

require special training and competences. Although the results are limited to this study sample, other universities follows the HEAC standards, as well. Thus, it is expected to see the same outcomes from their students.

Teachers currently serving students with autism are the product of these universities. Al Jabri et al. (2013) surveyed a sample of in-service teachers; they found insufficient levels of knowledge about autism among them. Special education teachers serving children with autism should receive better training, which should provide them with knowledge and competences to enable them to serve students with autism. If we leave those teachers with no such competences, then we will leave children with autism with no proper services.

This study should be replicated on a larger sample, and in other universities. Further, the study should investigate detailed levels of knowledge (e.g., definition, etiology, identification, assessment, programming, etc.). Results of these studies should serve as a guide to plan our pre- and in-service training programs.

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