

TEACHERS ATTITUDES TOWARD SPECIAL NEED STUDENTS AND TEACHING SITTINGS READINESS IN EGYPT

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Background and aim of the study: Mental disabled adolescents developed needs for having tools to face the challenges of this stage of life, main source of information and skill enhancing are the teachers who help them to figure out what life is and how to deal with daily life situations. The aim of this study is to reveal the attitudes of teachers of mental disabled adolescents and how teachers evaluate readiness of the real teaching sittings. **Materials and Method:** 331 teachers (male= 123 of % 37 and Female= 208 of %63) completed the "attitudes towards mental disabled adolescents questionnaire "(Gameel, 2010) along with brief demographic form, and Individual interview to evaluate readiness for implementation conducted. Mean scores, t-test calculated to compare mean scores of teachers who are working in special needs settings (n= 142 of % 43) with teachers who are working in general education school (n= 189 of %57) in overall attitudes and in the five subscales. Analysis of sitting readiness for implementation conducted. **Results:** results show that teachers have general positive attitudes regardless of education type. Type of education affect the family- teacher communication attitudes scores while no significant differences found between special education teachers and general education teachers ratings on the total or other subscales,. Interview analysis show that implementation of special need education programs face challenges with teacher readiness, resources and context facilitations in the general education sittings.

Conclusions: Teachers have positive attitudes towards mental disabled Adolescents education, but still need to solve the challenges that face them in offering the most appropriate education for mental disabled adolescents.

Keywords: mental disability, adolescents, attitudes, special needs adolescents, neurodevelopmental disorders.