

*Effectiveness of a Proposed Training Program based on  
The Development of some Vocational Skills for Female  
Students with mild- intellectual disabilities from the  
Perspective of Social Casework.*

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### *Abstract*

The current research aimed at investigating the effectiveness of a training program for developing some vocational skills of mild intellectually disabled females according to Saudi Vision 2030. The study included 20 mild intellectually disabled females, aged (15- 20) years. They joined middle and high governmental inclusion schools for intellectual disability in Zulfi governorate. The researcher utilized The Fifth Edition of Stanford Binet Scale and a vocational skills scale. The results revealed statistically significant differences at (0.01) level between the means of scores of the experimental group in the pre-test and those of the post-test favoring the post-test. It also revealed statistically significant differences at (0.01) level between the means of scores of the experimental group and those of the control group on the post-test of vocational skills favoring the experimental group. Finally, there was no statistically significant difference at (0.01) level between the means of scores of the experimental group in the vocational skills pretest and those of the follow-up test. It was concluded that vocational training would be also considered one important rehabilitation service for students with mild intellectual disabilities following the Saudi Vision 2030 whose programs seek to give the disabled person the ability to continue work. Considering the results, the researcher recommended benefiting from the proposed training program from the perspective of individual service, which is based on developing some professional skills for individuals with mild intellectual disabilities, in accordance with Vision 2030 of the Kingdom of Saudi Arabia.

Keywords: Mild- intellectual disabilities, Training program, vocational skills,

### ***Introduction:***

Intellectual disability is not inherited but it arises the way society deals. Intellectual disability is not a deficiency, but it is the social persecution, the discrimination and the suffering of the barriers society places to obtain citizenship, education, employment, housing, and social life. Therefore, a social workers' role is to build a positive image of the intellectually disabled in society. (Wilson, Rush, Lymbery & Cooper, 2008)

The employment of females with intellectual disabilities in some simple occupations is the ultimate goal of a society that seeks to achieve social and economic development to include these females in various aspects of life and help them to achieve perfect psychological and social development of identities. Al-Maayta and Al-Qamesh (2012) pointed out that training people with mild intellectual disabilities on some vocational skills may contribute to addressing some social, communicative and emotional problems, such as participation, communication, interaction, taking responsibility, social withdrawal, and removing the concept of compassion and empathy that society carries towards people with intellectual disabilities and negatively affects their adaptation.

Additionally, employing mild intellectually disabled people, in some professions, results in their financial self-dependence, alleviating families burden of providing medical services, reducing parents' fear regarding the future of their disabled children, decreasing budget spent on these people changing them from impeditors into active participants in sustainable development according to the 2030 vision of Kingdom of Saudi Arabia.

Females with intellectual disabilities in Saudi Arabia face many realities and challenges to be employed and trained in occupations that suit their capabilities and tendencies. Lack of vocational skills training, poor productivity, and low wages prevent the employment of them and reduce their opportunities for inclusion in the labor market. Al-Saqe'bi (2011) classified the obstacles of hiring people with disabilities into four types that relate to the disabled people's needs, private sector, colleagues, and society. El Nagar (2011) also indicated that difficulties facing the employment of people with intellectual disabilities include inadequate education, lack of training skills, low wages, and employers' views. Malakpa (2007) and Al-Qahtani and Al-Damiri (2018) also stated that the intellectually disabled females' employment affects their personality, emotions, finance, self-esteem, self-confidence, and economic independence. Malakpa (2007) asserted the significance of females' employment for supporting their psychological, family and social conditions and that the intellectually- disabled females' employment improves their social

participation, family relations, family satisfaction regarding their future insurance.

Ba-Othman and Al-Sadiri (2018) assured the importance of changing the attitudes of teachers and workers towards students with disabilities according to Saudi Vision 2030 by replacing negative views and providing teachers with information about these students' characteristics and effective methods for their training, teaching, and evaluation. Characteristics of mild intellectually impaired people: Mild intellectually-disabled people are defined as the group who scored an intelligence score between 55-70, can learn some basic educational skills, and their curricula must be simplified and specially prepared for them, to be able to learn mathematical operations, reading and writing following their intelligence level. (Al-Reedi & Al-Shimi, 2015).

### ***Physical characteristics.***

The intellectually impaired people, who can learn, may reach their physical and motor development to a level close to their ordinary peers, but less in tall and weight, have a delay in motor development such as the ability to walk. (Soloman, 2006).

Emotional and Social Characteristics. They suffer lack of attention and concentration, weak insight, the inability of verbal communication, low participation in activities, behavior pattern, increased activity, aggression, slow response, and delayed reactions, excessive excitement, and lack of problem-solving skills. (Abdel Wahab, 2008 )

Mental Characteristics. The intellectually disabled people do not pedagogically develop as their normal peers of the same age, even not more than the fifth grade level in the elementary stage. Simply, they tend to perceive syntactic or functional forms, but cannot generalize, and have impairment in attention and remembrance, delay in language development, and difficulty in pronunciation as substituting or deleting letters. (Soloman, 2006)

Motor Characteristics. They have a delay in motor growth such as crawling, standing, walking, or running normally, a delay in the level of motor skills performances compared to their normal peers such as jumping, climbing, throwing, swimming, a delay in body development. They suffer from motor and visual problems related to walking, drawing, jumping, running, reading, writing, and coloring skills. (The Russians, 2001)

## ***The Needs of the Mild Intellectually -Disabled Persons :***

**The Need for Physical Care.** The intellectually disabled persons suffer from many physical and motor skills deficiencies, and some of them suffer from diseases and distortions as a result of genetic factors or their exposure to accidents and injuries. Hence, physical care comes to help and prevent them from being slouched and develop their physical skills. They, also, need health care, whether, for treatment or prevention. Abdel-Ghani, (2008) pointed out the lack of medical care for the mentally disabled people and the spread of infectious diseases among them.

**Self-Realization Need.** The need to overcome obstacles and hindrances, the need to perform actions, and gain the respect of others are urgent for self-realization.

**The need for Sense of Security.** People with intellectual disabilities need physical, emotional, and social security. So, efforts in family, school, rehabilitation institutions, and social care should be directed towards providing this sense of security by means characterized by maturity and social acceptance.

**The Need for Vocational Training.** This means exploiting the capabilities and energies of the disabled and preparing them for life- long working, training them on occupations appropriate to their capabilities, skills and the nature of the disability they suffer from, and finding suitable jobs, through which they can depend on themselves and support their families. (Aly, 2005)

**Communication with Others.** Intellectually disabled people need to be understood and receive clear understandable messages. It may be difficult for them to notice hints, subtle indirect expressions, or silent transactions that may lead to their issuance of unacceptable behavior.

**Acceptance.** The need for acceptance is one of the basic needs of all human beings. They need others to accept them as people of value, and they also accept themselves, given the disability that accompanies other defects such as physical deformities, paralysis, and visual defects.

**The Need for Growth & Development.** Parents of children with intellectual disabilities must provide a fertile environment to achieve as much possible growth for their children. However, what hinders the fulfillment of that need is parents' sense of embarrassment of accompanying the mentally disabled child to public places, given the traceability of those around the child, and this deprives him/ her of experiences that help achieve the best social growth.

The Need for Care and Attention. Parents of children with intellectual disabilities, especially mothers, may provide them with much care, and give little attention to their siblings. This may be due either to the control of remorse feelings, the desire of parents to escape from all family members, or because parents see themselves as sinful to have such a child. (Raslan, 2009)

### ***The Problems Facing the Mild Intellectually-Disabled & their Families:***

Personal Problems. These problems are related to the characteristics of the intellectually disabled, including difficulty in understanding and perception, lack of mental skills, ease of excitement, inability to take responsibility, emotional disturbance, aggression, introversion, increased violent behavior, self-harm, poor ability to communicate or cooperate and independence. Nasr (1998), AlMastkawi and Muhammad (2008), Ahmed (2004) and Mostafa (2005) emphasized the poor level of communication among children with intellectual disabilities, as well as poor cooperation skills, and their level of independence, increased violent behavior, lack of academic achievement ability compared to their normal peers, increase in their aggressive problems related to self-assault, taking other people's property, sabotaging some of the tools used in vocational training operations.

Legal Problems. People with intellectual disabilities may be exposed to many risks because of their ease of being driven or misled. Criminals may use them as a tool to carry out crimes such as theft carrying drugs bags, or exploiting girls in prostitution. Consequently, legislation should be issued to protect this category from the dangers of outlaws and to reduce their criminal responsibilities according to the degree of intellectual disability. (Sarhan, 2006)

Mental Thinking problems. Children with intellectual disabilities lack mental skills, such as words meaning perception, understanding, and analyzing information. This deficiency affects its pedagogical processes (Khalifa & Issa, 2006).

The Problem of Hospital Residence for Treatment. Many people with intellectual disabilities need hospitalization to receive treatment or rehabilitation. This requires separation from their parents and isolation from others. These factors affect them negatively.

Problems Related to the Nature of Disability. Families of people with intellectual disabilities may face problems in preparing the mentally disabled people, before qualifying or treating them. Method of Raising the Intellectually Disabled. Unclear societal traditions, and experiences at the personal and familial levels about the ways of raising the intellectually disabled increase the burden of parental care, especially on the part of the mother (Rashwan, 2006).

### ***Context***

Female students with mild intellectual disabilities lack job opportunities due to the shortage of vocational skills and the limited employment opportunities offered to them. AlQahtani and Al-Damiri, (2018) indicated that Saudi Arabia does not guarantee to enable people with disabilities to obtain appropriate job opportunities and ensure independence and inclusion as actors in society.

Al-Ajmi and Al-Battal (2016) explained that employing females with intellectual disabilities faces many problems and obstacles, including the lack of necessary vocational training. The study also recommended providing jobs that suit the capabilities of people with intellectual disabilities and educating society and business owners about the need to employ people with intellectual disabilities.

The Social Symposium on the Problems of Employment of People with Intellectual Disabilities in the ministry of Social Affairs (2009) recommended the need to change the vocational training programs provided for the mentally disabled to suit the requirements of the labor market such as adopting curricula based on the skills that people with intellectual disabilities can manage and varying skills to include a wide range of occupations instead of relying on training workshops that offer training on one occupation.

The current study tried to examine the Effectiveness of a Proposed Training Program based on The Development of some Vocational Skills for Female Students with mild- intellectual disabilities from the Perspective of Social Casework.

### ***Hypotheses:***

- 1- There are statistically significant differences between the mean rank score on the pre and post tests of the experimental group's vocational skills, favoring the post test.

2. There are statistically significant differences between the mean rank score of the experimental and control groups' vocational skills on the post test, favoring the experimental group.
3. There are no statistically significant differences between the mean rank score on the pre and follow-up tests of the experimental group's vocational skills.

### ***Significance of the Study:***

Reviewing literature revealed some scarcity in the Arabic literature targeting vocational skills among mild intellectually disabled people. The results of the current study may contribute to the development of mild intellectually- disabled females' vocational skills, especially in Zulfi community. This in turn may help families to decrease their financial loads when their disabled members master some skills and are qualified enough to start a job. They also may cope with the efforts that the Kingdom of Saudi Arabia, recently, has put on the vocational skills development of people with intellectual disabilities. Moreover, the findings may draw the attention of the concerned institutions and individuals to the necessity of integrating vocational skills programs within the secondary school courses.

### ***Methods***

#### ***Participants:***

The group chosen for calculating the psychometric properties consisted of (20) female students with mild intellectual disabilities enrolled in government intellectual inclusion middle and secondary schools in Zulfi Governorate and their ages ranged between (15-20) years, and their intelligence score ranged between (70-80), and the aim of the testing sample of calculating psychometric properties was to verify the appropriateness of tools and calculate their psychometric properties.

The basic sample of the current research consisted of (20) students with mild intellectual disabilities who are enrolled in governmental intellectual inclusion middle and secondary schools in Zulfi Governorate, and their ages according to their official records of schools ranged between (15-20) years with a mean of (17.470) years, a standard deviation (0.7678). The sample was chosen randomly, taking into account its homogeneity in terms of age. Intelligence scores ranged between (70-80) according to the Stanford Benit Scale - Fifth edition (Prepared by Abo El- Nil, 2011) with a mean of (74,650), a standard deviation of (2.0590).

The sample was divided equally into two experimental and control groups, and after the application of Stanford Benit Scale - Image Five their psychological and social files were reviewed. The current research utilized the two experimental- control groups quasi-design. The researcher used the non-parametric Mann – Whitney test for unrelated samples to verify the validity of statistical analyses for the research variables which are: age, intelligence, and vocational skills, a tabular Z value at 0.05 was 1.96 level, and at a level 0.01 was 2.58. There were no statistically significant differences between experimental and control groups regarding age, intelligence, and vocational skills, which indicated their equivalence as shown in Table(1).

**Table (1) Equivalence between the experimental & control groups of the study**

Variables	Group	No.	M	SD	Ranks Mean	Ranks Sum	Mann-Whitney Coefficient	Z Value	Sig
Age	Exp.	10	17.4200	0.78712	10.30	103.00	48.00	0.152	Non
	Cont.	10	17.5200	0.78712	10.70	107.00			
Intelligence	Exp.	10	74.9000	2.23358	11.20	112.00	43.00	0.538	Non
	Cont.	10	74.4000	1.95505	9.80	98.00			
Skills of Manual Work Training	Exp.	10	13.1000	1.10050	10.95	109.50	45.50	0.353	Non
	Cont.	10	12.9000	1.19722	10.05	100.50			
Vocational competencies	Exp.	10	14.0000	0.81650	10.85	108.50	46.50	0.284	Non
	Cont.	10	13.9000	0.73786	10.15	101.50			

<i>Variables</i>	<i>Group</i>	<i>No.</i>	<i>M</i>	<i>SD</i>	<i>Ranks Mean</i>	<i>Ranks Sum</i>	<i>Whiney man- Coefficient</i>	<i>Z Valu e</i>	<i>Sig</i>
es									
<i>Total Score of Vocat ional Skills</i>	<b>Exp.</b>	<b>10</b>	<b>27.1000</b>	<b>1.19722</b>	<b>11.35</b>	<b>113.50</b>	<b>41.50</b>	<b>0.664</b>	<b>Non</b>
	<b>Cont</b>	<b>10</b>	<b>26.8000</b>	<b>1.54919</b>	<b>9.65</b>	<b>96.50</b>			

Z is a at 0.05 was 1.96, and 0.01 was 2.58.

Table 1 shows that there were no statistically significant differences between the experimental and control groups in age, intelligence and vocational skills, which indicates their parity.

### ***Instruments & Materials***

#### ***Stanford Benit Scale - Fifth Edition ( 2011)***

The validity of the scale. It was calculated using Age Discrimination where tests were used to distinguish between different age groups measurements and the differences were all significant at the level of (0.01)

The stability of the scale. It was calculated using the correlation between students records in files as an external test and their scores on the current scale were measured for a sample of (20) students with mild intellectual disabilities enrolled in government intellectual inclusion middle and secondary schools in Zulfi governorate, and the correlation coefficient was high (0.68).

The Reliability of the scale. The researcher calculated the external reliability using the test-retest method with a time interval of 21 days on a sample of (20) students with mild intellectual disabilities enrolled in government intellectual inclusion middle and secondary schools in Zulfi Governorate, and concluded correlation coefficients of the applications was 0.73, which is a high value.

### ***Vocational Skills Scale:***

It aimed to determine the score of the vocational skills of people with mild intellectual disabilities. The scale consists of (21) phrases, all of which measure vocational skills and it has two dimensions: skills for manual work training and vocational competencies. The first dimension is from (1-10), and the second dimension is from (11-21). The phrases of the scale were stated in an easy, simple and clear language, so that the answer is "a kind of selfassessment." In the test instructions, the student is asked to choose one answer from alternatives on the scale: yes (3), to some extent (2), no (1).

Grading of the Scale. the scale included two dimensions and was applied individually or collectively and the highest score on the scale as a whole was (63) and the lowest score was (21); the higher score reflects a high level of vocational skills.

The psychometric efficacy of the scale. The scale was validated by a jury panel. The external scale validity was measured by calculating the correlation between the scores of vocational skills and the scores of Vocational Tendencies Questionnaire (prepared by Al Ashwal, 2014) on a sample of (20) students with mild intellectual disabilities enrolled in governmental intellectual inclusion middle and secondary schools in Zulfi governorate in the middle and secondary school and the correlation was coefficient of 0.69, which is a high value.

The internal consistency. Results showed that the correlation coefficients for phrases of manual training skills dimension ranged between 0.77 to 0.95, and vocational competencies dimension ranged between 0.69 to 0.96. All were statistically significant coefficients at 0.01 level, which shows the internal consistency and coherence between the expressions for each dimension and the total score for this dimension.

The reliability of the scale. The test-retest method was used to calculate reliability. The scale was re-applied after (15) days to a sample of (20) students with intellectual disabilities enrolled in governmental intellectual inclusion middle and secondary schools in Zulfi Governorate. The correlation coefficients between the two applications for the two dimensions of manual work training skills and vocational competencies respectively and the overall score were (0.667, 0.846, and 0.872), which are statistically significant correlation coefficients.

Using the Alpha Cronbach coefficient, the reliability coefficient of the first dimension, handcraft training, was (0.812), the reliability coefficient of the second dimension, vocational competencies, was ( 0.783) and the reliability

coefficient of the total score was (0.982) which were statistically significant correlation coefficients.

### ***The vocational skills Program Description:***

Proposed Training Program from the Perspective of Individual Service Based on the Development of Some Professional Skills (Prepared by the Researcher).

Introduction to the Proposed Training Program. The program relies on embodying certain life situations and simplifying them, presenting the situation in a way similar to real life through individuals with intellectual disabilities in a hypothetical situation similar to the real situations they will face later. They are asked to act as if they were in a real situation, then the students receive feedback from the same situation as in reality through a group of techniques including lectures, discussions, reinforcement, feedback, and modeling, working in unison with the aim of providing the students with a set of knowledge, skills, and attitudes through the imitation of a real situation.

Program Description. The program consisted of (23) sessions with a pace of two sessions per week, and each session lasted (40) minutes to help people with mild intellectual disabilities develop their vocational skills, confirm their sense of happiness, communicate with others positively and adapt to the group of students through several techniques. The number of the program's sessions were 23 sessions for female students with mild intellectual disabilities. Each session lasted for 40 minutes with two sessions per week. The program began with an orientation session between the researcher and female students to break the psychological barrier. The program ends with the closing session where the post-measurement was applied to calculate the extent to which the program has achieved its goals.

### ***Program Goals:***

#### ***The general goal of the program:***

The proposed program aims to develop certain professional skills for individuals with mild intellectual disabilities, in accordance with Vision 2030 of the Kingdom of Saudi Arabia, through the following procedural objectives:

1. Assisting individuals with mild intellectual disabilities in training to acquire some professional skills.
2. Training on modifying social behavior.
3. Training on working professionally with a group.

4. Helping individuals with mild intellectual disabilities understand and appreciate their characteristics.
5. Adapting individuals with mild intellectual disabilities to themselves and the surrounding world.
6. Modifying incorrect behaviors in individuals with mild intellectual disabilities.

### ***Sources for Building the Program:***

1. Reviewing educational literature and previous studies that addressed training programs for people with mild intellectual disabilities, as well as studies that addressed professional skills.
2. The researcher's direct observation of a group of people with mild intellectual disabilities through field education visits to integrated schools.
3. Studying the characteristics of people with mild intellectual disabilities to know their real needs.
4. Conducting several interviews by the researcher and mother to know some data and information related to people with mild intellectual disabilities that may benefit in the training process.
5. The researcher also relied on guidance from experts, those experienced, and those dealing directly with people having mild intellectual disability.

Teaching aids. The researcher used many tools in each session of the program, taking into consideration the students' mental abilities, in addition to diversity and its connection with the surrounding environment. These tools included: dolls, pens, pictures of some occupations, cut and paste, stories, pictures For photocopier, a video showing how to shoot, photos for document encasing, a video showing steps for document encasing, toiletries (broom - space - cleaning towel), some how-to pictures, cleaning materials, some dishes and cutlery, a hot drink maker or kettle, utensil cleaner, a sponge, a video for cleaning utensils, photos of different occasions, video of desserts that are presented at events, decorations, balloons, yarns, juices, cups, serving trays, candle, hairdryer, photo, transparencies, thermal press, cups, images of various shapes, balloons, decorations, musical instruments, beads, needle, computer, a set of photos for different means of transportation, gifts, and candy.

Techniques of teaching. The programs depended on video modeling, task analysis, reinforcement, lecture and discussion, and homework Validating the program. The training program was validated by some professors at the Faculties of Education in some Egyptian and Saudi universities working at Departments of Mental Health and Psychology in light of the appropriateness of the program, time, the activities used in the modeling sessions and the extent of their suitability to develop some vocational skills for students of the sample.

Evaluation. After the implementation of the program, it was evaluated through Summative Evaluation where its effectiveness was evaluated by comparing the results of the experimental group vocational skills pre and post-measurements and formative evaluation where the vocational skills scale was applied to the experimental group. The scores were compared to determine the extent of the effectiveness of the training program for developing some vocational skills for female students with mild intellectual disabilities.

## Results

### *Results of the First Hypothesis:*

The study used the non-parametric Wilcoxon test to calculate the significance of the differences between the mean ranks scores of the experimental group pre and post measurements on the Scale of Vocational Skills for Females with Mild Intellectual Disabilities, as illustrated in Table (2).

**Table (2) Significance of Statistical Differences between the Experimental Group Pre and Post Mean Score on the Scale of Vocational Skills for Female Students with Mild Intellectual Disabilities**

Scale	Pre / Post	No.	Mean	SD	Ranks Mean	Ranks Sum	Z Value	Sig
Skills of Manual Work Training	Negative ranks	0	13.10	1.10	0.00	0.00	2.81	0.01
	Positive ranks	10	22.70	1.64	5.50	55.00		
	Equal ranks	0						
	Total	10						
Vocational Competencies	Negative ranks	0	14.00	0.82	0.00	0.00	2.82	0.01
	Positive ranks	10	24.70	0.95	5.50	55.00		
	Equal ranks	0						

	<b>Total</b>	<b>10</b>						
<i>Total Score of Vocational Skills</i>	<b>Negative ranks</b>	<b>0</b>	<b>27.10</b>	<b>1.20</b>	<b>0.00</b>	<b>0.00</b>	<b>2.84</b>	<b>0.001</b>
	<b>Positive ranks</b>	<b>10</b>	<b>47.40</b>	<b>1.65</b>	<b>5.50</b>	<b>55.00</b>		
	<b>Equal ranks</b>	<b>0</b>						
	<b>Total</b>	<b>10</b>						

*The value of Z is significant at 0.05= 1.96, and at 0.01= 2.58*

Table (2) shows that the calculated (Z) values of the vocational skills scale for female students with mild intellectual disabilities were (2.81, 2.82, 2.84), which is a statistically significant value at the level of significance (0.01), which indicates the presence of statistically significant differences between the mean rank of the experimental group pre and post scores on the scale of vocational skills of female students with mild intellectual disabilities, and it is clear that there were statistically significant differences at the level (0.01) in the response of students of the experimental group on the scale of vocational skills of female students with mild intellectual disability on pre-measurement versus post measurement. This emphasizes the development of vocational skills and a clear indication of the success and effectiveness of the training program based on the development of some vocational skills for people with mild intellectual disabilities used in achieving its goals. This confirms the validity of the first hypothesis.

### ***Results of the Second Hypothesis:***

To validate the second hypothesis, the researcher used the non-parametric Mann-Whitney Test to calculate the significance of the differences between the experimental and control group mean score on the post application on the scale of vocational skills for female students with mild intellectual disabilities, as shown in Table (3):

***Table (3) Significance of Statistical Differences between the Experimental and Control Groups Mean Rank Score on the Post Application of the Scale of Vocational Skills for Female Students with Mild Intellectual Disabilities***

<i>Dimensions</i>	<i>Group</i>	<i>No.</i>	<i>Mean</i>	<i>SD</i>	<i>Ranks Mean</i>	<i>Rank Sum</i>	<i>Man-Whitney Coefficient .</i>	<i>Z Value</i>	<i>Sig</i>
<i>Skills of Manual Work Training</i>	Exp.	10	22.70	1.64	15.50	155.0	0.00	3.81	0.01
	Con.	10	13:30	1.06	5.50	55.00			
<i>Vocational Competencies</i>	Negative ranks	10	24.70	0.95	15.50	155.0	0.00	3.82	0.01
	Positive ranks	10	14:30	0.95	5.50	55.00			
<i>Total Score of Vocational Skills</i>	Equal ranks	10	47.40	1.65	15.50	155.0	0.00	3.81	0.01
	Con.	10	27.60	1.35	5.50	55.00			

*The value of Z is significant at 0.05= 1.96, and at 0.01 = 2.58*

**Table (3)** shows that the calculated (*Z*) values for the vocational skills scale and the total score for students with mild intellectual disabilities amounted to (3.81, 3.82, and 3.81), respectively, indicating that there were statistically significant differences at the level of significance (0.01) between mean ranks of the experimental and control groups favoring the experimental group. There was a significant impact of the training program techniques that could be measured statistically and indicated the effectiveness of the training program based on the development of vocational skills used in current research. This proves the validity of the second hypothesis.

### ***Results of the Third Hypothesis:***

To verify the validity of the third hypothesis, the researcher used the non-parametric Wilcoxon Test to calculate the significance of the differences between the means ranks of the experimental group applications of the Scale of Mild Intellectual Disabilities Females Students' Vocational Skills , as illustrated in Table (4).

**Table (4) Significance of Statistical Differences between the Experimental Group Post & Follow- up Applications of the Scale of Vocational Skills for Females with Mild Intellectual Disabilities**

Scale	Post Measurement	No	Mean	SD	Rank Mean	Rank Sum	Z Value	Sig
<b>Skills of Manual Work Training</b>	Negative Ranks	2	22.70	1.64	2	4	0.37	Insig
	Positive Ranks	2	22.90	1.91	3	6		
	Equal Ranks	6						
	Total	10						
<b>Vocational Competencies</b>	Negative Ranks	2	24.70	0.95	3	6	0.45	Insig
	Positive Ranks	3	24.80	0.79	3	9		
	Equal Ranks	5						
	Total	10						
<b>Total Score of Vocational Skills</b>	Negative Ranks	2	47.40	1.65	3	6	0.41	Insig
	Positive Ranks	3	47.70	1.95	3	9		
	Equal Ranks	5						
	Total	10						

*The value of Z is significant at 0.05= 1.96, and at 0.01= 2.58*

Table (4) shows that the calculated (Z) values on the Scale of Mild Intellectual Disabilities Female Students' Vocational Skills were, (0.37, 0.45, 0.41), statistically insignificant values and indicated statistically significant differences between the mean score of the ranks of the experimental group on the post and follow up measurements of the vocational skills scale for female students with mild intellectual disabilities after one and a half month of the application of the program. There were no statistically significant differences in the experimental group response on the scale of vocational skills of female students with mild intellectual disabilities on the follow up and post measurement. This shows the continued development of appeared on the vocational skills after post measurement to the end of the specified time for the program. This is a clear indication of the success and effectiveness of the training program based on the development of some vocational skills for female

students with mild intellectual disabilities and its goals. This, in turn, confirms the validity of the third hypothesis.

### ***Discussion***

Results of the current study proved the achievement of the goals of the training program for developing vocational skills of female students with mild intellectual disabilities, as evident in the continuous success of the program in developing vocational skills for the research sample of female students with mild intellectual disabilities.

Al-Saffar (2003) indicated difficulties facing training people with disabilities such as neglecting the practical aspect of skills, relying on training workshops that may lead to training the person with disabilities in non-scientific ways, the limited skills that are trained to, as well as attaching specific occupations to certain disabilities. Al-Ajami and Al-Battal (2016) also confirmed that people with intellectual disabilities' leakage of some of the necessary work skills limit their employment opportunities. Thus, the deficiency of people with simple intellectual disabilities at vocational skills is evident.

There were differences in the development of vocational skills between the experimental and control groups, favoring the experimental group due to the application of the training program based on the development of some vocational skills for female students with mild intellectual disabilities. The differences in the development of vocational skills between the experimental and control group were, also, due to the use of appropriate techniques, including video modeling that focuses on modifying the thinking of students and their tendencies behind their cognitive aspects. This technique is appropriate for people with mild intellectual disabilities who tend to learn through observation, simulation, and imitation, as it is a way of attracting the attention of the intellectually disabled. Goh and Bambara (2013) emphasized the use of auto-modeling of the video in conjunction with other educational strategies of task assignment sequencing for individuals with disabilities, showing all participants acquiring job skills.

The technique of reinforcement helped to stabilize positive ideas significantly, it helped students with mild intellectual disabilities to control their behaviors, participate in social situations with discipline, organize their times, arrange their tools, respectfully express themselves, accept others' opinion, belong to the group, and adhere to the rules and laws. When female students are promoted and supported in an organized and systematic manner, this is effective to support behavior and confront many problems that in turn cause concern for them or those who are around (Abd Al-Sattar, 2011).

The homework technique, also, contributed to transferring the effect of training on daily practices at home. At the end of each session, each student is given a specific homework assignment to practice the skills learned in the session, by conveying the positive impact of information and positive ideas that have been trained on the sessions. Female students showed a great deal of social responsibility in similar situations outside the school framework, and help them to organize their times appropriate for their circumstances. Students learned to distinguish to accomplishing tasks on time Vocational training is also considered one important rehabilitation service for students with mild intellectual disabilities following the Vision 2030 in the Kingdom of Saudi Arabia, whose programs seek to give the disabled person the ability to continue work. Vocational training prepares the disabled to be like normal members of society who can produce and bear the working conditions. Vocational training is the backbone of the vocational rehabilitation process and the development of some vocational skills for students with mild intellectual disabilities. When the vocational training process is successful and effective, it leads to successful employment and psychological, social, and economic stability for the intellectually disabled female student. When the work environment is suitable for her capabilities, she can clean her workplace. She forgets the work environment instructions, keeps up with scheduled dates, adheres to safety and security guidelines at work, and feels stable at work.

Mclester and McIntire. (2006) emphasized promoting vocational education for the mentally disabled students, and results indicated that vocational guidance at schools that takes place in dialogue with students about concrete experiences that focus on the future contributions to the presence of vocational competencies among students. Additionally, El-Sartawi (2016) concluded that the training program of skills-based vocational rehabilitation had an impact on the development of students 'vocational skills in the developmental areas mentioned in the vocational rehabilitation curriculum for the mentally disabled Furthermore, the pedagogical foundations of the program, which relied on diversification of the program's content to avoid boredom, and the appropriateness of the program's content with the capabilities and tendencies of people with mild intellectual disabilities.

Social foundations group training yields more results than individual training, especially in developing the vocational skills that students learn by observation, simulation, and imitation, taking into account the prevailing social norms and values in society. Al-Qahtani, Al-Damiri, (2018) emphasized the importance of female teachers' attitudes of helping disabled students to find the appropriate job to support their psychological, family, and social needs.

There were statistically insignificant differences between the post-test and the follow-up metrics for the experimental group attributed to the continued

development of vocational skills among them. This confirmed the continued positive impact of the program on the experimental group. This was due to the efficiency of the program used in the current research, the procedures that it depended on, and the interaction of female students with mild intellectual disabilities that helped in the continuation of the impact of the improvement in vocational skills beyond the follow-up period. Besides, the use of many visual stimuli such as constant images, animations, video clips, and written texts, work to attract and focus the attention of students with mild intellectual disabilities towards the content of the program, make the information more stable in the minds of students for a longer period.

### ***Conclusion***

One of the main demands of the programs targeting intellectually-disabled people is to increase societal acceptance through their work in some simple occupations, to change the attitudes of individuals, especially business owners, towards dealing and communicating with them which develops their inclusion into society and to transform this category from handicapped who do not participate in the development process into productive according to the Saudi Vision of 2030. It is very crucial to help those people to earn income through their work, which improves their sense of self- realization and to utilize them in some simple occupations, which helps to employ them in society and achieves income for them and their society. It has become necessary to rehabilitate and provide training programs for students with mild intellectual disabilities following the Saudi Vision 2030. Schools and social institutions have to provide devices, means, and tools within the governmental intellectual inclusion schools and intellectual education institutions to train on more vocational skills which help to diversify vocational and practical activities. It is also urgent to include people with mild intellectual disabilities with society and changing the negative perception towards them. The government should give great interest to employ young people with mild intellectual disabilities according to capabilities and tendencies.

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