

## **Inclusion Requirements of Special Needs Children in Kindergartens as Perceived by Kindergarten Teachers and Principals in Amman**

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American Arabic Academy of Science and Technology The aim of the study was to investigate the inclusion requirements of special needs children (SNC) in kindergartens as perceived by kindergarten teachers and principals in Amman. A valid and reliable questionnaire consisting (38) items, representing SNC requirements, covering educational, social, psychological, and school-environment; was developed and applied on a random sample of (247) subjects,(217) teachers,(30) principals. SPSS, t-test and ANOVA were used in data analysis. Results indicated a moderate level of inclusion requirements as perceived by kindergarten teachers and principals in general, and a statistical differences related to teachers' and principals' professional variable, in both of inclusion requirements general mean, and its sub-dimension means. Requirements in details showed that, for example: "Preparing all the needed requirements for inclusion before starting" ranked first." Adapting

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