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Using disaggregated data and statistical analysis to identify and compare the skills of students with hearing impairment to primary school (an empirical study on a group of students in the schools of Basra)

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Abstract

This study was conducted on some students with special needs in Basra, where the purpose of this study is to identify the positive and negative aspects of the process of integrating those students in general education schools by identifying the skills acquired and identify differences in reading skills of students with disabilities enrolled in special centers and audio in mainstream schools of general education (elementary school).

Which is about three measures of literacy skills for basic minimum three rows and these standards were evaluated based on honesty and sincerity link paragraphs with a college degree, using disaggregated data and statistical analysis using SPSS statistical program, where students were taking a sample of special centers to learn reading skills of students with special needs enrolled in hearing and speech Center in Basra and students in mainstream schools (elementary school).

1-Introduction

Provided the study concerned very sensitive and important class of society, namely children since many of us interested in their children and give them care and attention and special treats. How about if they were

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disabled (impaired hearing or eyesight or pronounce) it should in this case attention and focus specifically on how to cope and continue their

lives and their education I found research done to study the effect of integrating students with special needs in general education schools to merge some negative repercussions that the merger has positive effects on students with hearing impairment. Definition of disability is as

Definition of disability is that they delay and failure prevention, where disability refers to the problems of social rejection or her continuing disability which causes do regular job or role. The Constitution also provided for vocational rehabilitation adopted by the International Labor Conference in 1995, which is still valid so far that the term disabled person means decreasing its potential to get a proper job and actually decrease stability due to somatic or mental handicap

Special needs can also be defined as individuals who deviate from normal or average one of the characteristics or in the personal aspect, to the degree that requires the needs of special services differ from ordinary peers, he presented to the Department of education in the United States not to place students with special needs in general education schools where consolidation is harmful and not useful for some or many students (Hallahan&kuffman , 1994).

Some researchers also considers that the integration of students with hearing impairment in general education schools provide them equal educational opportunities with ordinary peers, helps them to social and academic growth, teaching students with hearing impairment in the general education schools under special legislation for people with special needs locally and globally (Angelidesaad Aravi, 2007) and at the same time, this legislation cannot guarantee the right development of

teachers to make positive views about the process of integrating students with special needs in general education schools

Where sees (Meleskey and Waldron, 2002) that when students with special needs face difficulties teachers usually focused primarily on academic aspects and at the student can learn in school.

The merge is generally for students with disabilities in public schools audio very complicated case impose many challenges for both practitioners and researchers (Hung, paul, 2006) since the merger involves students received education in the same place as their peers ordinary students..

The theme of the integration of students with special needs students in general education schools is of great importance being greatly contribute to the development of many social and psychological aspects have been preparing him well, disabled and student numbers the school environment which will integrate students, where the presence of disabled students in school to increase opportunities for experience and cognitive skills of ordinary students, academic skills, which reflected positively on academic achievement (Asrar Al khabeelat, 2002).

Many research studies conducted on this side the importance and effectiveness of integrating students with special needs in public education and the impact of the merger on several aspects of life and learning, including study rifat and wetoflis (2000).

Given the importance of integrating disabled students with hearing disability in general education schools on this study was conducted on a sample of students with disabilities in special centers in Basra and in the primary stage (I, II and III) and the process of their integration in school

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education Directorate of Basra and address constraints to merge through developmental courses for teachers in schools where integration and introduction of the College's educational curricula madrassa teachers belonging to deal particularly with students with hearing disability in mainstream General education schools..

There was happened a great development in the use of disaggregated data in the past decades and the current years that has become widely applied in departments of statistics and biostatistics life statistics for this purpose so were used in this research, the focus topic of disaggregated

data on one or more variables are expressed in the form of classes or groups called compatibility tables.

2-Hypothesis

1. count all compatibility standards, $\{\psi^2, x^2, \tau, C\}$ for the distribution of pupils with disabilities audio, depending on the degree of vulnerability in the sense of hearing and each of social centers and Basra hospital.

2. use disaggregated data$\{ \psi^2, x^2, \tau, C \}$ and the other under the premise is there moral significance differences between pupils with hearing disability in mainstream general education and students with hearing impairment in social centers.

3-Problem

through study and previous studies concluded that the merger of students with hearing impairment in special centers with students in schools of general education is important in terms of identifying the acquired skills and learn the opinions of teachers in general education schools on how to make the process of integration of these students in terms of acquiring the education and skills faster than non-students integrate.

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4-Aim

research aims to achieve successful integration requirements for students with special needs with the general education students and compare skills of students with special needs in special centers and students with special needs in mainstream education and research aims to know the usefulness of integrating students with special needs with the general education students

5-Importance

I started the merge idea for people with special needs, including those with hearing disability since the 1960s, which took force itself strongly after its legal framework. There is no doubt that one of the

basic objectives are disabled for merge, and the more disabled children spent more time at kindergartens and primary schools in their increased educationally and professionally as they age. We find that the education of students with hearing impairment rests heavily on the shoulders of teachers who prepare the entrance the Foundation for a successful learning process auditory disabilities and willingness to teach these students and facilitating their integration in school and then human society as a whole.

Given the importance of integration in the development of capabilities and skills in reading when students with hearing impairment in early education produces important:

1. the importance of education and the early stages of basic education.
2. importance of integration which provides opportunities for education of the hearing impaired.

3-scientific survey to find statistically significant indicators of the results of the merge in terms of compatibility and correlation with the levels of hearing impairment.

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4. the goal of social justice and reward opportunities for all members of society.

6-Review of Literature:

that mainstreaming special needs students with general education students, one of great importance is the trends highlighted by many researchers newly research needs to provide a summary of the research problem of integration for people with special needs as many researchers interested in this side

Where he sees Bradley et al (2000) merge philosophy is that each student receives instruction in the regular classroom with his peers in the classroom regardless of disability, with differences between students school development force factor, where Al- lekaee and Qurashi Confirmed (1999) on the philosophy of integrating students with special needs in general education schools based on the stigma and barriers to absorb and accept ordinary student society for students with special needs ,Through the interaction between deaf and normal within public school. And a study by Keith and Ross (1998) to clarify the relationship between the views of master classes in general education towards integration and the success of the merger, as seen by some scholars (Freire&Cresar, 2003) that the integration of students with hearing impairment in general education schools is of great importance not only for the deaf students will learn to live in a world of ordinary students, but also to the ordinary peers will recognize different children experience them,

And Regarding the drawbacks or disadvantages of the merger, usually described as the integration of children with hearing disability in public schools that are not successful Kelman &Branco,(2004)So opponents of the merger indicates that integration problems with language and communication, socialization and cultural identity (innes, 1994), as well as study refaat tolis (2000) statistical function differences between averages of sample degrees from students and mainstream reports on the scale of social consensus in favor of children integrated into, Also found statistical differences after self-portrait after emotional compatibility for mainstream education, as well as the experience of Al-

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Jamaan ((1998)) about merging the hearing impaired in Kuwait and to (35) hearing impaired students as their improvement was noted for academic degrees one obtains first place in second grade

With literacy capacity adversely affected the hearing impaired students who receive their education in special education centers and institutes, compared with their peers in mainstream schools of general education, as the results of some studies demonstrated the positive aspects of the merger, particularly regarding the outcomes of satisfactory outputs academic progress and social growth for the deaf including positive trends towards accept deaf students by ordinary peers (klummin ,1999;klumin,et.al,2002).

This is consistent with the results of a Hadiikakou et.al, (2008) which confirmed that deaf students who have been integrated into general education schools in Cyprus are becoming more socially and accomplished academic standard is reasonable, and that the positives of communication skills for deaf students more academic and social integration.It is only right that we must tackle the effects of the merger on capabilities when students with hearing impairment as a positive relationship and thorough research about how important an experience incorporating auditory disabilities in developing reading skills of students in mainstream acquire those skills which are the most important indicators of the success of the merger.

7-Application

Given the importance of the study of the integration in the development of literacy abilities when pupils with hearing disability, opted to study the compatibility and correlation when students with hearing impairment attending hearing and speech centers and pupils in mainstream public education within Basra hospital. calculate all measurements of compatibility for the following sample

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Table (1)

Distribution of respondents according to the severity of the vulnerability and the hearing in the Center 2014-2015

Hearing level / the Center	medium	intense	Very intense	sum
Social Centers	12	13	10	35
Basra General Hospital	28	14	19	61
sum	40	27	29	96

Source: Basra General Hospital 2015

7-1 Compatibility scale: School data classified crossly to two or more of the items, in order to clarify the compatibility of standards tables [rxc]. Aimed at determining the degree of relationship that exists between these numerous classifications. find obvious duplicates of every cell by the following relationship:

$$Eij=\frac{ni.\ nj}{n}$$

For social centers results as follows:

$$Eij_1=\frac{(35)(40)}{96}=14.58$$

$$Eij_2=\frac{(35)(27)}{96}=9.84$$

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$Eij_3=\frac{(35)(29)}{96}=10.57$

As for the Basra Hospital General, expected occurrences are as follows:

$Eij_{2(1)}=\frac{(61)(40)}{96}=25.42$

$Eij_{2(2)}=\frac{(61)(27)}{96}=17.16$

$Eij_{2(3)}=\frac{(61)(29)}{96}=18.43$

Previous results are organized according to the following table:

Table (2)

Duplicates of every cell of the compatibility table

x / y	medium	intense	Very intense	sum
Center	14.58	9.84	10.57	34.99
hospital	25.42	17.16	18.43	61.01
Sum	40	27	29	96

The table is prepared by the researcher

by the following formula: We applied normal Chi- Square (χ^2)

$X^2=\sum_{i=1}^{2}\sum_{j=1}^{3}\frac{(Oij-Eij)2}{Eij}$

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Table (3)

We applied Chi- Square (χ^2) for each cell of the table cells

x / y	medium	intense	Very intense	sum
center	0.4568	1.0152	0.0312	1.5032
hospital	0.2612	0.5822	0.0179	0.3645
sum	0.718	1.5974	0.0491	2.3645

The table is prepared by the researcher

Table (4)

Values Chi- Square (χ^2)for compatibility table values

x / y	medium	intense	Very intense	sum
center	0.2743	1.0148	0.0307	1.3198
hospital	0.2619	0.5819	0.0407	0.8845
sum	0.5362	1.5967	0.0714	2.2043

The table is prepared by the researcher

Since $X^2 = 2.2043$ so

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$$ø^2 = \frac{X2}{N} = \frac{2.2043}{96} = 0.023$$

This means a positive consensus.

$$C = \sqrt{\frac{ø2}{ø2+1}} = \sqrt{\frac{0.023}{0.023+1}} = 0.15$$

This means a positive consensus

Then calculate the scale (T)

$$T = \sqrt{\frac{(X2/N)}{\sqrt{[(r-1)(c-1)]}}} = \sqrt{\frac{0.023}{\sqrt{2}}} = \sqrt{\frac{0.023}{1.4142}} = 0.128$$

It is also positive consensus

final consensus, we apply the scale V as follows:

$$V = \sqrt{\frac{(X2/N)}{\min[(r-1)(c-1)]}} = \sqrt{\frac{0.023}{min(1)(2)}} = \sqrt{0.023} = 0.152$$

This positive consensus

then X2=3708.0137

then $ø^2 = \frac{X2}{N} = \frac{3708.0137}{96} = 38.6252$

positive consensus

then $C = \sqrt{\frac{ø2}{ø2+1}} = 0.9872$

This means a positive consensus

Then calculate the scale (T) as:

$T = \sqrt{\frac{(X2/N)}{\sqrt{[(r-1)(c-1)]}}}$ where r= 2 , c=3

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$$T=\sqrt{\frac{38.6252}{\sqrt{[(2-1)(3-1)]}}} = 5.3361$$

It is a positive consensus, too

We apply the scale V as follows:

$$V=\sqrt{\frac{(X2/N)}{\min[(r-1)(c-1)]}} = \sqrt{\frac{38.6252}{min(1)(2)}} = 6.2149$$

These scales are all important in knowing the degree of relationship between two variables, especially if his statistics (X^2) refers to moral differences.

The factor used to compatibility table [rxc] (X^2/N) which is called Compatibility scale and signified by the symbol ($ø^2$)

Pearson also suggested the value of consensus in the table (rxc) and signified by the symbol (c), the value of the scale (c), (0<c<1), extreme values takes only the upper limit (1) particularly in the compatibility tables (rxr).

let(c = 0) when (X^2= 0), this happens when viewing frequencies equal expected iterations (Oij = Eij) (c = 1) if (N) big, mean Full compatibility

While the scale (T) proposed Finder (Schaproe) of the characteristics of this scale is:

1-Value (0 < T < 1).

2-Value (T) up to the correct ones in the case of tables (rxr) this means full consensus. Either scale (V) and is a measure (Cramer's Measure) who suggested using the value of this scale (0< V < 1) is up to in fact to one and zero,

When:

a) V=0 → if X^2=0 → independent

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b) V=1 → if X^2/N → = min (r-1) , (c-1)

This means a positive consensus

7-2 Chi- Square test for trend in Binomial proportions (Two- sided test)

Under the test give the weights to the point of hearing three levels we have K of a set of data and we want to test is there a growing trend (or decreasing), and assuming that the number of successful units in the Group (i) is (xi) of the Group (ni) units, the ratio in this group are:

$$\hat{\rho}_i = \frac{xi}{ni}$$

The total percentage:

$$\bar{\rho} = \frac{x}{n}$$

The test hypothesis is:

without direction $H_0=P_1=P_2= . \ . \ .=P_K$

with direction $H_1=S_1P_1=S_2P_2= . \ . \ .=S_KP_K$

We give the weights (SCORE) for all groups (Si) then calculate statistics:

$X^2_1=A^2/B$

The X^2_1 under H_0 follows Chi- Square distribution χ^2 with degree of freedom equals one

We reject H_0 when:

$$\chi_1^2 > \chi_{1,1-\alpha}^2$$

We accept H_1 when:

$$\chi_1^2 \leq \chi_{1,1-\alpha}^2$$

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Put the hypothesis that students who worked in public education more responsive to improved hearing and then uttering non-periodic pupils represented by social welfare centers of table (1) gave the following weights:

Si : 1 , 2 3

Xi : 40 ,27 ,29

x=35 ; n=96

$\bar{p} = \frac{x}{n} = \frac{35}{96} = 0.365$

$\bar{q} = 1 - \bar{p} = 0.635$

A= 12(1)+13(2)+10(3)-35 [40(1)+(27)(2) +29(3)]/96

= 86-65.99= 2.01

where: $\bar{q} = 0.635;$, $\bar{p} = 0.365$

Then calculate the value B:

B= (0.365) , (0.635)[(40)(1)^2+(27)(2)^2+(29)(3)^2+...
[(40)(1)+(27)(2)+(29)(3)]^2/96-

=(0.232)[(40+108+783) - (40+54+87)]/96

=186.82

$$\chi_1^2 = \frac{A^2}{B} = \frac{(2.01)^2}{136.82} = 0.03$$

As:

$\chi^2_{(1,0.99)} = 10.83 > 0.03$

Accept the null hypothesis H0 any trend and pupils ' moral connotation in mainstream public education of pupils of hearing disability in social centers is not periodic

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7-2-1Division value of χ_r^2:

Hash value (χ_r^2) for the purpose of identifying which part of the total table participated significantly (χ_r^2). Proceeding from the principle of plural property value (χ_r^2) in the table (rxc) into separate parts (c-1) (r-1). The objective to confirm what is part of the College participated in the moral parts.

We can Hash table of compatibility (1) (2x3) in the following image:

Table (5)

x / y	median	intense	Very intense	sum
Social Centers	12	13	10	35
hospital	28	14	19	61
sum	40	27	29	96

→

1	
a1	a2
b1	b3

→

2	
a1+a2	a3
b1+b3	b3

1- $\chi_1^2 = \frac{N^2[a1b2-a2b1]^2}{ABn1n2(n1+n2)}$

2 - $\chi_2^2 = \frac{N[b3(a1+a2)]^2}{ABn3(n1+n2)}$

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1		
12	13	25
28	14	42
40	27	67

2		
25	10	35
42	19	61
67	29	96

1- $\chi_1^2 = \frac{N^2[a1b2-a2b1]^2}{ABn1n2(n1+n2)} = \frac{(96)2[(12)(14)-(13)(28)]2}{(25)(42)(40)(27)(67)} = 4.66$

2- $\chi_2^2 = \frac{N[b3(a1+a2)]^2}{ABn3(n1+n2)} = \frac{(96)2[(25)(19)-(10)(42)]2}{(35)(61)(67)(29)(96)} = 0.07$

The divide of the table to tow parts χ_1^2 , χ_2^2 Every single degree of freedom as shown above, As first part χ_1^2 more significant than χ_2^2

At a significant level 5% ($\chi_1^2 = 0.07$) not significant.

Statistical Analysis for Association Table (2xc) from Binomial Normal distribution:

We use to estimate the correlation coefficient (ρ) in table (2xc) of the bilateral normal distribution as

$$\rho = \frac{E(xy) - \mu_x \mu_y}{\sigma_x \sigma_y}$$

There are most important metrics:

1. Coefficient of correlation Bi (serial rz) is applied when both variables (x, y) are of a qualitative type. Species are described as in the research sample.

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2-The correlation of this type is estimated: (r2) is estimated to (ρ) based on the correlation ratio

$$\rho = \frac{var[E\left(\frac{x}{y}\right)]}{var(x)}$$

And table format compatibility (2xc) as follows:

Table(6)

Compatibility table (2 xc)

x / y	1	2	...	j	...	c	Total
0	n11	n12	…	n1j	...	n1c	n-1
1	n21	n22	…	n2j	...	n2c	n-2
Total	n-1	n-2	…	n-j	…	n-c	n

Assuming that the variable (x) is (μ_x) and variability (σ_x^2) and (σ_{j,μ_j}^2) are average and conditional variance of the variable (x) in column (j) that mean:

μ_j= E(x/y in column j)

σ_j^2= var(x/y in column j)

If both variables (x, y) are taken from the Bivariate normal distribution

Then:

E(x/y)= μ_x +P$\frac{\sigma_x}{\sigma_y}$(y - μ_y)

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Var[E(x/y)] = $p^2 \frac{\sigma_x^2}{\sigma_y^2} \sigma_y^2$ = $P^2\sigma_x^2$

$P^2 = \frac{Var[E\left(\frac{x}{y}\right)]}{Var(X)}$

Var (x/y) = $\sigma_j^2 = \sigma_x^2$ (1-P^2)

$(1-P^2) = \frac{\sigma_j^2}{\sigma_x^2}$

Either to derive a formula (rz) began to be defined:

$$r_z = \frac{\frac{1}{n}\sum_1^c n.j\mu_j^2 - \mu_x^2}{\sigma_x^2}$$

$$= \frac{1}{n}\sum_{j=1}^{c} n.j \left(\frac{\mu_j}{\sigma_j}\right)^2 \left(\frac{\sigma_j^2}{\sigma_x^2}\right) - \left(\frac{\mu_x}{\sigma_x}\right)^2$$

Then: Since the estimator (ρ^2) is r^2_z

$$r^2_z = = \frac{1}{n}\sum_{j=1}^{c} n.j \left(\frac{\mu_j}{\sigma_j}\right)^2 (1 - r_z^2) - \left(\frac{\mu_x}{\sigma_x}\right)^2$$

After streamlining the last equation, we find that:

$$r^2_z = \frac{\frac{1}{n}\sum_{j=1}^{c} n.j\left(\frac{\mu_j}{\sigma_j}\right)^2 - \left(\frac{\mu_x}{\sigma_x}\right)^2}{1+\left(\frac{1}{n}\right)\sum_{j=1}^{c} n.j\left(\frac{\mu_x}{\sigma_x}\right)^2}$$

And finding$\left(\frac{\mu_x}{\sigma_x}\right)$, $\left(\frac{\mu_j}{\sigma_j}\right)$ and since all variables naturally suites, the marginal distributions are also normal, thus the estimators obtained through reconciliation curve "univariate Normal" every marginal totals columns, when you find $\left(\frac{\mu_j}{\sigma_j}\right)$ fit $N(\sigma_x^2, 0)$ with column *(j).*

Where*:*

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$$\Pr(x \le \mu_j) = \int_{-\infty}^{\frac{\mu_j}{\sigma_j}} \frac{1}{\sqrt{2\pi\sigma_j^2}}\, e^{\frac{-1\,x^2}{2\sigma_j^2}}\, dx$$

Let $u=\frac{x}{\sigma_j} \rightarrow x= u\,\sigma_j \rightarrow dx= \sigma_j du$

$$\Pr(x \le \mu_j) = \int_{-\infty}^{\frac{\mu_j}{\sigma_j}} \frac{1}{\sqrt{2\pi\sigma_j^2}}\, e^{\frac{1}{2}\mu^2}\,\sigma_j\, du$$

$$\rightarrow \quad [\emptyset(u)]_{-\infty}^{\frac{\mu_j}{\sigma_j}} = \emptyset\left(\frac{\mu_j}{\sigma_j}\right)$$

Then $\frac{n1j}{n.j} = \emptyset\left(\frac{\hat{\mu_j}}{\sigma_j}\right)$

Or $\left(\frac{\hat{\mu_j}}{\sigma_j}\right) = \emptyset^{-1}\left(\frac{nij}{n.j}\right)$

Also we find:

$\frac{\hat{\mu_x}}{\sigma_x} = \emptyset^{-1}\left(\frac{n1.}{n}\right)$

Then:

$$r_z=\left(\frac{\frac{1}{n}\sum_{j=1}^{c} n.j\,(\emptyset^{-1}(\frac{n1j}{n.j}))^2-(\emptyset^{-1}(\frac{n1.}{n}))^2}{1+\frac{1}{n}\sum_{j=1}^{c} n.j\,(\emptyset^{-1}(\frac{n1j}{n.j}))^2}\right)^{\frac{1}{2}}$$

$1-\frac{n11}{n.1}=\frac{12}{40}=0.3 \longrightarrow \emptyset^{-1}(0.3)= 1.6184 = \frac{\hat{\mu_1}}{\partial_1}$

$2-\frac{n12}{n.2}=\frac{13}{27}= 0.4815 \longrightarrow \emptyset^{-1}(0.4815) =1.4611 = \frac{\hat{\mu_2}}{\partial_2}$

$3-\frac{n13}{n.3}=\frac{10}{29}= 0.3448 \longrightarrow \emptyset^{-1}(0.3448) = 1.5704 = \frac{\hat{\mu_3}}{\partial_3}$

$4-\frac{n13}{n.3}=\frac{35}{96}= 0.3646 \longrightarrow \emptyset^{-1}(0.3646) = 1.5521 = \frac{\hat{\mu_4}}{\partial_4}$

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$$r_z=\left(\frac{\frac{1}{96}\left[40(\frac{\hat{\mu_1}}{\partial_1})^2+27(\frac{\hat{\mu_2}}{\partial_2})^2+29(\frac{\hat{\mu_3}}{\partial_3})^2\right]}{1+\frac{1}{96}\left[40(\frac{\hat{\mu_1}}{\partial_1})^2+27(\frac{\hat{\mu_2}}{\partial_2})^2+29(\frac{\hat{\mu_3}}{\partial_3})^2\right]}\right)^{\frac{1}{2}}$$

r_z= 0.84

Conclusion

1-the measure of compatibility for both intersecting categories (X^2, ø2, C, T, V) showed positive and full compatibility and relationships as degree respectively from highest to lowest (X^2, ø2, V, T, C)

2-to distribute the above capabilities are unknown, difficult to compute the variance but these gauges show the degree of relationship between two variables, especially when a statistic (X^2) refers to moral differences.

3-to calculate the correlation coefficient between variables (X, Y) the proposal distribution which is assuming qualified, especially when calculating the rz or rb because without this proposal cannot see estimated.

4-When the total compatibility table is divided into compounds with a single degree of freedom, the first composite[X^2=4.66]is significant, while [X^2_2 = 0.07] is insignificant, which shows a difference between the two groups. The first group is significantly contributing to the overall compatibility table

5-Using Chi- Square test for dual-edged direction percentage null hypothesis H_0 confirmed in a moral connotation for pupils in mainstream general education students social center's with hearing disability.

6. There are no teachers ' skills in schools of general education in how to deal with students with special needs in most schools in Basra.

7 -Lack of spatial and material departments of general education schools in Basra to support students with special needs in mainstream schools of general education.

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Recommendations:

The search reached the following recommendations

1-Social centers, pupils must be supported with special needs to strengthen confidence in them in order to continue learning and win them over scientific and technical skills through gradual integration with the general education students

2- Special courses for teachers in general education schools with an acoustically disabled students to train them on how to deal with students with disabilities and identify problems and obstacles that stand in the way of the success of this process.

3- invitations by departments of general education schools with handicapped students to families of students with disabilities to establish periodic meetings among themselves to discuss and debate about the issues facing students.

4 -Give the role of families in the process of students with special needs
5. activate the role of teachers graduating from special education departments in Basra through them exercising their competence in dealing with students with special need

6-when begin the process of integrating students with special needs must have a plan and a preset in terms of providing classrooms and provide some special needs pupils.

7-When selecting general education schools will be integrating students with special needs should take into account the geographical location of the school to be out of the dorm disabled.

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