

Personal Characteristics Required For teachers of Children With Autism Spectrum Disorder From a Parent's Point of View

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Abstract

Autism is one of the disorders of a group of autism spectrum disorders that can appear in infancy before the child reaches the age of three years at most, and despite the different severity and symptoms of autism from one case to another, all of its disorders affect the child's ability to communicate with those around him and develop Mutual relations with them. Estimates also show that among every thousand children suffering from autism, there is no known cure for autism, but early and intensive treatment as much as possible is the solution in most cases and can make a significant and serious change in the lives of autistic children.

Keywords:- Personal Characteristic; autism; disturbance; parents.

Introduction:

Autism spectrum disorder is one of the most common disabilities in the recent period. Research on disability issues has gained great attention based on the quality of the programs and services it provides, which have a positive impact on people with disabilities and their families in general. An effective qualified teacher is one of the most important components and pillars of these special programs and services.

It is clear that caring for and training children with disabilities passes through raising the efficiency of teachers and qualifying them at the personal and professional level, in addition to continuously evaluating their performance. From here, the attention of specialists in preparing special education programs and preparing and qualifying teachers and educational policy-makers turned to the need to pay attention to developing the competencies and skills of special education teachers; With the aim of enabling them to meet the individual and educational needs of children with special needs, and to keep pace with the rapid changes that have occurred in the profession of special education and its practice on the ground. And dealing with children with autism requires special personal and professional conditions. The topic of teachers' competencies for children with autism has been particularly important (Simpson, 2004).

Discussion

The importance of studying:

The results of this study are expected to assist teachers, professionals and policy-makers in the field of raising children with autism in identifying the appropriate personal characteristics of teachers of this category of children. In order to provide real opportunities for planning autism programs, and to assist centers and institutions specialized in providing autism programs to develop training programs and prepare workers during work; This will be reflected in the improvement of the quality of services and programs provided to meet the needs of children with autism, and to enable them to integrate educationally and socially. On the other hand, the

results of this study will contribute to building channels of communication and positive interaction with families, which is the main partner in the rehabilitation process.

Teachers' personal characteristics, educational competencies and performance skills needed to work with children with autism is considered an important matter, as it helps in identifying the training needs and personal characteristics of these teachers. (Rice, 2007) pointed out that there are a number of reasons that have given importance to attention to the personality and skills characteristics of teachers of children with autism disorder, namely .

First: the increase in the prevalence of the number of children who suffer from autism spectrum disorder, and second: the challenges that teachers face with autism spectrum disorder meet the needs Education, which requires attention to providing teachers with the skills required to teach these children.

Third: the need for teachers to possess the competencies and skills that qualify them to use effective intervention strategies; with knowledge of the legislation and laws related to that category of children. Al-Rashed (2001) also indicated that teaching and teaching jobs in general need special personal characteristics that enable him to withstand the pressures he will face in his work. Therefore, the personal characteristics and characteristics of the most important concern for educational scientists and educators in the educational field.

The study problem and its questions:

In view of the great challenges that the field of special education faces, especially in dealing with children with autism spectrum disorder, attention to the personal and professional characteristics and characteristics required for teachers on the one hand, and in belief in the importance and role of the family in the therapeutic and rehabilitative process, it is imperative to evaluate teachers and ensure that they possess personal characteristics The professionalism required to deal with children with autism spectrum disorder, because of its role in the performance of the

teacher and his interaction with students; Especially if the feedback is coming from families who are the main partners for the teacher and specialist; Therefore, their opinions about the work of the specialist and the conditions that must be met by the specialist in general must be taken into account for the benefit of their children with autism spectrum disorder and their acceptance of the treatment and rehabilitation process. The study sought to answer the following question: What is the estimate of families of children with autism spectrum disorder regarding the personal characteristics required to be provided by their children's teachers?

From the question the president is divided into a number of sub-questions, as follows:

1. Does the estimate of families of children with autism spectrum disorder differ according to (the respondent's gender and educational qualification)?
2. What is the estimate of the families of children with autism spectrum disorder of the personal characteristics required for the teachers of their children for the dimension (cognitive competencies)?
3. What is the estimate of the families of children with autism spectrum disorder of the personal characteristics required of the teachers of their children for the dimension (personal capabilities)?
4. What is the estimate of the families of children with autism spectrum disorder of the personal characteristics required of the teachers of their children for the dimension (personality traits)?
5. What is the estimate of the families of children with autism spectrum disorder of the personal characteristics required of the teachers of their children for the dimension (moral characteristics)?

Objectives of the study:

1. Knowing how different family members of children have autism spectrum disorder.
2. To recognize and estimate the speed of children with autism spectrum disorder with the appropriate personal characteristics of their children's teachers for the dimension (cognitive competencies).

3. Recognizing the appreciation of children. Taking pictures of children with autism spectrum disorder of the personal characteristics of their children from the teachers of their children for the dimension (personal abilities).
4. Recognizing the appreciation of children. Taking pictures of children with autism spectrum disorder of the personal characteristics of their children from teachers of their children for the dimension (personality traits).
5. Learn to estimate the speed of children in infection with bell diseases.

Theoretical and procedural concepts:

Personal characteristics: It is the set of factors, traits and traits of a personal, emotional and emotional nature that characterize the individual, and describe their behavior and appear through their performance and behavior in educational situations (Al-Rafi'i, 2017) It also refers to the procedural

Personal characteristics:

It is a condition related to brain development and affects how a person distinguishes others and deals with them on a social level, which causes problems in interaction and social communication, and the disorder includes limited and repeated patterns of behavior (Counter, 2017)

The set of characteristics that the sample members define during the interview within the personal characteristics required from their viewpoint.

Autism spectrum disorder: It was defined in the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) issued in (201388) from the American Psychiatric Association (APA) as: a developmental disorder that appears in a period Early development, as it affects children before three, and its symptoms appear in three main areas:

The weak ability to social interaction, the emergence of stereotypical behaviors repeatedly, and the weak ability to communicate with those around. These symptoms appear early in development, and cause

impairment in areas of current social and professional functioning, or other matters of life (Bazaa, 2007)

Procedurally, it is intended for families of children with autism disorder:

They are the families of children enrolled in autism centers in Amman, and whose children have been diagnosed with autism spectrum disorder on the Gilliam scale to estimate autism spectrum disorder (Gesture, 2015).

Theoretical framework and previous studies:

The study of characteristics, characteristics and competencies has witnessed a clear development, especially in recent years, as it aims to assist in identifying the distinguished performance, facilitating the training process, setting, and measuring the objectives of the rehabilitation programs. Whereas, the professional aspect is no longer sufficient to deal effectively with children with autism spectrum disorder; rather, there is a need to possess some personal characteristics and characteristics that assist the specialist when presenting intervention strategies, curriculum programming, supervision and evaluation (Mc Conkey, 2014).

The degree to which the specialist or teacher of special education and specialists working with children with autism spectrum disorder possess personal and professional skills is equally important for them having theoretical and cognitive information about autism spectrum disorder, as it is no less important than intensive and early behavioral programs and interventions, supervising intervention programs, monitoring their effective implementation, and evaluating them. The program and the interventions used. The evaluation process of these features aims to guide and assist those in the field of autism to help children with autism and their families throughout life, starting from the diagnosis stage to treatment services and programs. It also helps educators and experts in building university courses concerned with developing these personality traits as a prerequisite for success in special education careers.

In general, the identification of the personal characteristics and characteristics needed by the specialist working in special education also contribute to the formation of a practical framework to prepare specialists to work with children with autism, and to develop a training manual for the purposes of developing workers and improving their services provided to children with autism, which may include in addition to personal characteristics and characteristics Specialized cognitive and performance competencies for teachers of children with autism (Hendrick, 2011).

Previous definitions of the concept of autism

spectrum disorder, it is possible to present a summary about the concept of autism spectrum disorder and its symptoms as it is a developmental disorder that begins in the child's first three years and among its most important symptoms is poor social communication skills, a decrease in language abilities, in addition to the formation of some stereotypical or ritual behaviors and their repetition, and symmetry. And the difficulty of changing some behavioral patterns, as he finds it difficult to change and accept it (Atrophy, 2006).

Autism spectrum disorder symptoms and diagnostic criteria:

Autism spectrum disorder is considered a disorder that is difficult to diagnose, especially since the specialists in this field have not agreed on the factors that cause this type of disorder, and it is possible to refer to some of these characteristics, which do not have to be combined in one individual, as some of them may be noticed in a specific individual, and it appears in an individual Others, some other ones, as there is a difference in degree and severity between one individual and another. Zureikat (2004) pointed out some of those characteristics that appear in children with autism spectrum disorder, namely:

1. Sensory deficiency: the absence of aspects of perception and response to sensory stimuli.

2. Emotional isolation and emotional cold, which results in the absence of social capabilities and skills. Where he finds it difficult to build social relationships with others.
3. Long-term integration into stereotypical, repetitive behaviors and strange interests in things of no value.
4. Fits of anger, harming oneself and others, screaming and excitement for no apparent reason.
5. Deficiency or stopping of linguistic development and the inability or total absence of verbal and non-verbal communication in expression and understanding, and thus the absence of the ability to learn and cognitive development.
6. Self-directed thinking (introversion).
7. A deficiency in the consensual behavior of the autistic child in relation to the child of equal age, the absence of imitation and delusional play (imaginary), and the absence of participation with peers in play and activities. While play, especially imaginative play, is one of the most important characteristics of early childhood.
8. Rejection of any change in routine behavior, and resistance to change in daily life patterns. As he has aggressive behavioral patterns towards any attempt to change, he is largely defending his routine behavior. And he has tantrums of anger if someone tries to change any of his behaviors or his surrounding environmental conditions.

The relationship between the family and the autism specialist.

Plays the role of the family in implementing educational programs and related children in case of autism disorder; The child spends most of his time with the family, watching observing a note, most likely the existence of a problem or development in his behavior, and that transmits information and observations about normal behaviors. No. No.

There are many activities that appear while watching, that appear during watching, appear while they are while there are children ... the

diagnostic process up to the formulation of educational programs (Sharma, 2018).

The family is one of the most important members of the business team; Their point of view in commercial and sports workplaces in suitable places in the service of specialists within a work environment is that they spend more time with the autistic child, and they have the ability to evaluate what he prefers and help in his treatment plan (Rubie & Hamilton, 2006).

The answer to the answer of personality required for teachers of children with autism spectrum disorder:

The personality of the personality represents the general, comprehensive and dynamic personality of your, and its meanings, trends and style of life, which are directly distinctive varieties, and the friendliness of the individual, and studies have dealt with the personal answer in the gifted teacher, for example: (perseverance, openness to experiences, commitment, giving Tender, love, independence and influence on others, self-confidence and love for others. Personal characteristics give the teacher in his work superiority and the ability to control his educational field (Baza, 2011).

The gesture (2015, 415) (Getting the personal message that it is an organized and unified group of facts with the stability of its parents) has defined the percentage of witnessing the distinction of the individual from others in his manner of dealing and interaction. In the individual's ability to succeed in some performance tasks in educational and educational specializations and science under difficult circumstances, especially when dealing directly with students of special needs, including children with cases of the autism spectrum.

The majority of children with special needs in cases of autism suffer from clear problems and behaviors that contradict his educational experiences, which determines among teachers special behavioral interventions for their students, possessing personal skills and characteristics in addition to specialized training with children in an effective and acceptable manner (Abdat, 2002).

The results of Abdat's study (2002) confirmed the work environment in the work environment from the teacher and the specialist certain conditions for his ability to feel comfortable and in control, the ability to produce and be effective within the work environment. And that the teacher's effectiveness and satisfaction can be measured by his compatibility with his environment and his possession of the personal and scientific characteristics that enable him to employ.

Characteristics and Professional Traits of Autism Educators:

1. The teacher must provide appropriate opportunities for autistic students to effectively and successfully participate in group play, as play constitutes an important aspect of the activities of adjustment and guidance for the autistic child, due to the richness of play in relation to psychological and social values (Fayed, 2004).
2. When presenting the lesson to autistic students, the teacher avoids delving into the maze of verbal explanation, where directives are given in a limited and simple manner as possible, and the instructions may need to be repeated more than once.
3. The teacher must use audiovisual aids to teach these students, and if their results are less effective than if they were used with normal children, the autistic child is not able to make sufficient change to the skills presented.
4. The teacher should return to the students of autism on judgment, discipline and order, but at the same time he must completely avoid corporal punishment, or even the threat of it (Mitchell, 2005).

Previous studies

Studies may be referred to from oldest to newest:

Whaley (2002) conducted a study aimed at determining the level of knowledge of special education teachers and speech specialists in preparing educational and medical programs for students with autism spectrum disorder. The study sample reached (292 teachers). The results indicated that

there were no manifestations of deficiencies in the knowledge levels of teachers and specialists in the design of educational and medical programs for students with autism spectrum disorders, despite the fact that their degrees in the design of educational programs were higher and more formally and clearly. However, there remains a constant need to train the study personnel to keep up with the latest scientific research findings in this field.

The study of Abdat (2002) aimed to identify the relationship between personality traits and morale among teachers of special education institutions in the West Bank / Palestine. The study also aimed to identify the impact of social status variables, years of experience, educational level, salary and the type of disability with which the teacher and the supervising authority work. The study was conducted on all members of its original community consisting of teachers in special education institutions in the West Bank, who numbered (250) teachers. The researcher used the Eisek Personality Test and the Morale Questionnaire as two tools for the study. The results of the study showed the tendency of most teachers working in special education institutions in the West Bank towards the personality type (passive introverted), while the few percentage of them tended towards the (flat, balanced) pattern. There are also no differences in personality styles among teachers of special education institutions that are attributable to all variables. (Marital status, years of experience, educational level, and salary) while there are differences in their personality styles due to the variables of the type of disability they work with, and the agency supervising the institution in which they work, and the results also indicated a low level of morale in general among teachers of institutions Special education in the West Bank. There is no correlation between personal characteristics and the morale of teachers in special education institutions in the West Bank.

Probst & Leppert (2005) conducted a study aimed at evaluating and developing educational psychological training programs provided to teachers of children with autism, and the sample of the study included ten teachers who received training in the use of methodology of training programs. The results of the study indicated that the behavioral symptoms

that children show have a great influence on the reactions of their teachers and the level of psychological adaptation among the teachers, in addition to them, the results also showed an improvement in the level of interaction between the teachers and the results. The structured teaching that they trained on.

The study of atrophy (2006) aimed to find out the extent to which workers possess the educational competencies necessary to work with children with special needs in the early childhood stage, and to identify the extent of their appreciation of the importance of those infantile competencies and the challenges of the special needs of children with special needs. (Sex, specialization, academic qualification, experience, and training courses) in assessing competencies, and workers' ownership of them and their needs to work with children with special needs and with children with autism spectrum disorder. The results of the study indicated that the workers have the necessary competencies to work with people with special needs in the early childhood stage to an intermediate degree, and the absence of gender differences in the evaluation of the importance of educational competencies, while the statistics showed the characteristics of the educational results. The results showed that there are no statistically significant differences attributable to the variable of specialization or academic qualification.

Sukkar's study (2007) aimed to determine the training needs of teachers of children with autism spectrum disorder from the teachers' point of view. And their appreciation of the two degrees of importance of possessing a set of knowledge and skills related to the education and training of children with autism spectrum disorder in Damascus. The results of the study indicated that the evaluation of the importance of possessing knowledge and skills was high among teachers, especially that related to the characteristics of children with autism spectrum disorder, and the concepts of behavior modification and procedures. The autism spectrum, and home visits, while the most high ones are related to the skills of using tools for people with autism spectrum disorder, and the concepts of behavior modification and procedures. While there was no effect of these two

variables on the evaluation of the study members to the degree of their possession of knowledge and skills. The results also showed that the variables of the type of work, the degree of educational qualification, the field of educational experience, and the number of years thereof had no effect on the evaluation of.

It is noted that the previous studies did not investigate the personal characteristics required in the teacher of children with autism spectrum disorder, but indirectly indicated that by addressing the topic of professional and personal competencies of special education teachers and teachers of children with autism spectrum disorder.

Although all of these studies agree on the importance of having special competencies and personal and professional characteristics for teachers of special education in general and teachers of children with autism spectrum disorder, these studies did not directly identify those characteristics and characteristics required by the teacher or specialist.

Therefore, the current study is considered one of the few studies that investigated those characteristics and personality traits and dealt with the most important of those characteristics and their degrees of importance.

Commenting on previous studies:

By looking at the results of previous studies we can see That there is a dearth of Arab studies that dealt with appearances Behavioral for children with autism spectrum disorder, especially after The issuance of the fifth version of the psychological statistical guide For Psychiatric Diseases (DSMV.) This explains the lack of knowledge of specialists in the interpretation of behavioral manifestations For children with this disorder, which leads to Decline in the level of services and treatment programs provided to them. While there is an abundance of foreign studies that have been dealt with The behavioral manifestations of this disorder, but they were not reported Certain clear explanation shows the reason for the emergence of these behavioral manifestations until today, Bewildering In children, this command is attributed This is what prompted the researcher to do this study. Study population: The study population is formed from all

educational centers and institutions which includes children with autism spectrum disorder In the south of the West Bank, and Table (1) shows the size of a community Study in the southern West Bank. The study sample: The study sample consisted of all the study population and they are (67) In special education centers as shown in Table (1), A child Keep the CARS scale.

Methods:

Autism spectrum disorder from a parent's point of view

1. Results of the study

This deals with the findings of the study, which aimed to identify the personal characteristics required in (cognitive competencies, personal capabilities, personality traits, and moral characteristics), for teachers of children with autism spectrum disorder from the parents' point of view, and the following is a presentation of the results:

The first question: Will the estimate of families of children with autism differ according to different personal factors (gender, educational qualification)?

2. Participants in the study: The current study population consisted of all parents of autism centers in Amman, who numbered (105), and a guardian, of whom 45 responded to the study tool (45) parents, during the first semester of the 2020/2021 academic year and the table (1), clarifies the distribution of the study sample according to personal factors.

Table (1) Distribution of the study sample according to personal factors, gender, and educational qualification.

Variables	The number		Total
Gender	Male	12	45
	female	33	
Qualification	secondary	11	45
	diploma	9	
	graduate	23	
	Postgraduate	2	

- Does the estimate of families of children with a disorder of autism differ differently (gender respondent)?

The Levine's Test for Equality of Variances was relied on to test the difference in the respondents' perceptions of estimating families of children with autism spectrum disorder according to gender.

Table (2): The Gender

t-test for Equality of Means		Levine's Test for Equality of Variances		The source of the contrast	Std. Deviation	Mean	gender	Appreciating the families of children
Sig. (2-tailed)	T	Sig.	F					
.890	.139	.551	.357	Between groups	.538	4.21	male	
.897	.130			Within groups	.614	4.23	femal e	

It is evident from the results, Table No. (2) that the differences in (the estimate of the families of children) are attributed to the factor (sex) that the arithmetic mean was in favor of (females) as the arithmetic mean was higher (4.23) and the arithmetic average (males) considering the arithmetic mean fewer answers (4.21), as well as There is no statistically significant difference for the gender factor for the estimation of the families of children, as it was found that ($F = .357$) and the level of significance ($.551 =$). This result is not significant at the level of significance ($= 0.05$), which requires that there is no difference in the estimate of the families of children with a disorder of autism affected by gender. - Does the estimate of families of children with a disorder of autism differ according to the different personal factors of educational qualification? The (One Way - ANOVA) test was used to verify that there is a difference in the respondents' perceptions of estimating families of children with autism spectrum disorder according to educational qualification. Table (..) educational qualification.

Table (3): Qualification

Sig.	F	Mean Square	Df	Sum of Squares	Appreciating the families of children
.073	2.370	.715	4	2.145	Between Groups
		.302	41	46.160	Within Groups
			45	48.305	Total

It is evident from the results, Table No. (3) That the differences in (estimation of children's families) are attributed to the factor (educational qualification), that there is no statistically significant difference for the factor of (educational qualification) in (estimation of children's families).

The second question: What is the degree of practicing the personal characteristics required for teachers of children with autism disorder of the dimension (cognitive competencies)?

To answer this question, the arithmetic means and standard deviations of the degree of practicing the personal characteristics

Table (4): the arithmetic averages and standard deviations of the paragraphs related to the degree of practicing the personal characteristics required for teachers of children with autism disorder of the dimension (cognitive competencies) arranged in descending order according to the arithmetic means.

Rank	Number	The paragraphs	SMA	standard deviation	the level
2	1	Knowledge of special education legislation and support services related to children with autism spectrum disorder	3.25	1.213	Average
1	2	Knowledge of the standards of autism programs issued by the Supreme Council for the Affairs of Persons with Disabilities.	3.73	1.039	High
3	3	Knowledge of the strengths and weaknesses of the	3.08	1.070	Average

		procedures and methods used in the detection and evaluation processes for the purpose of determining the eligibility of children with autism spectrum disorder to receive educational services and support.			
4	4	Knowledge of the characteristics (communicative, behavioral, and social) of children with autism spectrum disorder.	2.53	1.239	Average
6	5	Knowledge of writing behavior modification plans for children with autism spectrum disorder including (teaching knowledge of the potential effects of mental and sensory health factors, nutrition, and medications on the behavior of children with autism spectrum disorder).	2.34	1.176	Average
5	6	Knowledge of counseling and guidance methods for parents of children with autism spectrum disorder.	2.44	1.304	Average
Personal capabilities			2.89	.846	Average

Table (4) shows that the arithmetic averages ranged between (2.95-3.72), where Paragraph No. (7) Which states "the ability to build constructive and useful working relationships with families of children with autism" came in the first place and with a high degree with an arithmetic average of (3.72), while Paragraph No. (12), which reads "The ability to

within the multidisciplinary team that designs, implements, and evaluates programs for autistic children,” came last, with a medium degree, with an average of (2.34). The arithmetic mean of the role of personal abilities as a whole was (3.57), with a moderate degree.

The fourth question: What is the degree of practicing the personal characteristics required for teachers of children with autism disorder of the dimension (personality traits)?

Table (5): the arithmetic averages and standard deviations of the paragraphs related to the degree of practicing the personal characteristics required for teachers of children with autistic dimension disorder (personality traits), arranged in descending order according to the arithmetic means.

Arithmetic means:

Rank	number	The paragraphs	Sma	standard deviation	Level
1	13	To be a good-looking and elegant teacher.	3.82	.942	high
2	14	Abide by working hours, and respecting the time specified for the lesson.	3.79	.939	high
3	15	It is characterized by emotional preciseness, patience and perseverance.	3.72	.921	high
4	16	He is flexible and takes responsibility.	3.70	1.195	high
5	17	It is characterized by personal and social adaptation	3.63	.943	Average
6	18	Fun and humorous.	3.52	1.064	Average
Personal traits			3.70	.755	high

The table (5) shows that the arithmetic averages ranged between (3.52-3.82), where paragraph No. (13) Which states that "the teacher should be good-looking and elegant" came first and with a high degree, with an arithmetic average of (3.82). Paragraph No. (18), the text of which is “funny

and humorous,” is ranked last, with a medium degree, with a mean of (2.52). The mean of the role of personality traits as a whole was (3.70), with a high degree. The fifth question: What is the degree of practicing the personal characteristics required for teachers of children with autism disorder of the dimension (moral characteristics)? To answer this question, the arithmetic means and standard deviations of the degree of practicing the personal characteristics required for teachers of children with autism disorder of the dimension (moral characteristics) were extracted, and the table (..) illustrates that. Table (...): the arithmetic averages and standard deviations of the items related to the degree of practicing the personal characteristics required for teachers of children with autism for the dimension (moral characteristics) arranged in descending order according to the arithmetic mean.

Rank	The dimension	The paragraphs	Sma	standard deviation	Level
4	1	Cognitive competence	2.89	.846	Average
2	2	Personal capabilities	3.57	.765	Average
1	3	Personal traits	3.70	.755	High
3	4	Moral characteristics	3.56	.775	Average
Total marks			3.43	.785	Average

It appears from the results, Table No. (6) That the general arithmetic mean of the respondents 'responses to the total score reached (3.43) and represents an average grade. After (personal characteristics) it ranked first with an arithmetic average (3.70), followed by the second place after (Personal abilities) with an arithmetic average (3.57), and it came in third place after (moral characteristics) with an arithmetic average (3.56), and came fourth after (cognitive competencies) with an arithmetic mean (2.89).

Results:

The present study aimed to identify the personal characteristics required of teachers of children with autism spectrum disorder from the parents' point of view, and its results are discussed.

The results show that the dimension (personality traits) comes in first place, followed by (personal abilities), and came in third place after (moral characteristics), and after (cognitive competencies) fourth place Where the higher paragraphs came according to the dimensions as follows:

“Knowledge of the Standards for Autism Programs issued by the Supreme Council for Disabled Persons Affairs,” which indicates the desire of parents and families of children with autism for the teacher to possess the knowledge that would actually enable him to work with these children within the special standards In this way, so that he is qualified for that, and the paragraph came on the dimension (personal capabilities) "the ability to work within the multidisciplinary team that designs, implements and evaluates programs for autistic children," which indicates that there is a variation in the set of difficulties and problems that children with autism spectrum disorder suffer from, which It requires teachers to develop collaborative strategies with different teams of disciplines, to design different educational situations, without relying on a single style, and the highest paragraph of the dimension (moral characteristics) came “that the teacher is good-looking and elegant,” which indicates the process of reflection and the influence of the external appearance of the teacher on The personality of children, and the paragraph came to the dimension (cognitive competencies) “Dealing with parents of children with autism spectrum disorder honestly,” which indicates the need for trust between the teacher and the parents Children, and it also indicates the importance of the target group, as it is necessary to communicate correct and clear information about the child's health and the development of his condition to the parents so that they can adapt and deal with him properly.

While the results for the lower paragraphs were as follows: For the dimension (personality traits) the paragraph reads: “Knowledge of writing behavior modification plans for children with autism spectrum disorder,

including (teaching knowledge of the potential effects of mental and sensory health factors, nutrition, and medications on the behavior of children with autism spectrum disorder)) "In the last place, the paragraph" The ability to within the multidisciplinary team that designs, implements and evaluates programs for autistic children "for the dimension (personal abilities), the paragraph" is fun and humorous "for the dimension (cognitive competencies), and the paragraph" respect for children with autism spectrum disorder) Treating them with great appreciation for the dimension of (moral characteristics). The results of this study are similar to the study (Al-Damour, 2006), which aimed to know the extent to which workers possess the educational competencies necessary to work with children with special needs in the early childhood stage, and to identify the extent of their appreciation of the importance of these educational competencies (2007, which differed with the aim of the study). Determining the training needs for teachers of children with autism spectrum disorder from the teachers' point of view; And their appreciation of the two degrees of importance of possessing a set of knowledge and skills related to the education and training of children with autism spectrum disorder in Damascus, where it was of a high degree, and it also differed with a study (Muhaidat, Al-Miqdad and Al-Tashoush, 2014) that dealt with determining the importance of cognitive competencies and the skills required for teachers with autism and an autism degree.

Conclusion

Study recommendations In light of the results of the study, it recommends the following:

- 1- The need to pay attention to raising and developing the personality traits, cognitive competencies and personal abilities of teachers of children with autism spectrum disorder
- 2- Spreading awareness of the importance of the work of teachers of children with autism spectrum disorder in the community.
- 3- Preparing trained cadres according to the most important personal characteristics of teachers of children with autism spectrum disorder, through Jordanian colleges and universities within their specialized courses.
- 4- Cooperation between universities, colleges of education, the Ministry of Social Development and the Supreme Council for the Affairs of Persons with Disabilities to jointly coordinate the development of special policies to provide continuous training and professional development programs for teachers of children with autism spectrum disorder.

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