

Psychological Resilience for teachers of adolescents with intellectual disability and Autism spectrum

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Abstract

This study aimed to identify the level of psychological resilience among teachers of intellectual disability adolescents and adolescents with autism disorder. The sample of the study consisted of (67) male and female teachers working in special education centers with intellectual disability adolescents and adolescents with autism disorder in Amman the capital of Jordan. Researchers had developed the Psychological resilience scale, which was administrated on the participants after computing stability and validity.

The results indicated that the level of psychological resilience was moderate among teachers of intellectual disability adolescents, while it was high among teachers of adolescents with autism disorder. Also the results revealed that there were no statistically significant differences in the level of psychological resilience differences due to the gender of the teacher.

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