

Training Teachers on Practicing Behavior Modification Strategies for Children with Special Needs at Tanta Intellectual School

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Abstract: Background: Behavior modification is necessary for children with special needs to help them behave in more appropriate and socially acceptable ways. Educators who work with special needs students and in special education programs often need to use behavioral intervention techniques. These techniques help students with behavior problems that may have a harder time understanding proper social norms and etiquette.

Aim of the study was to: evaluate the effect of training teachers on practicing behavior modification strategies for children with special needs on teachers' knowledge and practice to behavior modification techniques.

Material and methods : the study was conducted at Tanta intellectual school which affiliated to ministry of education. A convenient sample of 30 teachers working at the study setting. Two tools were used for the current study.

Tool I: Teachers' Knowledge assessment Questionnaire which includes two parts.

Part one: Socio-demographic data of teachers as age, educational level, and years of experience, marital status, and attendance to any workshop or congress.

Part two: Teachers' Knowledge assessment Questionnaire This Part was developed by the researchers to assess Teachers' ' knowledge regarding behavior modification technique for children with special needs.

Tool II: Behavior Modification Technique Checklist, The tool was developed by the researcher to assess teachers' knowledge during application of behavior modification technique for children with special needs.

Results : the total score of teachers' knowledge are good, fair, and poor with percentage 30%, 40%, and 30% before the educational training respectively while immediately after the educational training the total score of all teachers'(100%) knowledge is good with statistically significant differences ($p < 0.05\%$). the most of teachers (60%) have poor level of practice before educational program, compared with 80% of them have good level of practice immediately after implementation of educational program with statistically significant differences ($p < 0.05\%$).

Conclusion: statistically significant differences were found in teachers' knowledge and practice to behavior modification technique for children with special needs before and after the educational program.

Recommendations: Continuous training programs for updating the knowledge and practice of teachers' about behavior modification technique for children with special needs. Raising awareness in special education programs about the importance of training teachers about behavior modification.

Key words: Special need children, behavior modification, teachers

I. Introduction

Children with special needs, depending on their disability, often lack the physical or emotional control necessary to participate in the regular classroom. Lack of control can also be a challenge for teachers, as the child with special needs may not respond to discipline that is effective for other children. Having a behavior modification plan in place helps teachers navigate discipline for the child with special needs⁽¹⁾

Special need term is used to collectively define the children who require assistance due to physical, mental, behavioral, or medical disabilities or delays. This term is used in clinical diagnostics as well as in functional and educational settings. the National Dissemination Center for Children with Disabilities classify children with special needs into; autistic disorder, attention deficit/hyperactivity disorder (AD/HD), cerebral palsy, deafness/hearing loss, down syndrome, emotional disturbance, epilepsy, learning disabilities, mental retardation, pervasive developmental disorder (PDD), reading and learning disabilities (Briefing Paper), severe and/or multiple disabilities, speech and language impairments, spina bifida, traumatic brain injury and visual impairments^(2,3)

Behavioral problems of children with special needs limit their interaction with neighborhood, and make them unaccepted in the social and educational environment they interact with. The non- adaptive

practices of children with special needs limit the success of the process of inclusion in the public normal schools, and negatively affect their ability to learn, and create a difficulty in acquiring the basic skills. Therefore, the pressing need made it imperative to provide teachers of children with special needs with behavior modification patterns and methods. Behavior modification of retarded children occupy an important position in addressing their prevailing behavioral problems, since not attending or solving such problems of children with special needs lead to feelings of frustration and helplessness with children which negatively reflect on self-appreciation, and having more psychological and behavioral problem⁽⁴⁾

Behavior modification is a treatment approach, based on the principles of operant conditioning, which replaces undesirable behaviors with more desirable ones through Behavior modification techniques. Behavior modification assumes that observable and measurable behaviors are good targets for change. All behavior follows a set of consistent rules. Methods can be developed for defining, observing, and measuring behaviors, as well as designing effective interventions. Behavior modification techniques never fail. Rather, they are either applied inefficiently or inconsistently, which leads to less than the desired change. All behavior is maintained, changed, or shaped by the consequences of that behavior^(5,6).

Behavior modification techniques includes; direct instruction; reinforcement techniques, including social praise, material reinforces, and tokens; punishment-oriented techniques, including verbal reprimand, response cost, and time-out; group contingency techniques such as the good behavior game; the behavioral contracting^(7,8).

Through a system of rewards, positive reinforcements are the ways in which you encourage the desired behavior. It increases the future frequency of the desired behavior, including social praise, materials reinforces or even the smile. While in negative reinforcement technique: the child is discouraged to behave in negative manner by giving some form of punishment. So, negative reinforcement increases the likelihood that a particular negative behavior would not happen in the future. Another behavior modification technique is elimination or extinction, where there is no incentive but the child does not get the likely response, that one expects from the elders. A "time out": is the removal of all reinforcement for a specified amount of time. Generally, it is sending a child out of his environment, but it can be implemented by having a child sit in a chair, facing a blank wall^(9,10).

Special children have special needs when it comes to discipline techniques. Tricks that may work for a "typical" child may not work or could even backfire with a child with special needs, so the discipline a child receives in his special needs classes may likely be unfamiliar. Behavior modification techniques include a series of teacher-implemented activities and actions aimed at improving behavior⁽¹¹⁾.

The effective use of behavioral and cognitive strategies in the classroom may appear daunting even to experienced teachers. However, changing teachers' behavior and strategies is often the most efficient and effective means of improving all types of classroom behaviors, both disruptive and non-disruptive. Through practice comes proficiency. The building block of emotions and behavior likely contains the largest and most diverse set of problems encountered in the classroom. By first understanding these problems and seeing the world through the eyes of the children, and, by then developing and using a set of intervention strategies on a regular basis, problems of emotions and behavior can be effectively managed and changed in the classroom⁽¹²⁾.

The behavioral non-adaptive problems associated with special need children are considered a source of concern to the family as well as teachers who work with them directly either those joining private institutions or normal schools. Therefore, teachers who deal with students with special education needs need new, effective, simple methods and approaches to overcome these problems or decrease them in order that the class becomes more effective. Therefore, behavior modification and its various principles and strategies are of great importance in controlling these behaviors, which will result positively in the educational process, and improve adaptation of children with special need⁽¹³⁾.

Aim of the study: Evaluate the effect of training teachers on practicing behavior modification strategies for children with special needs on teachers' knowledge and practice to behavior modification techniques.

Research hypothesis: Educational training program about behavior modification technique for children with special needs will be effect on teachers' knowledge and practice.

II. Material And Methods

Research design: The design of this study was a quasi-experimental research design

Setting: The study was conducted at Tanta intellectual school which is affiliated to the ministry of education. It serves Gharbya Governorate with capacity of 300 child and 40 teachers. It composed of three floors, with 18 classes and occupational rehabilitation department. It also provide residential services for special need children.

Subject: A convenient sample of 30 teachers working at the study setting who meet the following inclusion criteria:-

1. Willing and agree to participate in the study
2. Deal directly with special need children

Tools of data collection: Two tools were used for the current study as follows:

Tool I Teachers' Knowledge assessment Questionnaire sheet

Part one: Socio-demographic data of teachers

Biosocial data of teachers which includes Age, educational level, years of experience, marital status, and attendance to any workshop or congress related to behavior modification .

Part two: Teachers' Knowledge assessment Questionnaire regarding behavior modification

This Part was developed by the researcher to assess teachers' ' knowledge regarding behavior modification technique for children with special needs. This part included 20 (10 multiple choices questions and 10 open end questions) questions about the following:

- Definition of behavior modification
- Most common behaviors which need behavior modification techniques
- Definition of behavior modification techniques
- Types of behavior modification techniques
- Factors affecting selection of behavior modification technique
- Factors affecting success of behavior modification technique

Scoring system for teachers knowledge

The total score was 40 and every item was evaluated as:

- Correct answer was scored (2)
- Correct incomplete answer was scored (1)
- Incorrect answer was scored (0)

The total score of teacher's knowledge was calculated and classified as follows;

- 65 % and more was considered good.
- 64-50 % was considered fair.
- Less than 50 % was considered poor.

Tool II Behavior Modification Technique Checklist.

The tool was developed by the researcher after review of literatures to assess teachers' practice during application of behavior modification technique for children with special needs. It composed of 36 items

Scoring system for Teachers' practice during using behavior modification technique

The total score for all steps were 36 and every item was evaluated as follows;

done was scored (1)
Not done was scored (0)

The total score of Teachers' practice during using each behavior modification technique was calculated and classified as follow;

- 65 % and more was considered good.
- 64-50 % was considered fair.
- Less than 50 % was considered poor

Method

- 1- An official letter was addressed from the dean of the faculty of nursing to the directors of Tanta intellectual school to request their permission and cooperation to carry out the study in the selected setting. .
- 2- Ethical and legal consideration as informed consent for participation in the study was obtained, nature of the study was not to cause any harm and/or pain for the entire sample and confidentiality and privacy was taken into consideration regarding the data collection.

- 3- The tools of the study were developed after review of literature containing the knowledge and skills related to behavior modification technique for children with special needs
- 4- Study tools were given to five juries expert in the field of pediatric and psychiatric nursing before conducting the study to test the validity and clarity of the tools.
- 5- Tools of the study were tested for reliability. Test–retest reliability was applied on five studied subjects and reapplied after 2 weeks to ascertain the reliability.
- 6- Pilot study was conducted on three Teachers working in Tanta intellectual school to test the tools for its clarity and time needed for completion of the tools.
- 7- Tool I and II were used three times, before, immediate, and after three months from implementation of educational training program related to behavior modification technique for children with special needs.
- 8- Teachers ' knowledge and practice were assessed using tool I and tool II as a pretest.
- 9- The educational training program consisted of three phases:

a- Developing the educational training program

b- Implementing the educational training program

c- Evaluating the educational training program

Phase I - Developing the educational training program

- The program was developed after review of literature and implemented by the researchers based on the needs of the teachers.
- The contents of the program were organized in five sessions provided for the studied subjects

Phase II - Implementing the educational training program

The program was implemented through 5 sessions two sessions per week. Every session took approximately one hour.

- **The first session: (introductory session)**

The researchers conducted a session of 2 hours to establish relationship with the studied subjects and oriented them about the program. Each teachers performance as regards the behavior modification technique was evaluated before provision of any information (pretest) utilizing the Tool I, Then subjects were divided into the small groups (each group consist of 5 teachers)

formulated checklists (tool II) was implemented through observation of teacher during their interaction with the students.

- **The second session:** Definition of behavior modification, techniques of behavior modification, and factors that help in behavior modification success.
- **The third session :** Factors influencing the choice of behavior modification techniques, barriers of behavior modification and most common behavior modification techniques.
- **Fourth session:** Demonstrations of most common behavior modification techniques by the researcher and re demonstration by teachers through actual situation were carried on the steps individually until they correctly and completely performed the steps of behavior modification techniques.
- **Fifth session:** Summary of definition, type, techniques and barriers of behavior modification as well as, applying post test
- **Teaching methods & aids used during the sessions :** Group discussions, lecture, data show, role play, home work, case studies, and demonstration and re demonstration were used as teaching methods. Handout given to all teachers included in the study. The handout related to behavior modification technique for children with special needs was written in Arabic language to be easily understood by all teachers.

Phase III - Evaluation of the intervention

- First time (pre assessment) was done before implementation of the Program using the two study Tools.
- Second time: post assessment, was done immediately after the implementation of educational program, Using Tool I part 2, and Tool II
- third time: post assessment2, was done three months after the implementation of educational program, Using Tool I part 2, and Tool II

Data collection: The data were collected over a period of 6 months starting from April 2014 to August 2014.

Statistical analysis:

The collected data were organized, tabulated and statistically analyzed using SPSS version 20 (Statistical Package for Social Studies). For each variable the number and percentage distribution were calculated before and immediately after educational training. The difference in observations before and immediately after educational training was tested using Wilcoxon signed rank test (Z). The total score of knowledge and practice were calculated by summation of the score of each question. The total percentage was calculated by dividing the sum of questions on total maximum scores multiplied by 100. The level of significance was adopted at $p < 0.05\%$. Correlation between knowledge and practice was tested using Pearson Correlation.

III. Results

Table (I) shows the socio demographic characteristics of the studied teachers. It was found that, the age of 3.33 % of the teachers was from 20 < 30 years and 30.0 % of them from 20 < 40 years old while the majority of the teachers (66.67 %) were more than 40 years old with mean 41.8 ± 11.65 . Regarding their sex, about two thirds of teachers were female (66.67 %), and 33.3 of them were males. Regarding their educational level, the majority of teachers (93.33) were graduated from university and 6.67% of them graduated from secondary school. In relation to their teaching specialty: 33.3%, 13.33%, and 13.33% of them had specialty in psychology, special teaching, and teaching Arabic respectively and 40.0% had no specialty. As regard their years of experience, the table shows that, 10 % of the teachers have less than 10 years of experience, and 43.3 % of them have 10 < 20 years of experience. Whereas about half (46.7) of the teachers have more than 20 years of experience. In relation to their previous training, the table reveals that, the majority of them (86.67%) didn't attend previous training on behavior modification techniques for children with special needs.

Table II presents the percentage distribution of teachers' knowledge about general principles of behavior modification before and immediately after the educational training. The results show that, regarding definition of behavior modification, about half of the teachers have incomplete correct answer (56.7), while 100% of them have correct answer after educational program. In relation to type of behavior modification, the majority of teachers (90%) have incomplete correct answer compared with 100% of them have correct answer immediately after educational program. Regarding the factors affecting selection of behavior modification technique and factors affecting success of behavior modification technique the majority of teachers have incomplete correct answer (93.43% and 100% respectively) compared with 100% of them have correct answer immediately after educational program for both items. there are a statistically significance relation regarding to all item of teachers' knowledge about behavior modification before and immediately after the educational training program at level of 0.001

Table III represents the percentage distribution of teachers' practice during behavior modification techniques application before and immediately after the educational training. The result shows that, regarding positive reinforcement more than one half of study teachers (60.0) have poor level of practice before educational program while no one falls in the same category immediately after educational program with statistically significant relation at level of 0.001. In relation to shaping, response cost and time out behavior modification techniques, the majority of studied teachers (100, 93.4 and 90 % respectively) have poor level of practice before educational program compared with 6.14, 6.71 and 6.31% respectively fall in the same categories immediately after educational program with statistically significant relations at level of 0.001.

Table IV shows the distribution of the most used behavior modification techniques by teachers before the educational training. The results indicate that, all teachers (100%) choose positive reinforcement as the most behavior modification techniques used and the most effective behavior modification techniques. Moreover, 16.67 % of the teachers view that behavior modification techniques have an effect on children behavior while the majority 83.4.3 view that behavior modification techniques almost have an effect on children behavior.

Figure 1 represents percentage distribution of total score of teachers' knowledge about behavior modification before and immediately after the educational training. The figure shows that the total score of teachers' knowledge are good, fair, and poor with percentage 30%, 40%, and 30% before the educational training respectively while immediately and after three months from the educational training the total score of all teachers' (100%) knowledge is good with statistically significant differences ($p < 0.05\%$).

Figure 2 shows the effect of educational program on teacher's practice during application of behavior modification techniques. The result indicate that, most of the teachers (60%) had poor level of practice before educational program, compared to 80% and 75% of them who had good level of practice immediately and after three months after implementation of educational program respectively with statistically significant differences ($p < 0.05\%$).

Table (V): represents the relation between teacher's level of knowledge and level of practice before and after educational program. a positive Statistical significant correlation is found between total score of knowledge and average of practice before program (Pearson Correlation .402 and p- value .014) which means that when the knowledge decrease practice in turn will decrease. In addition, Statistical significant correlation is found between total score of knowledge and average of practice immediate post and after three months (Pearson Correlation .468, p- value .005 and Pearson Correlation .308, p- value .049 respectively

Table (I): Socio-demographic Characteristics of the Studied Teachers

| Characteristics | No.(=30) | % |
|-----------------------------|--------------|-------|
| Age in years: | | |
| ▪ 20 - | 1 | 3.33 |
| ▪ 30- | 9 | 30.0 |
| ▪ 40-50 | 20 | 66.67 |
| Mean ± SD | 41.8±11.65 | |
| sex: | | |
| ▪ Male | 10 | 33.33 |
| ▪ female | 20 | 66.67 |
| Educational level | | |
| ▪ Bachelor degree | 28 | 93.33 |
| ▪ Secondary school | 2 | 6.67 |
| Teaching specialty: | | |
| • Psychology | 10 | 33.33 |
| • Special teaching | 4 | 13.33 |
| • Teaching Arabic | 4 | 13.33 |
| • No specialty | 12 | 40.0 |
| Years of experience: | | |
| ▪ 1- | 3 | 10.0 |
| ▪ 10- | 13 | 43.3 |
| ▪ 20+ | 14 | 46.7 |
| Mean ± SD | 17.2 ± 9.421 | |
| Previous training | | |
| No | 26 | 86.67 |
| Yes | 4 | 13.33 |

Table (II): Percentage Distribution of Teachers' Knowledge about General Principles of Behavior Modification before and Immediately after the Educational Training.

| General Principles of Behavior Modification | Before educational training n=30 | | | | | | Immediately after educational training n=30 | | | | Follow up three months after educational training n=30 | | | | P |
|---|-------------------------------------|------|--------------------|-------|-----------|-------|--|-----|--------------------|------|---|-------|--------------------|------|--------|
| | Correct | | Incomplete correct | | incorrect | | Correct | | Incomplete correct | | Correct | | Incomplete correct | | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | |
| Definition of behavior modification | 10 | 33.3 | 17 | 56.7 | 3 | 10.0 | 30 | 100 | 0 | 0.00 | 30 | 100.0 | 0 | 0.00 | 0.001* |
| Types of behavior modification techniques | 3 | 10.0 | 27 | 90.0 | 0 | 0.00 | 30 | 100 | 0 | 0.00 | 28 | 93.43 | 2 | 6.67 | 0.001* |
| Factors affecting selection of behavior modification technique | 2 | 6.67 | 28 | 93.43 | 0 | 0.00 | 30 | 100 | 0 | 0.00 | 30 | 100.0 | 0 | 0.00 | 0.001* |
| Factors affecting success of behavior modification technique | 0 | 0.00 | 30 | 100.0 | 0 | 0.00 | 30 | 100 | 0 | 0.00 | 30 | 100.0 | 0 | 0.00 | 0.001* |
| Definitions of behavior modification techniques | 2 | 6.67 | 23 | 76.67 | 5 | 16.67 | 30 | 100 | 0 | 0.00 | 29 | 96.67 | 1 | 3.43 | 0.001* |
| Total Mean ±SD | 25 ±7.85 | | | | | | 40 ± 10.23 | | | | 38 ± 9.89 | | | | 0.001* |

Table (III): Percentage Distribution of Teachers' Practice during Behavior Modification Techniques Application before and Immediately after the Educational Training

| Behavior modification techniques | Before educational training n=30 | | | | | | Immediately after educational training n= 30 | | | | | | Follow up three months after educational training n=30 | | | | | | P |
|---------------------------------------|-------------------------------------|------|------|------|------|-------|---|-------|------|------|------|------|---|-------|------|------|------|------|---------------|
| | Good | | Fair | | Poor | | Good | | Fair | | Poor | | Good | | Fair | | Poor | | |
| | No | % | No | % | No | % | No | % | No | % | No | % | No | % | No | % | No | % | |
| Strengthening desired behavior | | | | | | | | | | | | | | | | | | | |
| 1-Positive reinforcement | 2 | 6.67 | 10 | 33.3 | 18 | 60.0 | 29 | 96.67 | 1 | 3.43 | 0 | 0.00 | 28 | 93.43 | 2 | 6.6 | 0 | 0.00 | 0.001* |
| 2-Negative reinforcement | 0 | 0.00 | 23 | 76.6 | 7 | 23.4 | 27 | 90.0 | 3 | 10.0 | 0 | 0.00 | 26 | 86.67 | 4 | 13.3 | 0 | 0.00 | 0.001* |
| 3- Shaping | 0 | 0.00 | 0 | 0.00 | 30 | 100.0 | 25 | 83.3 | 5 | 16.7 | 0 | 0.00 | 20 | 66.7 | 8 | 26.6 | 2 | 6.6 | 0.001* |
| Reducing undesired behavior | | | | | | | | | | | | | | | | | | | |
| Punishment | 8 | 26.6 | 7 | 23.4 | 15 | 50.0 | 23 | 76.6 | 6 | 20.0 | 1 | 3.3 | 22 | 73.4 | 8 | 26.6 | 0 | 0.00 | 0.001* |
| Response cost | 0 | 0.00 | 2 | 6.6 | 28 | 93.4 | 21 | 70.0 | 4 | 13.3 | 5 | 16.7 | 21 | 70.0 | 9 | 30.0 | 0 | 0.00 | 0.001* |
| Time-out | 0 | 0.00 | 3 | 10.0 | 27 | 90.0 | 26 | 86.67 | 4 | 13.3 | 0 | 0.00 | 25 | 83.3 | 5 | 16.7 | 0 | 0.00 | 0.001* |
| Total Mean ±SD | 15±5.56 | | | | | | 32±12.34 | | | | | | 30±11.47 | | | | | | 0.001* |

Table (IV): Percentage Distribution of The most Common Behavior Modification technique used by Teachers before the Educational Training.

| Variable | No=30 | % |
|---|-------|-------|
| The most used behavior modification techniques | | |
| • Positive reinforcement | 30 | 100.0 |
| The most effective behavior modification technique | | |
| • Positive reinforcement | 30 | 100.0 |
| Teachers Opinion about The effectiveness of behavior modification technique on child behavior | | |
| • Yes | 5 | 16.67 |
| • No | 0 | 0.00 |
| • Almost | 25 | 83.43 |

Figure (I): Percentage Distribution of Total Score of Teachers' Knowledge about Behavior Modification before, Immediately, and after three months from the Educational Training.

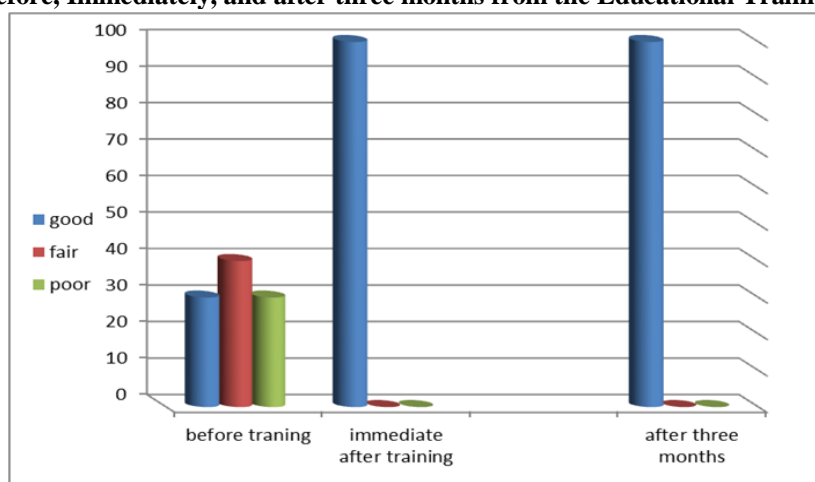


Figure (II): Percentage Distribution of Total Score of Teachers' practice during Application of Behavior Modification Techniques before, Immediately and after three months from the Educational Training.

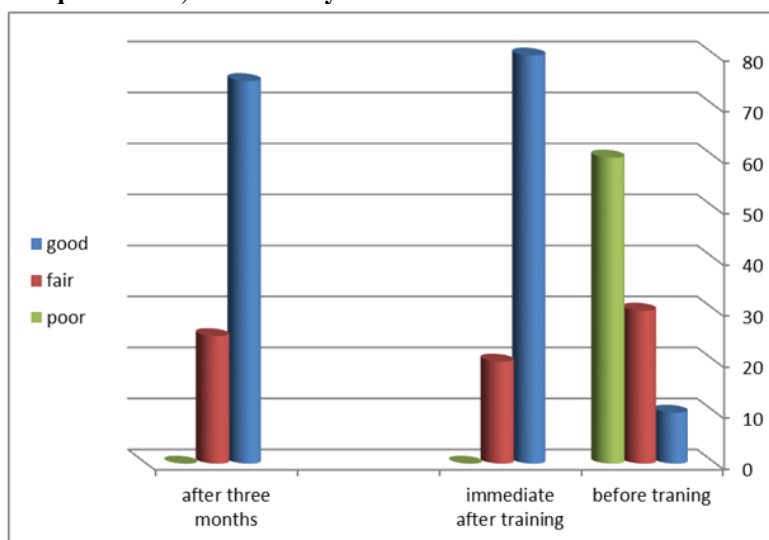


Table (V): Relationship between teachers' knowledge and level of practice before and after educational program

| Correlation between knowledge and practice | |
|---|--|
| Total score of knowledge before program | Average of practice before program |
| Pearson Correlation .402* p- value .014 | |
| Total score of knowledge immediate post | Average of practice immediate post |
| Pearson Correlation .468* p- value .005 | |
| Total score of knowledge after three months | Average of practice after three months |
| Pearson Correlation .308* p- value .049 | |

IV. Discussion

Behavior modification is an organized process that includes certain remedial procedures that aim at controlling the variables that are responsible for behavior. The programs based on behavior modification principles are suitable for educational situations for the ability of integrating them into the educational activities that assist the teachers who deals with special needs children⁽¹⁴⁾.

The results of the current study revealed that there were statistical significant differences in teacher's knowledge about behavior modification and application of behavior modification techniques before and after the educational training. The results also indicate improvement of teacher's level of application of behavior modification techniques after implementation of educational program. The improvement in teachers knowledge might be related to the fact that the majority of teachers are liable to learn and acquire knowledge through the training program as the majority of them are highly educated (have bachelor degree), also, the majority of teachers have more than ten years of experience. This was evident as they needed an intensive effort to explain the importance of the program to motivate them. In addition, most of them did not attend any previous training about behavior modification so; they were motivated to learn new skills, knowledge and experience. Regarding to, the level of teacher knowledge before implementation of educational program was in acceptable level.

Furthermore, the organized and effective program and booklet manual about behavior modification may also help in the improvement in teachers' knowledge.

The results of the present study are in agreement with **Al-khatib (2004)** who carried out a study that aimed at developing the teachers knowledge of behavior modification in reducing the patterned, aggressive and chaotic behavior with an 81 child sample of mentally retarded children in Jordan. The study findings showed a statistically significant difference among teachers knowledge about Behavior modification⁽¹⁵⁾. Also the results of present study are in accordance with **Al-Ziot (2005)** who carried out a study that aimed at training teachers on using behavior modification strategies and found that training teachers the principles of using behavior modification strategies have an great impact on teachers knowledge about behavior modification⁽¹⁶⁾.

In another study carried out by (**Hrydowy& Martin, 1994**) that aimed at assessing the effectiveness of a training program in improving the skills of teachers of retarded children at special education centers. The program was introduced in the form of a training program that included methods of implementing behavior modification. The findings indicated an improvement in the performance of teachers of mentally retarded children that were basically trained on the post exam and the follow up. Moreover, the improvement in the teachers' performance led to behavior improvement with most mentally retarded children⁽¹⁷⁾.

Poteet (1971) believes that teachers are the most important qualified individuals to change children behavior and modify it for many reasons, among which are: teachers are almost qualified to carry out behavior modification processes due to their vocational certification in colleges and specialized educational institutions. Teachers do not generally have subjective personal impressions about their students. Teachers usually address or treat students' behavior when it occurs without paying attention to other⁽¹⁸⁾.

Regarding the most common behavior used by teachers, the results of the current study indicate that, all teachers used positive reinforcement and they perceive that it is the most effective behavior modification techniques. While the majority of teachers view that behavior modification techniques almost have an effect on children behavior. This result may be related to the fact that teachers believe that special needs students sometimes need extra help in remembering what is expected of them, behavior-wise and providing tangible rewards for mastered behaviors or accomplishments is one way to remind them about what works in the classroom. Because their interest is peaked by providing an objective goal (positive reward), they have an easier time remembering how to behave. Even small items such as stickers, tokens or bookmarks will let the child know he is on the right track and is deserving of a reward. Also, positive reinforcement is an easily applicable technique and has direct effect on children behavior⁽¹⁹⁾.

The result of the current study is in line with **Tammy Quinn Mckillip (2014)** who states that special needs students tend to be praise-hungry (positive reinforcement). They are often used to hearing about what they've done wrong. Telling them when they've done something right will grab their attention and reinforce good behaviors⁽²⁰⁾.

Survey studies confirm the importance of the teachers' acquisition of behavior modification skills particularly the modification of undesired behavior since teachers believe that pre- service training programs in the field of teaching students with special needs do not help in addressing behavioral problems among students effectively due to the emphasis on the theoretical aspect rather than application. Therefore, it is necessary to develop the knowledge level of teachers of students with special needs with in-service training behavior modification methods⁽²¹⁾. (**O,neillet al., 2001 and Lise et**

Regarding to the relation between total score of knowledge and average of practice immediate post and after three months, The results of the current study indicate that, there was a positive statistical significant between total score of knowledge and average level of practice. This may be probably due to the effectiveness of educational program and the success of the program may be attributed to the accuracy of the researchers in building the program and training teachers on it based on teacher's needs. Many methods were used in training teachers as well as using models of case studies, in addition to the teachers desire to The success of the program may be attributed to the accuracy of the researcher in building the program and training teachers on it. Many methods were used in training teachers as well as using models of case studies, in addition to the teachers desire to improve their practical skills in behavior modification methods

This finding is in agreement with the study carried out by **Hrydowy& Martin, 1994** that aimed at assessing the effectiveness of a training program in improving the skills of teachers of retarded children at special education centers. The program was introduced in the form of a training program that included methods of implementing behavior modification. The findings indicated an improvement in the performance of teachers of mentally retarded children that were basically trained on the post exam and the follow up⁽²²⁾.

V. Recommendations

In the light of this study the researchers recommend that:

- 1- Activating in-service training programs related to behavior modification methods of teachers of children with special needs students by the intellectual school administration.
- 2- Conducting workshops for teachers of children with special needs in general to provide them with effective applicable skills to deal with students' non-adaptive problems.
- 3- The success of this training program in developing knowledge of teachers of children with special needs of behavior modification methods indicates the importance of generalizing it on the rest of those working with special education individuals.
- 4- The inclusion of subjects related to behavior modification and the importance of focusing on the practical aspect in Lessons' plans for the certification of teachers of special education.
- 5- Conducting similar studies that are related to the degree of the parents of children with special needs knowledge of behavior modification to provide them with these skills through a training program oriented for them.

Acknowledgement

The researcher would like to express their sincere gratitude to the ministry of education and Tanta intellectual school who helped in facilitating conduction of this study. Great appreciation as well is to the teachers and students who accepted to participate in the current study

Limitation of the study: The limited number of teachers requested represents limitation for this study.

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