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**Attitudes of teachers in primary schools in the Arab sector in Israel towards inclusion of students with special needs**

The integration of children with special needs in the regular educational frameworks is both a goal and value.

The Arab education system in general and the issue of caring for children with special needs in school, in particular, are at huge gaps. With the increase in the trend towards integration in Israel and the expectation that this trend will grow in the future, it is essential to continue to explore teachers' perceptions and attitudes regarding integration as well as their needs for training and continuing education.

The purpose of the study is to examine the perceptions of 250 teachers regarding the full inclusion of students with special needs. The research included obtaining comments from public education teachers in primary schools in the Arab sector in Israel.

The findings of the study confirm the behavioral-value support of teachers from the Arab sector in the integration of children with SEN in normal frameworks, but also limitations in the level of teachers' knowledge of the subject, as well as personal reluctance of teachers to apply it in their classroom.

The attitudes of teachers in the Arab sector are influenced by the level of education of the teachers, so that teachers with a higher level of education are more likely to have a lower emotional openness towards the integration of students with SEN in ordinary settings, when this means that these teachers are often more sober about the gap between the expectations of a successful integration and their personal ability to successfully complete such a project.

The training process has a significant impact on teachers' attitudes towards the integration of students with SEN. The findings of the study indicate an indirect effect of this training process on the level of knowledge and the emotional-subjective openness of teachers towards integration, which is a product of the improvement in the behavioral and value support of teachers in the sector.

These findings embody significant practical meanings. A change is needed in the way Arab society perceives students with SEN, and how this society treats their integration into the framework of regular students. The conservative and traditional nature of Arab society towards

these students assimilates among many a negative perception of the disabilities, and with it also reservations about such students or their inclusion in accepted social frameworks. To change the limiting perception towards students with SEN ,A perceptual change that begins in education is required, but this also requires openness among the teachers themselves. Teachers' training institutions should expand the range of courses and practical training in the field of special education.