

DIFFERENCES IN ASSESSMENTS OF INCLUSION, ACADEMIC AND VOCATIONAL REHABILITATION TEACHERS TOWARD TRANSITION SERVICES FOR PEOPLE WITH MILD INTELLECTUAL DISABILITY IN BAHRAIN

Fatema Ghanem Juma Alatawi

Dr. Maryam Isa Alshirawi & Dr. Elsayed Saad Elkhamisi

Abstract

This study aimed at detecting differences in the assessment of transitional services provided in educational institutions for people with intellectual disabilities who are between the ages of (14-18) years from the teachers' point of view, according to the type of special education program, the academic specialty, educational qualification and years of teacher experience. The total sample of study was (73) teachers who work in the academic and the vocational rehabilitation center and Inclusion class in the Kingdom of Bahrain. The study used descriptive method. It was used to evaluate the transition of services for people with intellectual disabilities in educational institutions scale. The results indicated the presence of significant differences in teacher evaluation transitional services depending on the different academic specialization in favor of teachers in other disciplines, and depending on the different number of years of experience in favor of teachers who had years of experience between (11-15) years and (greater than 15 years), as it was there were statistically significant differences depending on the different educational qualification for the Amwalimaan undergraduate and graduate degrees campaign, also showing no statistically significant differences in teacher evaluation transitional services depending on the different special education program, which worked its type.

Keywords: intellectual disabilities, academic and vocational rehabilitation, Inclusion, transitional services