particular. Regular schools are also not eligible to meet the educational needs of persons with disabilities.

When referring to the paragraphs of the scale, we find that the result of paragraph (13) "the integration of students with disabilities changes the misconceptions of society" has obtained the highest arithmetic averages, Paragraph (2) "Integration requires different and complex teaching methods than those used for ordinary students", which has the lowest arithmetic averages, indicating that teachers tend to have the idea of integrating students with disabilities into the regular school, but their lack of experience with disability and the lack of school readiness to suit the needs of persons with disabilities prevent them from achieving integration. When referring to the results of the paragraphs in the scale, many paragraphs appear that have come medium towards integration, Such as the following paragraphs: "Integrating students with disabilities with ordinary students increases a sense of self-confidence", "Integration encourages ordinary students to accept students with disabilities and urges them to respect differences", "Students with disabilities should be educated in special education schools", which shows that teachers are unaware of how to deal with students with disabilities, do not have sufficient knowledge of the abilities of students with disabilities, and their ability to learn, and are unaware of appropriate teaching methods and strategies for people with disabilities. As a result, the results of moderate (neutral) trends towards the integration of students with disabilities into regular schools.

The outcome of this question was agreed with the Desumber, Lamot and Gori 2019 study findings that public education teachers had a less positive attitude towards integration than private education teachers, and also agreed with the Finding of Shihi, Baddet and Helene 2019 study, which showed that the attitudes of teachers working in integration schools were better than those of regular school teachers, while the outcome of this question differed with the result of the study of Radojekesh, Jovadova and Kadevsk 2016, which revealed that teachers' attitudes were negative towards integrating students with Disability in regular schools, and the result of this question also differed with the result of the Opal, Wormas and Habib 2001 study, which showed that teachers have positive attitudes towards integrating students with disabilities into regular schools. The outcome of this question also differed with that of the Rakab and Kazmark 2010 studies, where the results of the study showed negative sample trends towards integrating students with disabilities into regular classrooms.

Discussion of the second question - Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the average responses of the sample study on the level of teacher trends towards integrating people with disabilities into regular schools in Jordan depending on the variables of study (sex, educational qualification, years of experience)?

With regard to the sex change and educational qualification, the results first indicated that there were no statistically significant differences between teachers towards the integration of students with disabilities into regular schools, and the results showed that teachers agreed in their attitudes towards the integration of students, for several reasons, including a lack of awareness among teachers about the nature of disability and disability and educational rights, and because they did not receive at the university stage the course of integrating persons with disabilities into the regular school, both of which live under the same conditions, customs and traditions and therefore lack of teachers. And parameters to information

Sufficient about integrating persons with disabilities into regular schools, and they find that they require additional time, training and additional resources. Teachers also find that regular schools are not equipped to integrate students with disabilities because the public school's educational activities and activities do not satisfactorily meet the needs of this group, nor are they flexible enough to bring a child with disabilities to adapt to them. It was also found that teachers in the regular school had the impression that they were not concerned with children with disabilities. The results on scientific qualification indicated that they did not affect teachers' attitudes towards integrating persons with disabilities into the regular school, and studies showed that there were differences in teachers' attitudes towards integrating people with special needs into regular classes in regular schools due to educational qualification such as A study (Pantila, 2008) which indicated that negative trends towards integration were greater among teachers with less educational qualifications and that there were no differences in teachers' attitudes towards integrating people with disabilities into the classroom in mainstream schools due to educational qualification such as (Efrosini & Tsakiris, 2007).

The researchers believe that all of the above led to the agreement of teachers' attitudes.

This finding is consistent with the results of the Al-Nawasra and Mansi study2018, which found that there were no differences in teachers' attitudes towards integrating students with disabilities with ordinary students depending on the gender variable. The result of this question differed with the 2001 Opal, Romas and Habib study, the results of which showed that female teachers had more positive attitudes towards integration than teachers.

The results also indicated statistically significant differences in the variable educational experience in the field of education at a indicative level $\leq 0.05)\alpha$(in the attitudes of teachers towards integrating persons with disabilities with ordinary students depending on the experience variable in favor of experience from (1-5) years. This is due to the fact that the philosophy of integration is a modern experience in Jordan, and is something new for teachers and may be due to the negative trends of teachers with long years of experience in education due to a lack of awareness and awareness of the concept of disability and integration, and may also be due to the failure of that group of teachers to receive courses and training courses during his studies during his university studies and training courses in the service in education in how to deal with children with disabilities in terms of adapting the curriculum and using various means and strategies In proportion to the needs of persons with disabilities.

The researchers recommended that teachers studying in basic schools should be prepared, schools equipped with resource rooms, educational means for integration, educating students and helping them accept people with disabilities. The result of the current study can also be explained by the enthusiasm of modern teachers working to deal with this group, their tendency to change and renewal and the desire to deal with all categories of students, whether ordinary or disabled. The result of the current study can also be explained by the fact that teachers with few experience (1-5) years despite their negative tendency towards integration, inadequate training in education and lack of skill in planning and covering the curriculum believe that they have the ability to deal with this group of children more than other levels of variable experience in education.

This finding is consistent with the results of the Batina and Ruweili 2015studies and the Study of Al-Nawasra and Al-Mansi 2018, which indicated differences in favour of short-term experience (1-5) years.

The result of this question differed with the radojichikj, Jovanova & Canevska study 2016, whose results showed no statistically significant differences attributable to years of experience towards integration.

In light of the results, the researchers recommend the following:

- Preparing teachers working in basic schools that adopt a project to integrate students with disabilities

Disability with ordinary students, by holding special courses for them to accept studentswith disabilities, and introducing them to their teaching methods.

- Equipping schools with a learning resource room that contains a variety of learning aids that serve students with disabilities.

- Educating ordinary students and helping them to form positive attitudes towards their peers with disabilities

- Helping students with disabilities to accept their integration with ordinary students in the classroom.

The researchers also suggest the need to:

- Conducting more studies on inclusion by taking into account new variables that could have an impact on Attitudes of teachers towards inclusion of people with disabilities in schools.

- The necessity of conducting studies on the attitudes of persons with disabilities themselves towards integrating them into regular schools.

First: References in Arabic:

- Al-Khatib, Jamal (2019). **Introduction to Mental Disability**. Amman: Wael Publishing and Distribution House.
- Al-Khatib, Jamal (2012). **Teaching students with special needs in regular schools.** Amman: Dar Wael.
- Al-Rayhi, Rifif, Zbery, Batoul (2017). **Social interaction skills of autistic children.** Arabian Gulf Magazine. 45. .P. 345- 380
- AlZraigat, Ibrahim (2020). **Inclusive Education: Foundations and Procedures.** Amman: Dar al-fiker for Publishing and Distributiong.
- • Sesame, Kamal (2013). **Integration in General Education Schools and Classes;** Al-Ain: University Book House.
- Yerney, Gabriel. (2017). **Effectiveness of a positive behavior support program to reduce the level of challenging behaviors in an autistic and mentally disabled child:** a case study. Journal of Psychological Studies**.**

Second: Foreign references:

- Aarons, Maureen & Gittens, Tessa. (1999). **The handbook of autism: A guide for parents and professionals.** London and New York: Routledge.
- Ambitious About Autism. (2020). **Behaviours That Challenge.** www.ambitiousaboutautism.org.uk/information-about-autism/behaviour/behaviours-that-challenge
- American Psychiatric Association. (2013). **Diagnostic and Statistical Manual of Mental Disorders**, Fifth Edition, Arlington, VA, American Psychiatric Association.

- American Speech-Language-Hearing Association (ASHA). (2019). **Social Communication Disorder**. ASHA: U.S.A.
- Aubrey Hui Shyuan Ng, Kim Schulze, Eric Rudrud, Justin B. Leaf; **Using The Teaching Interactions Procedure to Teach Social Skills to Children With Autism and Intellectual Disability**. Am J Intellect Dev Disabil 1 November 2016; 121 (6): 501–519.
- Beukelman, D. R., & Light, J. C. (2020). **Augmentative & Alternative Communication:** Supporting Children and Adults with Complex Communication Needs (5th ed.) Maryland, USA. Paul H. Brookes Publishing Co. Bondy, Andrew S. & Frost, Lori. (2002). **Topics in Autism: A Picture's Worth PECS and Other Visual Communication Strategies in Autism.** U.S.A.: Woodbine House.
- Brasic JR, Farhadi F, Elshourbagy T. (2019). **Autism Spectrum Disorder**. [Internet]. Medscape Drugs & Diseases. Available from: http://emedicine.medscape.com/article/912781-overview.
- Breuillard D, Leunen D, Chemaly N, Auclair L, Pinard JM, Kaminska A, Desguerre I, Ouss L, and Nabbout R. (2016). **Autism spectrum disorder phenotype and intellectual disability in females with epilepsy and PCDH-19 mutations. Epilepsy Behav.,** 60:75-80. doi: 10.1016/j.yebeh.2016.04.009. Epub 2016 May 12. PMID: 27179713.
- Bridgette, L. Tonnsen, D. Boan, C. Bradley, J. Amy C. and Laura A. (2016). **Prevalence of Autism Spectrum Disorders Among Children With Intellectual Disability, American Journal on Intellectual and Developmental Disabilities,** 6, 487-500
- Browder, D. M., Spooner, F., & Meyer, C. (2011). Chapter 6: Comprehension across the curriculum. **Teaching students with moderate and severe disabilities,** 141-167.
- Buron, K. D. (2020), **The 5-Point Scale and Emotional Regulation.** Autism Awareness Centre. autismawarenesscentre.com/5-point-scale-emotional-regulation/
- **Challenging Behavior: What causes it, and how to manage it.** The Good Schools Guide. UK. 2020 Guide. www.goodschoolsguide.co.uk/special-educational-needs/behavioural/challenging-behaviour.
- Charlop-Christy, M.H., Carpenter, M., Le, L., LeBlanc, L.A. and Kellet, K. (2002), **Using The Picture Exchange Communication System (Pecs) With Children With Autism: Assessment Of Pecs Acquisition, Speech, Social-Communicative Behavior, And Problem Behavior.** Journal of Applied Behavior Analysis, 35: 213-231.
- Curtis, D.B. (2012). **Identifying an Optimal and Early Communication Modality for Students with Autism and Intellectual Disability.**
- Debora Nunes & Mary Frances Hanline (2007) **Enhancing the Alternative and Augmentative Communication Use of a Child with Autism through a Parent- implemented Naturalistic Intervention,** International Journal of Disability, Development and Education, 54:2, 177-197.
- Desideri, L., Roentgen, U., Hoogerwerf, E., & de Witte, L. (2013). **Recommending Assistive Technology (AT) for Children with Multiple Disabilities:** A Systematic Review and Qualitative Synthesis of Models and Instruments for AT Professionals: vol. 25, no. 1, pp.3 – 13.doi: 10.3233/TAD-130366.
- Fusar-Poli L, Brondino N, Rocchetti M, Panisi C, Provenzani U, Damiani S, and Politi P. (2017). **Diagnosing ASD in Adults Without ID: Accuracy of the ADOS-2 and the ADI-R. J Autism Dev Disord.,** 47(11):3370-3379. doi: 10.1007/s10803-017-3258-2. PMID: 28755032.
- Ganz, J.B., Cook, K.E., Corbin-Newsome, J., Bourgeois, B., & Flores, M. (2005). **Variations on the Use of a Pictorial Alternative Communication System with a Child with Autism and Developmental Delays.** TEACHING Exceptional Children Plus, 1(6) Article 3.
- Gazzaniga, M. S., & Heatherton, T. F. (2002). **Psychological science: Mind, brain, and behavior.** Recording for the Blind & Dyslexic.
- Gilson CB, and Carter EW. (2016). **Promoting Social Interactions and Job Independence for College Students with Autism or Intellectual Disability:** A Pilot Study. J Autism Dev Disord. 46(11):3583-3596. doi: 10.1007/s10803-016-2894-2. PMID: 27573857.
- Grohol, J. (2020). **Social (Pragmatic) Communication Disorder.** Psych Central. Retrieved on November 22, 2020, from psychcentral.com/disorders/social-pragmatic-communication-disorder/
- Hooper, H. Walker, M (2002). **Makaton Peer. Tutoring Evaluation:** 10 Years On, British journal of learning disabilities, vol.30, no1 p38-42.
- Hourcade, J., Pilotte, T., West, E. and Parette, P. (2004). **A history of augmentative and alternative communication for individuals with severe and profound disabilities.** Focus in Autism and Other Developmental Disabilities. 19, 235-244.
- Hughes, C., Kaplan, L., Bernstein, R., Boykin, M., Reilly, C., Brigham, N., Harvey, M. (2012). **Increasing Social Interaction Skills of Secondary School Students with Autism and/or Intellectual Disability:** A Review of Interventions. Research

and Practice for Persons with Severe Disabilities, 37(4), 288–307.

- Hui Shyuan Ng A, Schulze K, Rudrud E, and Leaf JB. (2016). **Using the Teaching Interactions Procedure to Teach Social Skills to Children With Autism and Intellectual Disability.** Am J Intellect Dev Disabil. 121(6):501-519. doi: 10.1352/1944-7558-121.6.501. PMID: 27802105.

- Hutchins, T. L. & Prelock, P. A. (2014). **Using Communication to Reduce Challenging Behaviors in Individuals with Autism Spectrum Disorder and Intellectual Disability.** Child and adolescent psychiatric clinics of North America, 23(1), 41-55.

- Ingersoll B, Walton K, Carlsen D, and Hamlin T. (2013). **Social intervention for adolescents with autism and significant intellectual disability**: initial efficacy of reciprocal imitation training. Am J Intellect Dev Disabil. 118(4):247-61. doi: 10.1352/1944-7558-188.4.247. PMID: 23937368.

- Johnston, S., Evans, E. and Joanne, P. (2004). **The use of visual support in teaching young children with Autism Spectrum Disorder to Initiate Interactions London**: Pawel Company.

- Koyama T, and Wang HT. (2011). **Use of activity schedule to promote independent performance of individuals with autism and other intellectual disabilities**: a review. Res Dev Disabil. 32(6):2235-42. doi: 10.1016/j.ridd.2011.05.003. Epub 2011 Jun 6. PMID: 21645988.

- Lal, R. (2010). **Effect of alternative and augmentative communication on language and social behavior of children with autism.** Educational Research and Reviews, 5(3), 119-125.

- Lal, Rubina. (2010). **Effect of alternative and augmentative communication on language and social behavior of children with autism**. Educational Research and Reviews. 5. 119-125.

- Liu KP, Wong D, Chung AC, Kwok N, Lam MK, Yuen CM, Arblaster K, and Kwan AC. (2013). **Effectiveness of a workplace training programme in improving social, communication and emotional skills for adults with autism and intellectual disability in Hong Kong**--a pilot study. Occup Ther Int. 20(4):198-204. doi: 10.1002/oti.1356. Epub 2013 Jul 16. PMID: 23861094.

- Lloyd, L. L., Fuller, D. R., & Arvidson, H. H. (1997). **Augmentative and alternative communication: A handbook of principles and practices.**

- Nikolov, Marianne. (2006). **Recent research on age, second language acquisition, and early foreign language learning.** Annual Review of Applied Linguistics. 26. 234 - 260.

- United Nations Educational Scientific and Cultural Organization. (2009). **defining an inclusive education agenda:** Reflections around the 48th session of the International Conference on Education. Geneva: UNESCO.

- Plavnick JB, Kaid T, and MacFarland MC. (2015). **Effects of a School-Based Social Skills Training Program for Adolescents with Autism Spectrum Disorder and Intellectual Disability**. J Autism Dev Disord. 45(9):2674-90. doi: 10.1007/s10803-015-2434-5. PMID: 25820638.

- Richdale, A., Raising Children. (2020). **Emotional development in children with autism spectrum disorder: Emotions and children with autism spectrum,disorder**. raisingchildren.net.au/autism/development/ social-emotional-development/emotional-development-asd

- Sigafoos, J., O'Reilly, M.F., Lancioni, G.E. et al. (2014). **Augmentative and Alternative Communication for Individuals with Autism Spectrum Disorder and Intellectual Disability**. Curr Dev Disord Rep **1,** 51–57 (2014).

- Siu AMH, Lin Z, and Chung J. (2019). **An evaluation of the TEACCH approach for teaching functional skills to adults with autism spectrum disorders and intellectual disabilities. Res Dev Disabil**. 90:14-21. doi: 10.1016/j.ridd.2019.04.006. Epub 2019 Apr 24. PMID: 31028977.

- Stauch TA, Plavnick JB, Sankar S, and Gallagher AC. (2018). **Teaching social perception skills to adolescents with autism and intellectual disabilities using video-based group instruction.** J Appl Behav Anal. 51(3):647-666. doi: 10.1002/jaba.473. Epub 2018 May 17. PMID: 29774525.

- Theo Peeters & Chris Gillberg. (1999). **Autism: Medical and educational aspects.** John Wiley & Sons.

- Walsh E, Holloway J, and Lydon H. (2018). **An Evaluation of a Social Skills Intervention for Adults with Autism Spectrum Disorder and Intellectual Disabilities preparing for Employment in Ireland**: A Pilot Study. J Autism Dev Disord. 48(5):1727-1741. doi: 10.1007/s10803-017-3441-5. PMID: 29224188.

- Walton KM, and Ingersoll BR. (2013). **Improving social skills in adolescents and adults with autism and severe to profound intellectual disability**: a review of the literature. J Autism Dev Disord. 43(3):594-615. doi: 10.1007/s10803-012-1601-1. PMID: 22790427.

- Watkins, L., O'Reilly, M., Kuhn, M. et al. **A Review of Peer-Mediated Social Interaction Interventions for Students with Autism in Inclusive Settings**. J Autism Dev Disord 45, 1070–1083 (2015).

- Westling, L. & Fox, L. (2009). **Teaching student with sever disability**. Upper Saddle River: Merrill-Pearson.
- Wilkinson, K. M., & McIlvane, W. J. (2013). **Perceptual factors influence visual search for meaningful symbols in individuals with intellectual disabilities and Down syndrome or autism spectrum disorders.** American Journal on Intellectual and Developmental Disabilities, 118(5), 353–364.
- Weiss, J., Thomson, K., Riosa, P., Albaum, C., Chan, V., Maughan, A., Tablon, P. & Black, K. (2018). **A randomized waitlist-controlled trial of cognitive behavior therapy to improve emotion regulation in children with autism.** Journal of Child Psychology and Psychiatry. doi:10.1111/jcpp.12915.