

A proposal to develop the role of special education teachers in achieving psychological security for the disabled students

Adel Hussein Ali Mohamed¹

ABSTRACT-- *One of the most important roles that a teacher with special needs must play to achieve the goals of special education for students with special needs is to meet the emotional needs of students, such as the need for security, love, acceptance, social appreciation, and independence. , Role models, etc., and these needs push the individual forward with the intention of achieving the same achievement and his life becomes rich, emotional, emotional and social. The teacher is one of the main components that help the school succeed in raising the conscience of the learner. He is the leader of the educational and educational work within him, and he is like the investor who invests and directs the gifts in the school environment of human and material gifts that the learner can reach to the highest quality, especially if this teacher deals with students with special needs, and with the category that you need to deal With a special type, and the current study relied on the descriptive analytical approach to reach a A proposal to activate the emotional special education teacher role with students with special needs.*

Key words-- *special education teacher, psychological security*

I. INTRODUCTION

Particular, interest has increased after increasing incidence of disability in all its forms in the countries of the world where the global statistics on disability for the year 2016 indicate that there are one billion people, or 15% of the world's population, who suffer from some form of disability, and disability, is more prevalent in developing countries. A fifth of the total in the world, or between (110) one hundred and ten million and (190) one hundred and ninety million people, who are severely handicapped. The economic, legislative, material and social environment in a country may create barriers to the participation of persons with disabilities in life, or facilitate it. Barriers include buildings inaccessible and mobile, lack of transportation, difficulty in obtaining information and communications, inadequate standards, low level of services and financing for these services, lack of data and scarcity of efficient and effective evidence-based policy analysis. (World Health Organization, World Report on Disability, 2011)

Efforts were directed at the global and local levels to take care of this group and to improve the care it received. On the international level, increased attention was paid to the disabled, as Article 23 of the Children's Rights Document related to the disabled child stipulated the right to care, education and training. This was in two ways: 1-The handicapped are in a steady increase, as the lives of many people are accompanied by a kind of

¹ PhD student of Educational Psychology and International Islamic Universityhamam.lamiaa@gmail.com

disability. 2- Attention to special education as one of the colors of modern education.(Arab Council for Childhood and Development, , 2002, p. 22.)

Research is increasingly indicating that social and emotional learning is extremely important for important life outcomes such as school success, college enrollment and completion, and subsequent earnings. This type of education can be applied in schools so that students increase their ability to integrate thinking, emotions and behavior in ways that lead to positive results in school and life. Although the term social and sentimental learning has been around for twenty years, we have recently seen a rapid surge in interest in it among parents, educators, and decision makers. For example, in the United States, the Cooperative Association for Academic, Social, and Emotional Education supports large schools through its Provincial Collaborative Initiative as it begins to integrate a variety of social and emotional education programs and practices into its schools.(Jones, Stephanie M.; Doolittle, Emily J, 2017.)

Theoretical framework and previous studies:

II. THE EMOTIONAL AND PSYCHOLOGICAL ROLE OF A SPECIAL EDUCATION TEACHER:

The education process for the handicapped is an interlocking process, and with a large degree of complexity, it varies according to the severity of the disability, the time it occurred, and the level of child intelligence, so the handicapped needs a special kind of teacher, who has the skills that help him to achieve effective communication with the handicapped students, which requires from The teacher has knowledge of the nature of linguistic development, the stages of mental development, the nature of memory, the emotional and social problems that accompany disability, and other communication skills for the hearing impaired, which helps him to effectively teach and evaluate the learning process in a good way. (The Ministry of Education in the Sultanate of Oman, 2005/06, p. 38)

In order for the special education teacher to perform his roles towards the category of handicapped students, he must have some features that should be available in the handicapped teacher, which can be summarized as follows:

A- Personal traits, which are represented in the following:

- Love to work, be smart, patient, dream, and stay away from emotion, violence and anger when dealing with hearing impaired students.
- Respecting the dignity of students with disabilities and not disrespecting them, or reducing their capabilities.
- Sincerity at work, as the process of raising and teaching the disabled is a human process in the first place, and here sincerity will be felt by the disabled student, which makes him exchange this teacher with love and appreciation, and the acceptance process takes place between him and the student.(Ibrahim Abbas Al-Zuhairi, 2003, pp. 209-217)

III. PREVIOUS STUDIES:

The current study comes as an attempt to contribute to activating the role of the special education teacher in achieving the goals of emotional education, where the field of studies in the field of education for people with

special needs suffers - within the limits of the researcher's knowledge - from the lack of research that dealt with the role of the special education teacher and his contributions to achieving psychological and emotional security with categories People with special needs in general . Below are some studies related to the subject of study in general or one of its aspects will be divided into Arab and foreign studies according to their time series from newest to oldest.

1-A study titled: "Teacher Preparation Emotionally, The Absent Dimension in Teacher Preparation Programs in Faculties of Education"

This study aimed to clarify the importance of the emotional side of the aspects of education, the role of the teacher in its development among its students, the reasons for the absence of this dimension in the teacher preparation programs in colleges of education, and to present some proposals to include that aspect in those programs, which could contribute to the preparation of a teacher capable of developing that The side of its students through dealing with the following points: The emotional education its concept and its importance in balanced comprehensive education. The reality of interest in developing the emotional side in our educational institutions. And the inclusion of the emotional aspects in the teacher preparation programs in colleges of education. And proposals to develop programs of colleges of education so that it can graduate a teacher capable of developing the emotional side of his students. The researcher used the descriptive approach and concluded that the teacher preparation programs in colleges of education do not include the emotional goals of education and their importance in the educational process, which necessitates the necessity of designing training programs for the teacher to achieve educational goals in all their fields.

2- A study titled "A proposed perception to activate the specific role of the teacher in achieving emotional education in light of some contemporary societal variables" The study aimed to know the specific role of the teacher in achieving the emotional education of his students and the most important obstacles The study relied on the descriptive approach and a questionnaire was prepared as a study tool that includes the foundations and components of emotional education. The study sample consisted of (100) one hundred teachers and teachers specializing in art education and musical education in Sharkia Governorate. The study reached several results, including: a deficiency in the role of the teacher The qualitative achievement of emotional education may be due to a lack of awareness of the importance of spiritual and emotional aspects and lack of familiarity with the foundations and components of emotional education and the difficulty of measuring returns or returns from them, as well as not including them in the student evaluation process where the focus is on the cognitive and achievement aspects that exist Of the conservation and indoctrination, and in the light of this proposal was conceived to activate the role of the teacher quality, whether in the preparation stage of the faculties of specific education or during the service to achieve emotional education.

Second: Foreign Studies:

1- "The roles of special education teachers and teachers of regular classes in the integration school": The study aimed to identify the roles of special education teachers and ordinary teachers within the integration school and to identify the most important obstacles to their role. This study was applied in a rural primary school in the southwestern United States. The study lasted for three years and during the first year the school had about (400) four hundred children, then the number increased to (500) five hundred in the third year of study. While the

number of students with special needs was no more than eighteen. The researcher used the descriptive approach, and the study reached the importance of the role of the special education teacher and next to him to the regular classroom teachers inside the classrooms who have been assigned a major responsibility related to the educational situation requires the collaboration of these teachers with the special education teacher to reach perceptions of the educational process.

2-"The effect of psychological and social pressures on the hearing-impaired families of the causes and factors"

The study aimed to know the effect of psychological and social pressures on the families of children with hearing disabilities. The sample of the study consisted of (113) one hundred and thirteen families, and a measure of psychological and social pressures and strategies for dealing with them were applied to them. The results indicated that there is a high level of psychological and social pressure among the sample members due to the negative feelings towards the disabled child and the social requirements resulting from the disability and that the child's awareness of these feelings has negatively affected his awareness and adaptation. The study focuses on the psychological dimension of the category of the hearing impaired and the negative feelings that these persons with disabilities face as a result of the family's psychological pressures.

3-Study entitled "The roles of the teacher in achieving emotional intelligence among gifted children"

The study aimed to: - Draw the most important features of the teacher's roles in developing emotional intelligence among gifted children in light of their psychological and behavioral characteristics, and the researcher used the semi-experimental and descriptive approach. The researcher concluded in this study that the teacher must have certain characteristics, the most important of which is his high degree of emotional intelligence in order to create a supportive and classy learning environment for emotional intelligence among students and be aware and aware of the behaviors and situations that support social and emotional growth through purposeful integration and can It increases the chances of psychological improvement for children only.

Comment on previous studies:

Through the researcher's briefing on previous Arab and foreign studies related to the subject of the study, the following was found: -

- 1- With regard to the results of previous studies, previous studies confirmed the following:
 - A- The reality of preparing a special education teacher lacks programs that focus on emotional education.
 - B- The necessity of developing special education teacher preparation and professional development programs in light of the requirements of emotional education.
 - C- The need for special education teacher preparation programs in accordance with the disability specialization in order for the special education teacher to fulfill his assigned role in the best way.

IV. THE STUDY PROBLEM:

The role of the teacher of special education is based on instilling the emotional aspects, attitudes and tendencies of the students as they are influential factors in teaching and learning. Therefore, the approach to the study and impact of psychological security on the performance of learners with special needs has emerged. The most

important of the results of this study is the lack of attention and full awareness of the emotional side For the disabled student of teachers in the extent of the reflection on the acquisition of information as well as the social skills of the disabled person, and the failure of educational institutions to take full care and correct psychological security in the educational process, despite its importance for the educators. Napoleon represented in the character of the parents, I believe by the school represented in the personality of the teacher when implementing the educational process within the school by focusing on teaching courses.

It is clear from previous studies that there are many shortcomings in the roles of the teacher of special education that prevent the achievement of the goals of psychological security for students with special needs. The results showed that the roles of teacher with special **needs need to develop in the following aspects:** Academic and vocational preparation, and its impact on the performance of the teacher in achieving the goals of psychological security for students with special needs.

Study questions:

"What is the proposed perception to activate the role of emotional special education teacher?"

Study objectives: -

- The current study aims to:
- 1- You know the emotional and psychological special education teacher role.
 - 2- Providing a suggested concept to activate the emotional special education teacher role.

V. THE IMPORTANCE OF STUDYING:

The importance of the current research lies in the importance of the category to which the research is exposed, which is the category of people with special needs, as well as the subject that addresses it and the growing role of the teacher and the vital and effective activity that he contributes to establishing and achieving the goals of sound emotional education.

VI. THE LIMITS OF THE STUDY:

- 1- The objective limits: The study limits are determined by its title, as it focuses on the special education teacher and his roles in achieving the goals of emotional education with people with special needs. To answer the main study question "What is the proposed perception to activate the role of emotional special education teacher?"

1-Proposed scenario:

In light of the above results, the proposed scenario can be presented as follows:

1. Objectives of the proposed scenario:
The current proposed scenario seeks to achieve the following objectives:
A) To highlight the fundamental practices that must be done by teachers with special needs to achieve the goals of psychological security for students in and outside their schools.

B - Develop a developmental vision that can be used to develop the role of teachers with special needs to achieve the goals of psychological security inside and outside their schools.

C. To determine the necessary requirements for the success of the proposed vision in achieving its objectives by moving the teacher with special needs from traditional practices to exercise his role in achieving the goals of psychological security for students inside and outside their schools in the light of recent trends.

D - Pay attention to teachers with special needs, and seek to develop their skills and abilities.

E - To seek a comprehensive change in the performance of teachers with special needs through the introduction of modern methods of education; in order to achieve the goals of psychological security for students with special needs.

And - Presenting a vision that highlights the importance of achieving the goals of psychological security for pupils with special needs.

G - Identify the tasks and roles teachers should take to achieve the goals of psychological security for students with special needs.

Define a set of specifications that the teacher of tomorrow should have for students with special needs in order to achieve the objectives of psychological security.

(I) To identify appropriate educational methods to develop the role of teachers with special needs to achieve the objectives of psychological security, and the educational activities and services required for this category.

2. Philosophy of perception:

We are living in an age that has occupied the category of the disabled in general and people with special needs in particular, the era in which education in general and psychological security in particular is our entrance to a comprehensive and aware development of this important group in society, the era in which education is a treasure, It is an education that leads to the diversity and differentiation of human beings. Education helps individuals - especially the handicapped - gain access to information and good use in thinking, expression, communication, production and building relationships with all, education that moves the nation from traditional industries to new industries based on modern information and technology, education that seeks to move this category of model and satisfaction with reality and delivery To try to differentiate and change the reality to become physically handicapped like other healthy audiobooks, to teach people with special needs from one option to multiple options, an education that moves these individuals from inertia to flexibility, Socialization, self-reliance and institutions, education that earns people with special needs the ability to solve the problems of contradictions between what is material and what is spiritual, and education where psychological security plays a large role in the refinement and direction of emotional needs For the disabled child with mediocrity and moderation without excessive or negligence.

As a result of the challenges faced by children with hearing disabilities in all areas of life, the introduction of education and training, and the readiness to absorb and develop the new and focus on this in our educational systems is a necessity of this age. Since the real dialogue in the next century between the countries of the world - perhaps - will be the main goal to maximize the role of human development through the preparation of good people and the disabled, including people with special needs alike.

The school is one of the most important educational institutions responsible for comprehensive education, including psychological security, and solving the problems of all members of society, including the handicapped, it will be affected by different educational challenges, and this will strongly affect the educational process including teachers and learners Curricula, activities and administrative systems, and this imposes on this educational institution and others the need to prepare the teacher to play its role in the various educational challenges, and also to develop the proposed vision necessary to develop the role of the teacher of special education in achieving the goals of psychological security of students with Special Needs.

3 - Starting point of perception

Based on the previous results of the field study, which showed shortcomings in the role of the teacher of special education in achieving the goals of psychological security for pupils with special needs, the proposed conceptual bases were developed, which are field and other intellectual and can be explained as follows:
A. Field premises:

This perception comes from the need to strengthen the role of the teacher of special education in achieving the goals of psychological security for students with special needs, but the reality of the school field reveals the existence of difficult educational problems, perhaps the most important:

- Lack of awareness of the roles of the teacher of special education, and the concept of psychological security for the hearing impaired.
- The lack of interest of teachers to achieve the goals of psychological security for students with special needs, in addition to the concentration of teachers on the cognitive side, and despite the importance of the emotional side, but they do not pay much attention to it.
- Centralized in the making of important educational decisions.
- Attention to appearance without substance when highlighting the effectiveness of a school for the disabled in general and people with special needs in particular.
- Pay attention to the expense of quality.
- Non-investment of modern technology in schools to serve the category of people with special needs.

B - Intellectual principles: can be presented in the following points:

- The success of the proposed scenario depends on how the teachers respond, and they adapt themselves to the evolving context of the psychological security of the hearing impaired.
- There is a complementarity between the academic and vocational preparation of the teacher of the disabled and special education services provided to students with special needs, communication with the family and community participation in order to achieve the goals of psychological security for students with special needs.
- A class with special needs is an important group in the society, and its students have the right to raise a healthy and sound education that will love them in good and avoid them from all evil.
- There are continuous and successive changes witnessed by the third millennium and the consequences of cumulative scientific and technological progress, the means of communication, and the dangers of globalization, which threaten the cultural and value component of peoples, the most dangerous of which is known as the phenomenon of globalization of education, which in various educational systems protect the privacy of its

educational system and develop its curricula. On the emotional side in the minds of learners, including the deaf class, to ensure the scientific and moral prosperity of these communities.

- Recent global trends in the field of education for people with special needs: Emphasizing the interest in the first stages of education, because what is instilled in the child's mind becomes an integral part of its value and behavioral system, and is difficult to change or modify.
- Advocating contemporary educational trends in the field of education of the disabled in general and people with special needs, especially the need to abandon the traditional goals and the pursuit of progress and modernization, in addition to the calls to include the process of education aspects of emotional as well as knowledge and skills.
- Confirmation of contemporary trends on the importance of adopting modern methods and ideas by the teacher of different disabilities, leading to the development and modernization of its roles in order to achieve the goals of psychological security.
- The importance of close contact between the school and the surrounding community in the control and improvement of the learning process, and its positive results on the development of the special needs group, and improve the educational process as well as the development and advancement of the community.

Principles and principles of the proposed scenario:

(A) Good selection of special education teacher from high school students or equivalent so that he can achieve the psychological security of his students through:

- Conducting tests to select the teacher of special education seriously and honestly so that they are real, not realistic.
- Ensure that there is a genuine desire of students to work in the teaching profession with people with special needs.
- Conduct psychological tests to identify the various personality traits and variety that enable the student to do its future role, as it should.
- The use of psychological measures appropriate to the environment through which to identify the extent to which the student enjoys self-confidence and emotional balance and take into account the humanitarian aspect of emotional.
- Conducting a test in public information and culture to identify the student's knowledge of the necessary knowledge and life of the surrounding society.
- Achieve high grades in the high school certificate or equivalent to enable him to continue the study successfully and excellence and excellence.

(B) To develop the education teacher of the faculties of education so that he can achieve psychological security for his students with special needs through:

- Mainstreaming new programs in the preparation of the special education teacher, which aims to prepare a special education teacher specialized in the disabled starting from the bachelor's degree as in the experience of the Universities of Beni Suef and Zigzag in the Arab Republic of Egypt.
- Purifying the plan of preparing the teacher of education for the faculties of education that are now applied from the courses that are unsuitable for the age and have no value and benefit for the student and the teacher.
- Preparation of a new study plan to accommodate modern and contemporary developments in the field of special education.
- Include the axis of the development of a special focus on the emotional side and courses of excellence in the

teaching of people with special needs.

- Focusing on the applied practical aspect in the preparation phase by increasing the practical and practical hours in the field of education for those with special needs.

- Approval of the project material (student activities to discuss the issues of rehabilitation and disability) starting from the first band to be a success and failure and added to the total number of degrees. (C) To activate the professional development programs of the special education teacher so that he can achieve psychological security for his students with special needs through

- Determine the training needs of the teacher of special education from the reality of the educational process in schools, especially in the emotional aspects.

- Holding training courses in psychological security to educate the qualitative teacher about its importance, philosophy, objectives and foundations.

- Opening professional diplomas containing special programs for emotional education, enabling the teacher to continue his studies for the master's and doctoral degrees.

- Passing the training courses in psychological security is a condition for the promotion of the teacher of special education functionally.

- Develop the skills of social communication and interaction with institutions and individuals of the community and participate actively in solving its problems.

(D): Development of the system of the educational process in the pre-university education stages to achieve psychological security of students through:

- Educating the teacher in general and the teacher of special education, especially the importance of taking into account the feelings and feelings and emotions and circumstances and capabilities and abilities of students in the classroom and outside as a key input to achieve a healthy and sound education.

- Developing the curriculum continuously to accommodate the new in the fields of science and knowledge and different contemporary educational methods so that the student disabled the center of attention to the educational process.

- Attention to courses that directly contribute to the formation of the emotional side of students such as religious, artistic, musical, sports, agricultural and other.

- Developing school activities to keep up with social and educational changes and developments and to consider them as an integral part of the educational process to take into consideration when evaluating students with special needs.

- Activating the role of social and psychological specialist so that he can identify students with special needs who suffer from psychological, social and economic problems and contribute to solving them in cooperation with the school administration, parent's councils and members of the community.

- Educating educational and school administrators about the importance of taking into account the feelings, feelings and circumstances of the workers in the educational field and solving the problems they face in modern administrative methods and humanitarian methods without resorting to penal methods. This reflects positively on the psychological state of workers and students and develops emotional aspects.

- Selection of educational leaders at all levels of education in the light of specific criteria include the psychological and humanitarian aspect and how to activate it to achieve the objectives of the educational process.

- Developing methods of evaluating students with special needs to include multiple and varied methods that measure various aspects of human development mentally, socially, spiritually and morally.
- Inclusion of school activities in the process of final evaluation of students to determine the degrees of practice and excellence are added annually to the total grades of the student, which will pay many parents to encourage their children to practice various educational activities.
- Activate the use of (note cards) for the teacher and student to write positive and negative behaviors and take them in the evaluation process.

(E): The focus of officials and workers in the field of special education on the emotional aspects and goals of the hearing impaired through:

- Draw the attention of the teacher of special education focus on the religious, ideological, social and cognitive aspects of emotional education.
- Determine the mechanisms and methods that help to measure the return and return of psychological security through some evidence and material evidence.
- Investment of religious events and national holidays in the development of feelings and national feelings and loyalty to the homeland and pride and pride in belonging to him with special needs.
- Holding seminars, lectures and workshops on psychological security in which pupils with special needs participate, teachers, parents and officials in the local community.

(F): Activating the role of educational media (family - places of worship - media - school - peers - community) in achieving psychological security for the hearing impaired by:

- The development and renewal of religious discourse to meet the requirements of the current era and its developments, focusing on the emotional and spiritual aspects as a supreme goal of the three monotheistic religions and the moderate and moderate
- The good selection of scholars, clerics and preachers on the basis of objective principles, so that they represent the role model and model of thought and behavior for all members of the Omani society.
- Educate parents with the correct pedagogical methods and correct parental treatment in raising children and preparing them to be a nucleus suitable for advanced society and developed.
- Issuing publications and guidelines in the field of family education and true emotional.
- Media and private media play an important role in educating community members about the importance of psychological security and turning it into a practical reality embodied in the behaviors and actions of individuals in order to build a coherent and cohesive human society.
- Establishing a media honor code that is superior to the value of high-end art and distinguished programs for the hearing impaired and accountable for those who are outside the values and traditions of Omani society.
- Developing the content of the various media programs by focusing on the positive and moral aspects of the high and emotional, which contribute to raising the general taste and high artistic sense.
- Presentation of some good models and success stories distinguished media as a role model in the behaviors desired socially, leading to the prevalence of values and ethics among the high society.
- Identify media and television programs to solve the educational, psychological and emotional problems of students with special needs in different stages of education.

- Offer some cases that suffer from emotional problems in a scientific and humane way and provide appropriate solutions and appropriate treatment in accordance with the circumstances and conditions of individuals and environments.

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