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**Obstacles to Using Educational Techniques with Intellectually Disabled
Students in Khartoum State, as discovered by Special Education Female
Teachers**

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Abstract

This paper presents the reality of the obstacles to the use of educational techniques in teaching children with intellectual disabilities as perceived by special education female teachers. To achieve this goal the researcher used the descriptive approach to the population of special education female teachers from some localities of Khartoum state which constitute (50) female teachers, from which a sample of (30) teachers was selected purposively, the study tools were represented in the scale of the obstacles of educational techniques of special education teachers prepared by the researcher, data were analyzed using the statistical package for social sciences (SPSS), applying the following statistical tests, Test (T) for Single Variance, Pearson r and Man and Whitney test, the results showed the following: Obstacles to the use of special educational techniques in the teaching of children with intellectual disabilities in the education teachers of some localities of Khartoum State are of a small degree. There are statistically significant differences among special education female teachers in the size of the obstacles to the use of special educational techniques in the teaching of children with intellectual disabilities (in favor to years of experience and training courses). One of the most important recommendations is to work on the provision of special educational techniques in all centers and programs of special education, with the need to train the teachers on how to use special educational techniques.

Keywords: Obstacles, Educational Techniques, Intellectual Disability, Special Education Female Teachers,

Introduction

The use of modern technologies in this era in education and their employment, makes it an essential part of it, students with special needs are part of this system aimed at harnessing educational technologies in their upbringing, this is what was confirmed by the recommendations of the Arab Special Education Conference "Reality and Hope" (2005) on the need to adapt modern technology in the service and education of people with special needs. The use of technologies in achieving many of the goals of special education such as the integration process that deals with the student individually based on his/her potential and abilities, the implementation of the Individual Educational Plan (IEP) and all these objectives will not be achieved without the availability of important elements such as a competent teacher, the provision of meaningful technical means, material and technical support, and the removal of all obstacles that prevent the use of techniques in the teaching of these children.

The development of care for children with intellectual disabilities in any society is one of the indicators of the progress of those societies, and the care of these children has begun as a result of the developments of human thought to address guidance cared to rehabilitate life according to their possibilities and abilities; the phenomenon of the presence of people with intellectual disabilities does not necessarily mean desperate, as each individual has characteristics of strength and weakness. Human beings are known as social being influenced and influenced by others (Al-Taie, 2008: 69- 70).

The current research came to identify the reality of the use of educational techniques in special education centers in Khartoum State and put them before those responsible for educational affairs to identify the positive aspects and work to encourage them and identify the negative aspects and overcome them.

Statement of the Problem

From the researcher's experiences and observation, there is a weakness in the use of educational techniques in special education classes by special education female teachers in the centers of special education, despite their training to do so. This issue has negative effects on the education process. In order to know this reality in a scientific method the current research came to know the use of educational techniques in the classes of special education, and attempts to answer the following questions:

- What are the most existing obstacles faced by special educational techniques in the teaching of intellectually disabled pupils as perceived by female teachers of intellectual education?
- Do these obstacles vary depending on the variable of the educational environment of female teachers of intellectually disabled pupils (years of experience, number of in-service training courses?)

Importance of the study

Current research is of great importance in its attempts to shed light on an important aspect of the educational process, namely the identification of the obstacles that limit the use of educational technology in the teaching of intellectually disabled children, and thus prevent pupils from benefiting from special educational technologies (Obaid, 2009: 21).

The researcher believes that the authorities responsible for the education of the intellectually disabled may benefit from the results of the study, and accordingly, officials will be able to take the necessary measures to improve this reality by overcoming the obstacles facing teachers, which undoubtedly contributes to the advancement of the process of teaching this category of children.

Objectives of the study

This study aims to:

- identify with the degree of obstacles to the use of educational techniques by female teachers in the teaching of intellectually disabled pupils, and the variables associated with those obstacles.
- contributing in find solutions to the obstacles facing female teachers of intellectual disabled children.

Educational Technologies

The term educational technologies in its origin is an expressive term, its emergence began almost in the last half of the twentieth century in line with the massive technical revolution that included aspects of human life on the planet and extended to include educational systems, If the term technologies in its precise scientific sense did not appear until a few years ago, this does not mean at all that it is a modern. Instructional techniques are the tools that provide us with the right method that makes the learning process more useful (Kemp et al., 2000) and can be interpreted as everything by which information can be presented.

The importance of using educational techniques are several, excitability of the student, Overcome verbal and its flaws, Consolidate information Diversity and pluralism, Overcoming temporal and spatial boundaries, transforming theoretical information into behavioral information, saving effort and money, Strengthen the relationship between the learner and the teacher, Development of linguistic wealth among pupils (Obaid, 2006: 29).

The necessity of good Qualities of educational technologies is highly demanded in order for educational technologies to play the role for which they were intended. They must meet some of the necessary conditions to achieve these means, the most important of which are: Take into account the scientific and cultural level of the pupils, be easy to use, and not have a lot of steps that cause confusion for pupils, especially the intellectually disabled. Be attractive and arouse the interest of the pupils so that boredom does not creep into their souls. Be flexible, modifiable, and changeable (Trick 00:20).

For the maximum use of educational technology, teachers should be of high qualities to control and rule for the use of these techniques, these qualities can include, consideration of the backbone of the educational process in general, and in terms of the process of using educational technologies for people with special needs, the competent teacher is the one who is able to use technology positively and is the main factor in the success of the role of the technical means (Al-Khatib and Al-Hadidi, 2003).

Therefore, educational technology is directly dependent on the achievement of its goals, and without a successful teacher, these methods remain useless no matter how sophisticated they may be. The obstacles of educational techniques can be summarized as follows:

- Some students view educational means as tools for entertainment and amusement and not for effective study, which leads to their ineffective use.
- Many schools do not have a sufficient number of educational means such as light or audio performances or television circuits.
- The difficulty of circulating educational means among schools and the fear of using them for fear of damage, breakage, or loss and the consequent deduction of salaries.
- The operation of educational devices needs the art, maintenance, and linking of the study material to the medium, which increases the burden on students.

- Teachers, on the other hand, their experience is insufficient to operate some devices and prepare some educational materials.
- Lack of technicians or technologists necessary to carry out maintenance operations, prepare devices, or assist the teacher in the design and production of various educational materials.
- High costs and prices of some educational means and their maintenance and the speed of damage, increase the financial burdens of schools, and focus exams on verbal and repeating what students memorize from books (Sulayman, Ahmed, 2004: 58).

Pupils with intellectual disabilities

The categories of intellectual disability have varied according to its multidimensionality, the multiplicity of causes leading to it, and the multiplicity of distinct manifestations of the cases of this disability, which in turn vary according to the degree of disability and the time of its occurrence (Ola Ibrahim, 2000, 510).

First: Barrier according to the source of disability

This division aims to place the intellectual disabled children categories depending on the origin of the disability, it may arise as a result of genetic factors, and may be the result of acquired environmental factors, which divide the cases of intellectual disability into two categories:

Primary Intellectual Disability Category: It includes conditions that arise from genetic factors by means of genes or chromosomes

According to the two laws of heredity,

Category of secondary intellectual disability: It includes conditions that arise from environmental factors and are not related to genes or inheritances (chromosomes (Ola Ibrahim, 2000: 520).

Second: Barrier for medical purposes

This division includes cases that arise for the following reasons:

Diseases: These include diseases that affect the mother during pregnancy and are transmitted to the fetus such as German measles and syphilis, as well as diseases that affect the child at an early age such as meningitis, encephalitis, complications of meningitis, and scarlet fever.

Poisoning: during pregnancy may occur when the mother takes certain drugs with a toxic effect on the fetuses, and poisoning may occur when the child ingests some compounds with a harmful effect on the central nervous system such as lead salts found in paint materials, some ointments, beauty materials, carbon monoxide and alcohol (Ola Ibrahim, 2000: p. 54).

The difference in blood components: When the mother's blood differs from the fetal blood in terms of factors and some blood bodies leak from the fetus to the mother's blood,

so, in the mother's blood there are anti-fetal bodies, and some of them leak into the fetal blood through the umbilical cord, attacking the fetal blood cells and damaging a large structure of these cells, which leads to damage to the brain cells.

Brain injuries: These include brain injuries that occur to the fetus during pregnancy when the expectant mother is injured in some accidents such as car accidents or falls from a high place, and also include brain injuries that occur during childbirth. Dietary representational disorders: Conditions resulting from disorders include protease representations that lead to the deposition of certain toxic acids in the blood (Ola Ibrahim, 2000: p. 55).

Third: barriers for psychological purposes

Cases of intellectual disability are classified according to this division into three categories according to the IQ as follows:

The first category: includes individuals whose IQ ranges between 50 and 70

The second category: includes individuals whose IQ ranges from 25 to 49

Category III: includes cases with an IQ of less than 25 individuals

Quarter: Educational Division

This division aims to place intellectually disabled individuals in categories depending on their ability to learn, in order to develop or identify the educational programs necessary for these individuals, which are three categories of intellectual disability:

Learnable Category: Educable

Members of this category can reach the level of the third or fourth grade and the IQ of its members ranges between 50-70., and the mental work of the individual in this category ranges between 6-9 years) (Ola Ibrahim, 2000, p.) Trainable Category

These individuals cannot learn academically and the IQ of the individuals of this category ranges between 25-49, but they can be trained in simple manual work that suits their limited abilities, and the mental age of the individual in this category ranges between 3-6 years.

Third Category:

It includes individuals whose IQ is less than 25, their mental age of an individual is no more than three years and they need full care for the duration of their lives, and they can be trained in some self-care skills (Ola Ibrahim, 2000, p. 28).

Characteristics of intellectually disabled children

First: The behavioral and mental characteristics of intellectually disabled children.

1. Educational Academic Behavior: Since the disabled have problems such as functional dysfunction in the functioning of the brain, their educational aspect is affected by this, as these individuals are characterized by their inability to keep up

- with their academic peers because of these problems, where they are characterized by slow and difficult learning measured with ordinary and talented people who are characterized by speed and ease of learning.
2. Linguistic behavior: Language behavior grows and develops according to the individual's cognitive abilities, so people with intellectual disabilities will have language problems due to the squeeze of their ability to assimilate, distraction and memory problems, difficulty receiving information and poor differentiation between similarities and differences between stimuli.
 3. Stereotypical behavior: It is an abnormal behavior that appears in the form of different responses from the formal aspect, and it is a behavior that is not a function of any that does not have a goal to perform, and it is a behavior common in children with disabilities and may be called autistic behavior, which is a behavior that is harmless but it hinders attention, and one of the forms of this behavior is the behavior of shaking the head, the behavior of sucking the thumbs, the movements of fingers and hands, shaking the body and screaming.
 4. Chaotic behavior: It is a behavior that prevents the individual from performing his functions in one way or another, and it hinders the learning process and its forms include walking in the classroom, leaving, changing the seat, and playing with the tools of others.
 5. Social withdrawal: It is considered a response to unadapt behavior due to the inability of the disabled individual to respond.

Special education teachers:

Characteristics that should be available in the teacher of special education:

Personal qualities: including high intelligence, balanced personality, and high skills at work.

Professional qualities: the ability to use teaching methods that suit the individual differences between intellectually disabled children in one class, skill in the use of modern education technology and puppet theater, full knowledge of different treatment methods, especially behavior modification, the science of guidance and guidance methods for parents of intellectually disabled students, the results of the research have proven that there is a strong relationship between the inability of intellectually disabled students to obtain and the extent of the parent's interest and contribution to the education of their parents and the scientific background of the family, the ability to solve the problems of students with disabilities, familiarity with the professional skills necessary to teach the mentally handicapped and guide them towards choosing the profession that suits their abilities and corresponds to the needs of the labor market. (Ahlam Rajab 2003, pp. 38-37).

The difference between the teacher of private education and general education:

□ Special education is concerned with the categories of non-ordinary individuals who excel and the disabled while public education is concerned with ordinary people.

- Private education adopts a different approach for each category of special education from which individual educational objectives are derived, while public education adopts a unified approach for each age group or grade.
- Private education adopts the method of individual learning in the teaching of mostly non-ordinary children, while public education adopts group teaching methods in teaching ordinary children at different educational stages.
- Special education adopts special educational means for each category of the non-normal, or educational means that are suitable for the visually impaired may not suit the hearing impaired and vice versa and so on for the rest of the categories of the disabled, where public education adopts general educational means in different subjects.
- School buildings and facilities in special education must be designed in a way that suits the characteristics of each category of the disabled in terms of the absence of barriers and the removal of everything that hinders the movement of these individuals, whether they are hearing, visually, kinetically ... etc., since for ordinary people the design of buildings and facilities is uniform for all ordinary individuals in the same educational stages (Hassawneh, Mohammed Ahmed, 2010, p. 53). A study done by Abdulaziz bin Mohammed bin Shujaa Al-Osaimi (2015) entitled: The reality of the use of modern educational technologies in the resource room and the difficulties faced by teachers with learning disabilities in the Qassim region through the use of the analytical descriptive approach. Eighty four (84) teachers with learning disabilities students have been selected from the study community. The aim of this study was to: to identify the reality of the use of educational techniques and its difficulties by teachers of pupils with learning disabilities in the resource room. This study reached the following conclusions: The general average of paragraphs of what the reality of the use of educational techniques by teachers of pupils with learning disabilities in the resource room expresses the use of Intermediate by teachers with learning disabilities for educational techniques. The general average of the paragraphs on which difficulties limit the use of teaching techniques by teachers of pupils with learning difficulties reflects that there are difficulties that limit the use of such techniques, but only at an average level.

The researcher found that there are statistically significant differences between the average responses of teachers of pupils with learning disabilities about the use of educational technologies, dating back to the variable of years of experience, due to the reality of teachers with learning disabilities using educational technologies.

It turned out that there are statistically significant differences between the average responses of teachers of pupils with learning disabilities about the reality of teachers with learning disabilities using educational technologies attributable to the variable of training courses, in favor of those who have received training courses in the field of educational technologies. Another study by Abdul Rahman (2011) entitled: Educational problems involved in the training of intellectually

disabled students in Khartoum State: The study aimed to investigate teachers of students with intellectual disabilities in Khartoum State about the educational problems they involved in through a questionnaire specially prepared for this purpose, and the study found the existence of educational problems related to the curriculum and methods of teaching the intellectual disabled in Khartoum State, by educational means, teachers, the learning environment and educational evaluation in the centers of the intellectual disabled in Khartoum State.

A study (2002) by Hawsawi aimed to identify the perception of teachers working with people with mild mental retardation of the skills of the technical use of computers in training and to identify the most important obstacles facing (teachers and students when they use this technology), and the study included (17) teachers in (12) schools representing the primary, middle and secondary stages in three cities located in the northwest of the United States of America, and the researcher followed the qualitative method in the research and designed observation cards and interviewed all the teachers he observed, The results of the study showed that mentally retarded students can benefit from the use of computers in multiple ways, and the results also showed that there are obstacles facing teachers including the physical and emotional problems of some students, and the lack of computer skills of some teachers (Ali Houssawi, 2000: 8-9).

Research methodology and procedures

The current research population consists of 50 special education female teachers in Khartoum State. A sample consists of 30 special education female teachers in centers in Khartoum State represented by the following localities: (The locality of Khartoum, the locality of Omdurman, and the locality of Jabal Oulia.

The researcher built her research tool as follows: /pilot study: The researcher addressed a questionnaire to the sample of the current research that included an open question that was formulated as follows:

Q / What are the aspects through which it is possible to identify the reality of the use of educational techniques in some special education centers in Khartoum State?

2 / Final questionnaire: The researcher relied on the results of this questionnaire and reviewed the questionnaires and previous studies related to the subject of the research in the construction of the current research tool (the questionnaire), which consisted of (30) items in its initial form.

Validity of the scale, the researcher adopted the face validity achieved by presenting it to specialized experts, so the researcher presented it to a group of professors in the Department of Educational and Psychological Sciences. The researcher adopted a criterion represented by (80%) as a basis for accepting the items, all of them were kept and none of them were deleted, but some paragraphs were amended due to the opinions of experts.

To know the characteristics of the psychometric characteristics of the items by measuring the obstacles to the use of educational techniques for teaching intellectually disabled children to special education teachers, the researcher applied the final version which consists of (30) items on the pilot of (10) teachers who were selected in a simple random way from the current research community.

Internal consistency of the scale

To find out the reliability of the total scores by measuring the obstacles to the use of educational techniques, when applied to the current research community, the researcher calculated the Pearson correlation coefficient between the scores of each item with the total score of the measure and the following table shows the results of this procedure:

Table No. (1) Shows the correlation coefficient of items with the overall score on the scale of obstacles to the use of educational techniques for teaching intellectually disabled children among special education teachers when applied in the current research community.

Correlation	Item	Correlation	Item	Correlation	Item
.411	21	-.030	11	-.124	1
.476	22	.453	12	.433	2
.440	23	.472	13	.028	3
.170	24	.784	14	.217	4
.054	25	.493	15	.278	5
.068	26	.581	16	.670	6
-.030	27	.714	17	-.098	7
.451	28	.630	18	.309	8
.502	29	.249	19	.310	9
.415	30	.309	20	.638	10

The researcher notes from the previous table that all the correlation coefficients of all function statistically at the level of significance (0.05) except for the correlation of the following items (1), (3), (7), (11), (24), (25), (26), (27) it is weak in reference and some of them are negative in destination and the researcher decided to delete them so as not to affect the scale, while the rest of the statements of (22) phrases and this version has a

good internal consistency sincerity when applied to the examiners of the current research community.

2) Scale reliability

To find out the percentage of stability to the total degree of the measure of obstacles to the use of special educational techniques in its final form in the current research community, the researcher applied the equations (alpha Cronbach and Spearman-Brown) to the data of the pilot study, the results presented in the following table:

Table No. (2) Shows the results of the stability coefficients of the total score of the measure of obstacles to the use of educational techniques for teaching intellectually disabled children as perceived by special education teachers

Coefficients of reliability		Number of items	Scale
22 thousand s-b	.766 881	22	Measure the obstacles to the use of educational techniques for the teaching of intellectually disabled children as perceived by the teacher

The researcher notes from the previous table that the reliability coefficients of the total degree of the measure of obstacles to the use of educational techniques for teaching intellectual disabled children as perceived by teachers as a whole are greater than (0.76), which confirms the suitability of this measure in its final form.

Results

The results of the study showed that "The obstacles to the use of educational techniques for the teaching of mentally disabled children as perceived by experts are very large", and to verify the conformity of the hypothesis, the researchers conducted (T) test for the average of one population and the following table shows the results of this procedure:

Table No. (3) Shows the result of test (T) for the average of one community to judge the general characteristic of the magnitude of the technical obstacles in teaching intellectually disabled children by special education female teachers.

Conclusion	significance	d.f	Calculated (t)	Standard Value	Standard Deviation	Average	N	Variable
Obstacles are few	000.	29	-5.147	10	2.270	7.87	30	Obstacles to the use of technologies
Obstacles are few	007.	29	-2.878	30	6.343	26.67	30	Obstacles to school administration

Obstacles are few	304.	29	-1.046	6	1.921	1.921	30	Obstacles specific to the pupil
Few Obstacles	023.	29	2.402	44	8.742	8.742	30	Total

From the table above, it is noted that the value of (T) calculated for all dimensions and the total degree ranged between (2,402 - 5,147) they are all statistically significant at the total value (, 000 – , 304). This indicates that the hypothesis has not been confirmed as a result of the obstacles to educational techniques for the teaching of intellectually disabled children.

Table No. (4) Shows the results of the test (one-way analysis of variance) to find out the differences in the female teachers' point of view on the size of the technical obstacles to the education of intellectually disabled children, which are attributed to the years of experience of the teachers:

Conclusion	Significance	F	Average Squares	d.f	Total Squares	Source of Variance	Variable
There are no statistically significant differences.	.491	.731	56.951	2	113.902	between Groups	Barriers to Educational Technologies
			77.862	27	2102.265	Within groups	
				29	2216.167	Total	

From the table above it is noted that the value of the absent percentage amounted to -, 731) (when the probability value amounted to (-, 491) it is not a statistical significant which indicates that it is not confirmed.

Table No. (5) Shows the results of the test (one-way analysis of variance) to find out the differences in the teacher's point of view on the size of the technical obstacles to the education of disabled students, which are attributed to the number of training courses.

Conclusion	significance	F	Average Squares	d.f	Total Squares	Source of Variance	Variable
There are no statistically significant	.485	.477	57.898	2	115.795	between Groups	Barriers to Educational Technologies
			77.792	27	2100.372	Within groups	

differences.				29	2216.167	Total	
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From the table above, the researchers note that the value of (Q) amounted to (477, (with a probability value of (491,) there are no statistically significant differences, which indicates s the obstacles to the use of educational techniques for teaching children with intellectual disabilities depending on the number of training courses was not confirmed.

Discussion

Looking at Table 3, we can see that the results are the opposite of what the researchers expected. The reason for this result may lie in the opinion of special education teachers from the current research sample of laboratory availability. It stores these pedagogical techniques and allows you to use and apply them according to the lessons. The item (barriers to school administration) scored statistically lower, but the reason for this result is that special education teachers are aware of the importance of administrative devices and the importance of preparing the school environment for people with intellectual disabilities. This may be due to the recognition of its role in providing special facilities. It has also been shown to educate and assist people with disabilities to overcome the problems they suffer. School administrators encourage special education teachers to use pedagogical techniques. This may reflect perceptions from the current survey sample that special education teachers need to use pedagogical techniques and encourage their use in the classroom.

Adel Rajab stated in 2004 that special learning refinements increase their skills in some respects that need high IQ scores and increase their self-esteem and increase their ability to some skills so he found that the obstacles are few. The researcher believes that these obstacles decrease because the educational environment is nice within which the weather of learning is available, like the training of teachers and also the availability of technical means to assist within the educational process.

The second hypothesis: stated: "There are statistically significant differences in the view of teachers in the size of the obstacles to the use of educational techniques for teaching disabled children in special education teachers attributed to the years of experience of the expert," and to verify the validity of the hypothesis, the researchers conducted a test (one-way analysis of variance).

Looking at table 4, we find that the result was the opposite of what was available in the corpse. Although the researcher confirmed many of the obstacles, we see that the teachers do not have differences in their opinions towards the obstacles of educational technology. This is due to the reason for this result: the awareness of special education teachers of the importance of organizing the weekly usage schedule, which regulates their employment and cooperation among them in their use so that no one affects the other. The researcher agreed with the study of Al-Waani (2009) that there are no statistically significant

differences in the answers of the members of the study sample on the extent of the use of educational technologies and laboratory teaching aids according to the different years of experience in teaching.

In 2005, Jamal Al-Khatib said that his experience has taught him to recognize the limitations of situations and adjust his expectations. The instructor with financial experience can use the computer to train kids and people with intellectual disabilities once he pinpoints the source and executes the most efficient means and plan for handling these pressures.

The years of experience for special education teachers increase the feedback that supports the concept and management of education and how to teach the disabled, and as a result, we find that in the teachers of the special education research sample there is no crisis in the performance of their task according to years of experience. The researcher believes that this is one of the obstacles to the use of special education techniques in teaching children with intellectual disabilities. The third hypothesis was tested using a one-way analysis of variance to determine whether it was true that "There are statistically significant differences in the size of the obstacles to the use of educational techniques for teaching children with intellectual disabilities, attributed to the number of training courses."

Ahlam Rajab 2003 pointed out that intellectually disabled child can learn if he is provided with the appropriate educational possibilities and methods by specialized teachers and can highlight the educational characteristics that should be available to the teacher of special education, including:

- Personal qualities such as high intelligence, balanced personality, and high skills at work.
- Professional qualities include the ability to create situations that bring intellectually disabled children together with normal ones and the ability to use teaching methods that suit the individual differences between children with disabilities in one class.

The researcher believes that the obstacles decrease the more the teacher is subject to many training courses, and this helps him to teach with ease, and that the lack of training courses for special education teachers is considered a disability and the more the teacher is subject to many training courses, the fewer obstacles in the educational environment and the more experience he has in teaching children with intellectual disabilities.

Conclusions

The reality of the educational techniques used in the teaching of children of special education is inconsistent with the objective educational objectives that emphasize the importance of these techniques and their role in the process of teaching and learning. The failure of our educational reality to keep pace with the scientific and technological developments witnessed by our contemporary world is because of their lack of use and use of these technologies. The reality of the educational techniques used in teaching

special education pupils is far from the educational materials studied by the Department of Special Education students and related to this subject.

In light of the results of the current research, the researcher recommends the following:

- Recommending the need for special education teachers to be familiar with training for these techniques scientifically and not to be satisfied with the theoretical aspect, which reflects positively on their educational work.
- The need to put the use of educational techniques in the teaching of children of special education among the priorities of the plans developed- Recommending the need for special education teachers to be familiar with training for these techniques scientifically and not to be satisfied with the theoretical aspect, which reflects positively on their educational work.
- The need to put the use of educational techniques in the teaching of children of special education among the priorities of the plans developed
- Conducting a similar study in stages and other rows in the rest of the states of Sudan.
- Conducting experimental studies to know the activities of special educational techniques for the intellectually disabled.
- Building a teaching program for special education teachers related to special education techniques to develop their skills in this aspect.

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