PROBLEMS FACING THE PROCESS OF INTEGRATING STUDENTS WITH DISABILITIES INTO PUBLIC SCHOOLS IN JORDAN FROM THE PERSPECTIVE OF EDUCATIONAL COUNSELORS

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Abstract:
This study explores the challenges associated with integrating students with disabilities into public schools in Jordan, focusing on the perspectives of educational counselors as key stakeholders in the inclusive education process. Despite the country's legislative and policy-level commitment to inclusive education, numerous obstacles continue to hinder its effective implementation. Through qualitative data collected from interviews and questionnaires administered to educational counselors across various public schools, the research identifies key problem areas including inadequate infrastructure, insufficient teacher and counselor training, weak policy enforcement, and limited access to assistive technologies. The study also highlights the psychological and social barriers faced by students with disabilities, such as stigma, bullying, and low self-esteem, compounded by societal attitudes and cultural resistance to inclusion. Additionally, the high workload of counselors and the lack of interdisciplinary collaboration further impede support for inclusive practices. The findings suggest that for Jordan to realize its goals of inclusive education, systemic reforms must address training, funding, policy execution, and awareness at all levels. Recommendations include investing in infrastructure, developing specialized training programs, improving stakeholder coordination, and fostering inclusive values within school communities.
Keywords:integration, students with disabilities, educational counselors, public school.

Problemof Study

The inclusion of people with disabilities in mainstream education systems is a growing global concern, reflecting a moral and legal commitment to ensuring equal educational opportunities for all. In this context, Jordan, like other countries, is seeking to develop its educational policies and practices to be more inclusive and capable of accommodating all segments of society, including students with disabilities. Public schools play a vital role in achieving this goal, given their widespread presence and ability to reach the largest segment of students..

Educational counselors play a crucial role in the successful integration of students with special needs into the school environment. They represent a vital link between the student with a disability, their family, teachers, school administration, and the school community as a whole. Their roles include providing psychological, social, and academic support to integrated students, raising awareness within the school community of their needs and abilities, facilitating their adjustment, and contributing to removing barriers that may hinder their effective participation..

Despite the critical importance of the role of educational counselors, the process of reintegrating people with disabilities into public schools is not without challenges and problems that may confront these counselors and limit their ability to perform their duties effectively. Understanding these problems from the perspective of educational counselors themselves is essential for developing effective intervention strategies and providing them with the necessary support, which will ultimately contribute to improving the quality of inclusive education in Jordan..

Research objectives

This research aims to shed light on the most prominent problems facing the process of reintegrating people with special needs into public schools in Jordan from the perspective of educational counselors. The research will seek to analyze these problems based on available scientific literature and previous studies, in addition to reviewing real-life experiences and efforts made in the Jordanian context. Through this analysis, the research hopes to provide insights and recommendations that may contribute to strengthening the role of educational counselors and overcoming the obstacles that stand in the way of achieving inclusive and effective education for all students in Jordan.

INTRODUCTION

The concept of comprehensive integration(Inclusive Education)

Inclusion is defined as a process that aims to ensure that all learners, regardless of their background, abilities, or disabilities, have equal and high-quality educational opportunities within shared and supportive learning environments.

Thompson defined it as a process that aims to involve students with special needs with regular students in the field of activities, the field of play, or in the educational environment in which regular students are present.(Thomson, 2002)

The concept of inclusion goes beyond simply placing students with special needs in regular classrooms, to include transforming school culture, policies, and practices to meet the diverse needs of all students. As stated in Al-Ashqar et al. (2003), inclusion means "providing all services and care for students with special needs in a non-isolating environment, namely the regular classroom environment in a regular school.""

Al-Khatib (2004, as cited in Al-Shawfani et al., 2023) emphasizes that inclusion is "the participation of students with special needs in the general educational process," and that they are considered integrated if they are given the opportunity to spend time during the school day with students without disabilities..

There are many forms of integration and they differ from one country to another according to the capabilities of each one and according to the type and degree of disability, so that it extends from merely placing the disabled in a special class attached to the regular school to their full integration into the regular classroom with providing them with the necessary services. Integration may be partial and include the enrollment of disabled students in a special class within the regular school where they receive some lessons with their peers in the regular class and then return to the integration class to continue their lessons in the class with the special education teacher (Shash, 2009).

There is total or comprehensive integration, which is the integration of children with special needs into regular schools and in the same regular classes with regular students, provided that efforts are made to ensure that the child and the teacher receive good and specialized professional support from specialized teachers, with attention to rehabilitating these children before the integration process with regular children, in terms of time, education, and social integration according to the needs of each student (Abdat, 2010).

There is also a classification according to activities and practices, such as spatial integration, which is placing the student in a special class in the regular school where they receive their education, with the possibility of integration with regular students in extracurricular activities (Shash, 2009).

As for academic integration, it is the integration of students with special needs with regular students all the time, where students receive educational programs shared with regular students and study the same curricula. Here, it is required to provide the conditions and factors that help in the success of this integration, the most important of which is the acceptance of regular students and the provision of a special education teacher who works alongside the regular teacher.

Social integration means the participation of exceptional students with regular students in services, facilities, sports and social activities, where they have opportunities for social interaction and social life (Abdat, 2010).

Al-Barghouthi's 2014 study on the attitudes of school principals and teachers towards the philosophy of integration in the city of Benghazi showed moderate attitudes towards integrating abnormal children with their normal peers.

As for the study of Othman and Mubarak 2018 to identify the attitudes of teachers of children and their families enrolled in kindergartens, the attitudes were positive towards integration and the most acceptable disabilities for integration were simple mental disability and hearing disability.
The results of the study showed that
Dupoux et al. (2005) which aimed to identify teachers' attitudes towards integration in Haiti and America, found that 80% of the study sample had negative attitudes towards integration.
And her study supported her.obeng 2007
Which was aimed at the same previous study in Ghana and the results showed that teachers did not accept the presence of children suffering from hyperactivity and that teachers did not want to teach children with special needs. (The role of the educational counselor in supporting the integration process

The educational counselor plays a pivotal role in facilitating the integration of students with special needs. His duties encompass a variety of aspects, including:

1. **Initial Assessment and Diagnosis:** Contributing to identifying the needs of students with special needs in cooperation with other specialists and parents.
2. **Providing psychological and social support:** Helping integrated students adapt to the school environment, enhancing their self-confidence, and developing their social skills.
3. **Coordination and Cooperation:** Acting as a link between the student, their family, teachers, school administration, and relevant community institutions. Al-Shawfani et al.'s study (2023) points to the importance of the role of the social worker (whose duties overlap with those of the counselor) in "building a relationship of trust and cooperation with the school administration to confront all difficulties" and "coordinating with relevant social and rehabilitation institutions."
4. **School Community Awareness:** Working to change negative attitudes and promote a culture of acceptance and diversity within the school. This includes educating teachers, students, and parents about the importance of inclusion and how to positively interact with students with special needs.
5. **Adapting the environment and curriculum:** In collaboration with teachers, the educational counselor can contribute to suggesting modifications to the school's physical environment or teaching methods to make them more suitable to the needs of integrated students.
6. **Family Guidance:** Providing support and guidance to families of students with special needs, and helping them understand their children's needs and how to support them at home and school (Abu Al-Saad 2017)

Theoretical and practical challenges in applying integration
Despite growing consensus on the importance of comprehensive inclusion, its implementation faces numerous theoretical and practical challenges. Theoretically, there is still controversy about the best ways to implement inclusion and its suitability for all types and degrees of disabilities. Practically speaking, challenges include a lack of material and human resources, insufficient teacher and counselor training, negative societal trends, and the difficulty of adapting traditional curricula..

The success of the integration process and its requirements is preparing normal students to receive integration programs and change their negative view of their peers with special needs by using different methods such as training, lectures, books and films. We must not forget the role of the teacher and his training in new teaching methods to suit the abilities of students with special needs in addition to school curricula and appropriate educational programs and providing technological methods to make teaching easier and simpler in addition to preparing schools in a way that allows integration (Al-Waqfi, 2004).
Mansour and Awad (2012) also pointed out that the conditions for implementing integration are that students with special needs be socially adapted and that the school be prepared for integration programs after explaining the importance to the administration, administrators, teachers, and parents in addition to regular students, then developing an organized plan and philosophy to facilitate and organize integration and provide all the needs and material and technical capabilities and educational means, then determining the type of integration required, whether

it is social, academic, or other, and providing the means of support and its continuity for success and providing educational leaders who believe in the integration process..

Theoretical importance of research
This research gains significance in the Jordanian context by shedding light on the reality of implementing inclusion policies in public schools from the perspective of educational counselors, who represent a fundamental pillar in this process. Understanding the challenges they face can contribute to developing more effective training and support programs and improving policies and practices related to inclusive education in Jordan, in line with national and international trends toward inclusive education.

Practical importance
The study attempts to identify the problems that may arise from the integration of students with special needs from the counselors' perspective, and to attempt to find appropriate solutions to overcome them. It also attempts to activate the role of the counselor and school administration in cooperation with community institutions to contribute positively to the success of the integration process.

The educational counselor may face many difficulties resulting from the integration process..
One of the most prominent challenges is the lack of specialized training and qualifications for educational counselors to address the diverse needs of students with special needs. Many counselors may not possess sufficient knowledge of the different types of disabilities, appropriate intervention strategies for each case, or how to adapt the school environment to meet their needs. The study by Al-Shawfani, Makhlouf, and Taher (2023) highlights the importance of "providing their teachers with tools, devices, and methods to assist in their teaching process." This also applies to counselors, who need specialized guidance tools and strategies. Without such qualifications, counselors find it difficult to provide effective psychological, academic, and social support to integrated students..

Another significant issue is the negative attitudes or lack of awareness among some members of the school community, including teachers, administrators, students, and parents, toward students with special needs. These attitudes can lead to discrimination, exclusion, or bullying, hindering successful integration. The educational counselor bears a significant burden in working to change these attitudes through awareness and education programs. The aforementioned study emphasizes the need to "focus initially on awareness and training" as part of advance planning for integration. Al-Samadi's (2010) study, which examined teachers' attitudes toward inclusion in Saudi Arabia, showed generally positive attitudes but recommended further research. This indicates that this aspect still needs attention and research, and that counselors may face challenges in promoting acceptance and mutual understanding within the Jordanian school environment..

Lack of resources and institutional support represents a major obstacle. This includes insufficiently equipped resource rooms, a lack of supporting educational tools and materials, and a lack of other specialized personnel with whom the educational counselor can collaborate (such as speech therapists or physical therapists). It draws attention to the need for school administration to "provide elements of success such as a learning resource room, special educational aids, medical equipment, and equipment suitable for inclusive students." When these resources are limited, the educational counselor finds himself burdened with tasks beyond his primary role, and it is difficult for him to effectively achieve inclusion goals.

Challenges related to the curriculum and teaching methods present an additional challenge. Curricula are often not flexible enough to meet the diverse learning needs of students with special needs, and teachers may lack training in inclusive teaching strategies that take individual differences into account. Educational counselors find themselves in a position where they must coordinate with teachers to adapt lesson plans and provide support for students experiencing academic difficulties, which requires additional effort and time. Al-Khashrami (2000) notes that "the validity of the curriculum and the level of teachers' competencies are at the heart of the dispute" when students with special needs struggle.

Poor cooperation and coordination between schools, families, and other community institutions is a fundamental problem. Parents of students with special needs play a vital role in supporting their children's learning, but counselors may face difficulties in building effective partnerships with them due to a lack of awareness, fear, or mistrust. Furthermore, cooperation with community institutions that provide specialized services (such as diagnostic

or rehabilitation centers) may be limited or unorganized. One study emphasizes the role of the social worker (whose role overlaps with that of the educational counselor in some aspects) in "building a relationship of trust and cooperation with the school administration to address all difficulties" and "cooperating and coordinating with relevant social and rehabilitation institutions."

The administrative burden and multiple tasks placed on the educational counselor in Jordanian public schools may limit their ability to devote sufficient time and effort to supporting the inclusion of students with special needs. Counselors are often responsible for large numbers of students and deal with a wide range of behavioral, psychological, and social issues, making it difficult for them to adequately focus on the special needs of integrated students.

Ibrahim's (2011) study on the problems of blind students at the University of Jordan indicates problems related to "reading and exams," challenges that can begin at the school level. The educational counselor has a role to play in helping overcome these academic and technical obstacles, in collaboration with the administration and teachers..
In Al-Hamoud's 2018 study, which aimed to identify the obstacles facing the implementation of the policy of integrating students with special needs into public schools in Jerash Governorate, the results showed that there are moderate obstacles from the perspective of teachers and principals, related to learning resources and educational qualifications. The study also recommended the need to prepare schools for the integration process, in addition to training teachers.
The Beni Moussa 2025 study, which examined barriers to integration from teachers' perspectives, also revealed a shortage of human resources and vocational training. The study recommended the development of specialized programs and increased support and resources in schools.

In general, educational counselors in Jordan face significant challenges in supporting the inclusion of students with special needs. This requires concerted efforts at multiple levels, including providing specialized training, adequate resources, enhancing community awareness, and developing policies that support inclusive education. Addressing these issues will enhance the role of educational counselors and enable them to contribute more effectively to achieving successful and comprehensive inclusion for all students..

It is clear that educational counselors in Jordanian public schools face a number of complex and interconnected challenges in the process of integrating students with special needs. These problems range from a lack of qualifications and resources, to societal trends, challenges related to the curriculum and cooperation with other parties, in addition to job burdens. A clear understanding of these problems represents the first step toward developing effective strategies to address them, a matter that will be addressed in the context of the research's concluding recommendations..

As part of a ten-year action plan (2020-2030), Jordan aims to integrate children with special needs into the formal education system at a rate of up to 10% by 2030. To achieve this, an agreement was signed with Germany in May 2024 to swap a portion of Jordan's debt (approximately 5 million euros) for the purpose of improving inclusive education. This agreement, announced on the sidelines of the Third World Disability Summit in Berlin, aims to use these funds to prepare schools to receive students with special needs and provide the necessary environment for their education and integration (Al Jazeera Net, 2025)..

The ten-year plan includes key themes, including harmonizing educational policies, preparing school buildings, developing curricula and teaching strategies, improving staff efficiency, establishing multidisciplinary support teams, offering inclusive early childhood education programs, supporting scientific research, and establishing national databases. Jordan's 2017 Law on the Rights of Persons with Disabilities emphasizes "the integration and acceptance of persons with disabilities in all aspects of life, as they are part of the nature of human diversity"(Al Jazeera Net, 2025)..

Despite these ambitious efforts and plans, other press reports, such as one by Al-Ghad newspaper (2021), indicate that "inclusive schools are very few in number" and that some experiences "are subject to the entity implementing the integration program," indicating variances in implementation and the existence of challenges on the ground related to generalizing the experience and ensuring its quality and sustainability in all public schools. A report by

Amman Net (2024) also highlights the challenges still facing students with special needs, emphasizing that integration "is not just a decision, but rather a responsibility that requires building a prepared and supportive educational environment.""

This demonstrates that Jordan is taking serious and concrete steps toward ensuring inclusive education in schools, with the necessary work and administrative and political plans in place. However, achieving success requires the concerted efforts of all stakeholders, including educational counselors, to ensure that these plans become a tangible reality that benefits all children with special needs and their families. This requires overcoming challenges related to various obstacles, training staff, changing societal attitudes, providing appropriate environmental resources, and continuous evaluation and follow-up to ensure the success and development of the process..

Qualitative data analysis (interviews)
Methodology followed in qualitative analysis**:**
A purely qualitative research methodology was adopted, relying primarily on semi-structured individual interviews as a data collection tool. Interviews were conducted with a purposive sample of educational counselors with diverse experience and from different geographical regions. The interviews were audio-recorded and then transcribed. The transcribed texts were subjected to thematic analysis, which involved several stages, starting with data identification and proceeding to the creation of initial codes.Questionnaire axes on the problems of integrating people with disabilities from a point of view
From the point of view of educational counselors
This study aims to identify the main themes covered by a questionnaire directed at educational counselors in Jordanian public schools, with the aim of investigating the problems they face in the process of reintegrating students with disabilities. These problems were divided into four main themes: educational problems, psychological problems, administrative problems, and environmental problems..

First axis: Educational and academic problems
This section focuses on the educational and methodological challenges faced by counselors in supporting students with disabilities. This includes:
1. **Curriculum Adaptability:** The extent to which current curricula meet the needs of students with different disabilities, and the difficulties of adapting them.
2. **Teaching and Assessment Strategies:** Challenges in implementing diverse and comprehensive teaching strategies, and difficulties in effectively assessing the progress of integrated students.
3. **Lack of training and qualification for teachers:** The extent to which the lack of training for teachers on how to deal with students with disabilities and meet their needs affects the role of the counselor.
4. **Cooperation with teachers:** The nature and extent of cooperation between counselors and teachers in developing and implementing individual educational plans for integrated students.
5. **Providing supporting educational materials and tools:** The availability and difficulty of accessing the educational materials and assistive technological tools needed by students with disabilities.
6. **Academic Load on Integrated Students:** Advisors' assessment of the appropriateness of the academic load for students with disabilities and their abilities.

The second axis: Psychological and social problems
This section addresses the challenges related to the mental health and social adjustment of students with disabilities, and the role of the counselor in dealing with them. It includes::

> **Self-acceptance and self-confidence among integrated students:** Issues related to promoting self-acceptance and self-confidence among students with disabilities.
> **Social adaptation and interaction with peers:** The difficulties that integrated students face in social adaptation and building positive relationships with their peers.
> Bullying and discrimination: The prevalence of bullying or discrimination against students with disabilities, and the role of the counselor in confronting it.
> **Psychological support provided to students with disabilities:** The adequacy and effectiveness of the psychological support provided by counselors to integrated students.

> ➢ **Dealing with psychological stress among families of students with disabilities:** The challenges faced by counselors in providing support and guidance to families of students with disabilities.
> ➢ **Societal attitudes within the school:** The impact of the attitudes of students, teachers, and administrators towards disability on the psychological and social climate of integrated students.

The third axis: Administrative and organizational problems

This section covers challenges related to administrative and organizational policies and procedures in schools that affect the integration process and the role of the counselor. It includes::

> ➢ **Clarity of policies and procedures related to inclusion:** The extent to which counselors are clear and understand the school policies and protocols related to the inclusion of students with disabilities.
> ➢ **Administrative support provided to counselors:** The extent of support provided by the school administration to counselors in performing their tasks related to integration.
> ➢ **Job burden and multitasking:** The impact of the many tasks assigned to the educational counselor on his ability to allocate sufficient time and effort to integration programs.
> ➢ **Coordination with external parties:** Difficulties in coordination and cooperation with relevant external institutions and parties (such as diagnostic centers, the Ministry of Social Development, and non-governmental organizations).
> ➢ **Lack of support staff:** The extent to which the lack of other specialized staff (such as special education teachers, speech therapists) affects the counselor's work.
> ➢ **Mechanisms for evaluation and follow-up of integration programs:** The extent of the existence and effectiveness of mechanisms for evaluating and following up on integration programs in the school from an administrative perspective.

Fourth axis: Environmental and material problems

This section focuses on challenges related to the school's physical environment and its suitability for the needs of students with disabilities. It includes:

> ➢ **Accessibility:** The extent to which school buildings and facilities (such as corridors, restrooms, laboratories, playgrounds) are prepared to be easy to access and use for students with various disabilities (especially motor and visual disabilities).
> ➢ **Availability of resource rooms and special equipment:** The availability and readiness of resource rooms, equipment, and assistive technology tools necessary to support the learning of students with disabilities.
> ➢ **School Environment Safety:** The extent to which students with disabilities feel safe in the school environment and free from potential risks.
> ➢ **Class density:** The impact of the number of students in classrooms on the ability of teachers and counselors to provide individual support to integrated students.
> ➢ **School sensory environment:** The extent to which the school environment takes into account the sensory needs of students with disabilities (such as lighting, noise, ventilation).

Main themes extracted from the interview analysis

1. The dominance of environmental and material problems as a major obstacle to effective integration

All interviews with counselors within the selected sample showed clear agreement that environmental and material issues represent the largest and most pressing challenge facing the integration of students with special needs. Several subthemes emerged under this theme.:

Lack of school infrastructure

Virtual participants (1, 3, 5, 2, 4) strongly emphasized that school buildings are old and ill-equipped to accommodate students with special needs, especially those with mobility impairments. They pointed to the lack of elevators, sloping corridors, and inadequate restrooms. Participant (1, 5) described how a student's mother had to carry him daily, describing the situation as "exhausting and inappropriate.".

* **Participant (3) Severe shortage of equipped resource rooms:** Participants (1,7, 4) indicated that resource rooms, if they exist, are often unequipped or used for other purposes (as warehouses), depriving students of the specialized support they need.
* **Insufficient resources and financial allocations:** Participants (2, 4, 5) stressed that the lack of financial allocations directed towards integration programmes leads to a shortage of supportive technological tools and adapted educational materials, which makes providing a truly inclusive environment difficult.
Overcrowded classrooms: Participant (3-2) indicated that high class density makes it difficult for teachers to provide the necessary individual attention to students with special needs..

Interpretation and Support for Quantitative Results: These qualitative results strongly explain why the quantitative analysis showed that the "Environmental and Physical Problems"theme recorded the highest average problem score. The details provided by participants regarding the nature of these problems (unsuitable buildings, lack of equipment, poor funding) give depth to the numbers and illustrate the direct impact of these problems on the daily reality of integration.

2. Ongoing educational and academic challenges

Several educational and academic problems emerged clearly in the participants' statements.:

* **Lack of teacher training:** Participant (6,8) indicated that many teachers lack sufficient training to deal with the diverse needs of students with special needs.
* **The rigidity of curricula and the difficulty of adapting them:** Participant (6) stated that the curricula are rigid and difficult to adapt to suit all students.
* **Lack of specialized support staff:** Participant (8) emphasized that the lack of specialists (such as speech therapists) in peripheral schools increases the burden on counselors and deprives students of vital support.

Interpretation and Support for Quantitative Findings: These excerpts support the quantitative findings, which showed that pedagogical and academic issues remain a significant challenge. Details about the lack of training and the difficulty of adapting curricula illustrate the reasons for this problem.

3. Psychological and social problems and their impact on students and families

Participants highlighted important psychological and social aspects.:

* **Social adjustment difficulties and exposure to bullying:** Participant (3, 9, 4'2) indicated that some integrated students face difficulties in social adjustment and may be exposed to bullying or isolation.
* **The need to enhance awareness and acceptance of others:** Participants (2 and 3) emphasized the importance of working to increase the school community's awareness of the importance of integration and acceptance of others.
* **Challenges in communicating with families:** Participant (9,3,4) stated that communicating with some families represents a challenge, whether due to parents' denial or lack of resources to follow up on their children.

Interpretation and Support for Quantitative Findings: These aspects explain why the focus of psychosocial problems continues to receive significant attention in quantitative findings. Issues related to bullying, self-acceptance, and communication with families are vital aspects that influence the success of inclusion.

4. **Administrative and organizational obstacles that limit the effectiveness of guides**
Several administrative and organizational problems emerged as obstacles to the work of the guides.:

* **Weak policy implementation and lack of administrative support:** Participants (2, 1, 5, and 10) indicated that policies may exist in theory, but their implementation is weak, with a lack of sufficient support from management at times.
* **Increased job burdens:** Participant (10, 5, 2) confirmed that integration tasks are added to the counselor's heavy job burdens without allocating sufficient resources or time.

* **Difficulty in coordination with external parties:** Participants (2, 10, and 1) mentioned the existence of difficulties in effective coordination with relevant external parties.

Interpretation and Support for Quantitative Findings: These excerpts illustrate the underlying causes of the administrative and organizational problems revealed by the quantitative findings. The mentor's feeling of working alone or being overburdened negatively impacts his or her ability to effectively support inclusion programs.

Qualitative analysis summary

The qualitative findings strongly emphasize the seriousness of environmental and material problems, considering them the most significant obstacle to the effective integration of students with special needs into Jordanian public schools. They also highlight the ongoing educational challenges related to teacher training and curriculum adaptation, the importance of psychological and social aspects for students and their families, and the administrative obstacles that limit counselors' ability to perform their roles effectively..

These qualitative findings provide important interpretations and context for the quantitative findings, and paint a clearer picture of the complex challenges facing the integration process from the perspective of educational counselors..

DISCUSSION OF RESULTS

Findings from the interviews show that, from the perspective of educational counselors, the problems facing the integration of students with special needs into Jordanian public schools are complex and intertwined. It appears that **physical and structural barriers** represent the foundation upon which many other challenges are built. Without a prepared and equipped school environment, educational, psychological, and social efforts become less effective..

The lack of specialized training and qualifications for teaching staff also stands out as a critical factor affecting the quality of education provided and the ability of teachers and counselors to address the diverse needs of students. This is compounded by rigid curricula and assessment difficulties, which further complicate the task..

On the **psychological and social** level, the importance of working to promote a culture of acceptance and diversity within the school community, confronting bullying and isolation, and building effective partnerships with families is evident. These aspects have a direct impact on the mental health and true integration of integrated students..

As for **administrative and organizational obstacles**, they indicate the need to activate policies, provide adequate administrative support, reduce the burden on guides, and improve coordination mechanisms between the various concerned parties..

These results confirm that the integration process is not just an administrative decision, but rather a comprehensive process that requires concerted efforts at various levels, the provision of necessary resources, and a real change in educational culture and practices..

Conclusion and recommendations (based on the results)

Based on the objective analysis of the interviews with educational counselors, the following conclusions and recommendations can be drawn::

1. The physical environment of Jordanian public schools constitutes the greatest obstacle to effective integration.
2. There is an urgent need to train and qualify educational cadres in a specialized and continuous manner.
3. The psychological and social aspects of integration require special attention and effective support programmes.
4. Administrative and organizational obstacles limit the effectiveness of integration efforts and increase the burden on counselors.

1. **To the Ministry of Education and the authorities concerned with school planning:**

* Develop a comprehensive and adequately funded national plan to improve the infrastructure of public schools, make them friendly to people with special needs, and equip model resource rooms.

* Develop and implement specialized, sustainable and practical training programs for all teachers and counselors on inclusive education strategies, curriculum adaptation and assessment.

* Review curricula to make them more flexible and adaptable, and develop diverse and fair assessment tools.

* Providing specialized support staff (speech therapists, occupational therapists, behavior modification specialists) in schools or through mobile support teams.

* Activating integration policies and ensuring their implementation on the ground through effective monitoring and evaluation mechanisms.

* Reducing the work burden on educational counselors regarding integration tasks, and providing them with the necessary support.

* Establish clear and effective coordination mechanisms between schools and other relevant government and community agencies.

2. **For school administrations:**

* Adopting a school culture that supports inclusion, and providing full support to counselors and teachers in their efforts.

* Implementing awareness programs for all members of the school community (students, teachers, parents) to promote acceptance of others and combat bullying.

* Striving to provide a suitable classroom environment as much as possible within the available resources.

3. **For educational counselors (with emphasis on the need for their support):**

* Continue to play a pivotal role in supporting integrated students and their families, advocating for the necessary training and resources.

* Working to build support and cooperation networks among them to exchange experiences and successful practices.
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