

# Strengthening Communication Skills for the Teachers of Simple Mental Disability

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**Abstract** That research aims at reinforcing communication skills for teachers of simple mental disability. To achieve the research aims, the descriptive method was used through forming a questionnaire of (47) of the simple mental disability teachers. The research results showed that using teachers of simple mental disability to social communication skills in preparatory school was average. The research also showed that there are no statistical significant differences for the views of the research sample individuals concerning using teachers of simple mental disability to social communication skills related to years of experience. According to results, the researcher reached to many recommendation: holding training courses in the field of modern teaching strategies and how to use them inside classes while dealing with students with simple mental disabilities.

**Keywords:** Social Communication Skills, simple mental disability teachers, mental disability

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## 1. Introduction

Mental disability is represented in a number of failure sides in individuals' performance under 18 years. In addition, it is related to inadequacy in more than shape of adaptable behaviors such as inability of language communication, self-care, daily and social life, self-guidance, social services, and healthy diet, being academic and monopolizing free time [1]. People with simple mental disability had taken a great interest in the last ten years, because they are in a bad need for continuous efforts and sufficient care from the whole society. These efforts are done to make disabled persons a part of the society and to allow them to live happily [2]. Making disabled persons able to understand different social skills helping them to interact positively with their nature is one of the hardest tasks for special education teachers because they are unable to use the suitable strategies of teaching based on principles of learning theories and good understanding of students' characteristics [3]. Teachers of simple mental disability students decide on teaching methods according to 3 variables: category of disability, how hard is disability and the age. The variation of these problems from which students suffer forced their teachers to use different strategies, making various educational situations and adapting different educational philosophies. A teacher should have a basic and direct role in developing students' levels positively or negatively. That role is determined according to many concerns: teacher's use for different teaching methodologies,

his / her care with individual differences among students, his / her mood and personality type, his / her ability to generalize tests objectively, being strict in marking exams and his / her cleverness in using good teaching methodologies, To add, a teacher should have the role of the guide and successful leader for his / her students [4]. Social communication is considered a basis for each social system. That is to say when a person communicates with his friend; they are affected by each other's behaviors, values, views and attitudes [5]. Definitions of social communication skills differ because there are many various point of views related to them [6]. See social communication as the individuals' ability to interact with others in their environment in different ways which are useful and socially accepted. [7] Defined it as socially accepted behaviors which student should be clever at practicing them with other students through life situations making them able to forming relations. Moreover, [8] classified social communications into 3 levels: communication among persons, communications among groups and communication among individuals and culture. put 4 determiners for social communications: contact, expectation, understanding person's role and significant symbols.

## 2. Methodology

That research measures differences in the degree of using simple mental disability teachers to social communication skills in the middle education stage. According to years of experience. The research was applied to a sample of (47) teachers in the middle education stage

**Table 1. Distributing Teachers according to Years of experience**

Years of experience	Number	percentage
Under five years	12	25.5
Under ten years	16	34.0
More than ten	19	40.5
Total	47	100.0

A 20- clause – questionnaire was applied to measure the ability of teachers in using social communication skills. Also, authenticity and invariability of questionnaire was measured through coefficients of inside homogeneity invariability by alpha Cronbach as the following table shows.

**Table 2. Distributing Teachers according to Years of experience**

	Number of clauses	Co efficient of invariability alpha Cronbach
Using teachers of simple mental disability to social communication skills	20	0.84

A quintuple measure of Fifth Likert Scale was used in that research as follows: (1) very little grade, (2) little grade, (3) average grade, (4) great grade, (5) very great grade. The researcher depended on measuring arithmetic means for answers of the sample members by dividing their grades into low, average and high. After application, questionnaires were collected by the researcher electronically. Then, Spss was used to do suitable statistical analyses.

### 3. Results

The next Table shows arithmetic means and standard deviations. Also, A triple variation analysis test was used to show whether there were differences with statistical significance at the significant level (0.05) or not to measure the degree of using simple mental disability teachers to social communication skills according to variables of sex , qualification and years of experience .

	Years of experience	Standard Deviation	mean
1	Under five years	0,61	3,55
2	From five to ten years	0,56	3,43
3	More than ten	0,35	3,50

### 4. Discussion

Looking at the analyses of the previous results, it is clear that teachers of simple mental disability use social communication skills in preparatory schools in an average scale. That is because:

- There is a difficulty for teachers in communicating with students who have mental disability and that leads those teachers to focusing on giving information only and not caring with students' personalities.

- Some teachers are not scientifically efficient. That is why they fell in difficult situations in front of their students who degrade them.
- Some teachers are lacking in taking courses in the field of social skills.
- Teacher's preparation programs in education faculties don't allow teachers to practice enough to be able to control their behaviors among students.

### 5. Recommendations

- Holding courses in the field of using social communication skills inside classes for students with simple disabilities.
- Holding guiding course to enable teachers to use social skills well in order to reduce negative behavioral phenomena resulting from lack in social communication skill
- Holding monthly meetings between teachers and parents to reinforce social relation and increase teachers, understanding for students, social and psychological problems.
- Providing schools with equipment and tools which help to apply practicing social communications.

### 6. Conclusion

Teachers of simple mental disability are considered one of the most important bases helping to develop skills of social communication for students with mental disability in preparatory schools and that leads to make teachers successful in involving with their students will.

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