

THE ILLINOIS SCALE FOR EXAMINING PSYCHO-LINGUISTIC ABILITIES, LEARNING DISABILITIES, AND VERIFICATION OF ITS VALIDITY AND PERSISTENCE IN KINDERGARTENS IN THE SUBURBS OF JERUSALEM

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ABSTRACT

The study aimed to standardize the Illinois test of psycholinguistic abilities to diagnose students with learning disability and classify them from kindergarten students according to the local Palestinian environment, by arriving at indicators of stability consistent with the characteristics of a good test. The descriptive approach was followed using the Illinois scale of psycholinguistic abilities that was standardized and adapted to the Palestinian environment, and the study included children aged 3-6 years. And those who have suspected indicators of Learning Disabilities and language disorders from the kindergarten stage, which consisted of 112 children in the suburb of Jerusalem.

A simple random sample of kindergarten students in Palestine was selected. The initial exploratory sample amounted to (30) children, and the legalization sample reached (112) children, of whom (55) were males, and (57) were females. It has been proven that the Illinois test has high validity, which verified the indicators of apparent validity, the consistency of the paragraphs from the correlation of the paragraph degree with the total degree of the test, and the saturation of the matrix of correlations function to extract the factorial validity between the tests or sub-domains of the total test, and the test had a good stability coefficient that can be trusted through The stability of the correctors, the Half-segment method and corrected by the Spearman-Brown equation, and the stability of alpha-Cronbach, and thus the test achieved good psychometric properties of sincerity and stability, and its distinction between normal children and children with Learning Disabilities, and it is suitable for use in the Palestinian environment. A tool for diagnosing children with learning disabilities in kindergarten.

I. INTRODUCTION

The subject of Learning Disabilities is one of the topics that find increasing interest in many countries of the world, and this interest is evident through the emergence of many diagnoses and measures that have attempted early detection of these disabilities. The term Learning Disabilities is one of the important educational terms in the twenty-first century, and this term is used To refer to a group of students who suffer from disorders in psycholinguistic processes that affect listening, speaking, reading, writing, spelling and arithmetic skills and who cannot be classified or included in other categories of disabilities, they are a group of students who are unable to reach an educational level compatible with their peers, These disabilities appear among a good number of school students of different generations, including early childhood and kindergarten, and there is a difference in the results of studies and research in the prevalence of Learning Disabilities among students in schools, due to a number of factors, perhaps the most important of which is the degree of ambiguity that surrounds The subject of Learning Disabilities, and some of the environmental and social impacts surrounding the student who suffers from Learning Disabilities on the other hand. Estimates and statistics vary. The results differ according to the scale, criterion, or diagnosis that the researcher uses to determine the prevalence of Learning Disabilities, in addition to the different levels of study and the different educational stages that the student goes through. (Al-Zarad, 2002).

In Palestine, as is the case in the Arab world, there is no accurate statistical data on the number of students who suffer from Learning Disabilities, and their prevalence rates. Some researchers have tried to determine the

prevalence of Learning Disabilities. There are some studies, for example, a study conducted by Al-Zarad (1990) found that The percentage of male students who suffer from Learning Disabilities was 15.64%, while the percentage of female students was 11.28% (Al-Waqfi, 2004). It was also found that the prevalence of students with Learning Disabilities varies according to the grade level (Al-Zarad, 1990). Al-Waqfi (2002) mentions that some statistics indicate that the prevalence of Learning Disabilities is between 1-30%, and the great difference in those estimates is due to the different criteria used in determining the identification of these students. Students with Learning Disabilities now represent more than half of the number of students. Generally disabled.(Al-Anayzat, 2009).

In a study conducted by Kosc on a sample of fifth-grade students in Czechoslovakia, it was found that 6.4% of children suffer from dyslexia, and that the prevalence of Learning Disabilities in first world countries ranges between 5-7%. (Mr., 2003.)

Wong (2004) indicates that 5% of students are classified as having Learning Disabilities, while for school-age children, there are approximately 209 million students who are classified as having Learning Disabilities in US schools (Wong, 2004).

Murray showed that Learning Disabilities lead to poor academic achievement, which made each of the difficult (male and female) students bear a negative perception of themselves and their personal, cognitive and cognitive characteristics, so that they are impulsive and weak in the ability to learn and are more prone to delinquent behavior (Assayed, 2000).

Among the manifestations of weakness among students with Learning Disabilities is linguistic weakness, which is seen in students starting from the early childhood generation and kindergarten, which raises the concern of parents and those concerned with education affairs, because it limits the cognitive and cognitive development in the kindergarten generation and leads to a low academic level. and achievement for students in all academic subjects, as many studies and research have proven that the child's mastery of the language helps him to progress in the various life, cognitive and academic fields, which depend in its entirety on reading comprehension. From reading and writing, the less effort he puts into their learning, and the less effort in reading and writing, it was at the expense of understanding and mastery of the cognitive skills that he should obtain. Regarding his educational material, the linguistic weakness makes the evaluation far from objectivity, and with regard to reading, studies have shown that it is an important factor in the acquisition of academic materials. For different studies, learning good reading and mastering its skills is a major requirement and one of the most important requirements for rapid comprehension and growth of achievement, not only in the field of language, but also in the various fields of science that the student absorbs, and reading what is included in the course (Al-Zayyat, 2002).

The first cycle of basic education is one of the most important stages on which the comprehensive development of children depends, who are among the most valuable human resources in society. The basic skills that enable the child to acquire and acquire knowledge, which are considered the first steps on the path of education, and are the main factor in judging the child's progress and educational development. Therefore, researchers find that paying attention to the problem of Learning Disabilities in the early childhood generation is a humanitarian, social and educational task, and therefore This study is concerned with the importance of diagnosing Learning Disabilities in children, as there are many tools available to diagnose Learning Disabilities, including the Illinois Psycho-Linguistic Abilities Test. Basic processes such as language and perceptual processes as well as visual and auditory perception that enter into In the process of learning and verifying the implications of its sincerity and stability in kindergartens in the Palestinian environment.

The Illinois Learning Disabilities Scale is an effective scale of spoken and written language, and all subtests measure some aspects of language, including oral language, writing, reading and spelling. The psycholinguistic model of learning disabilities, and with it the Illinois Test of Language Aptitude (ITPA), are widely used in the fields of special education and speech pronunciation. The Illinois Scale is a standardized reference scale for children ages 2 to 10, designed to measure both spoken and written language abilities that are important in communication and learning disorders. The measurement consists of 12 subtests: spoken comparisons, spoken vocabulary, morphology, grammatical sentences, phonemic omission, rhyme sequence, written vocabulary and sentence sequence, visual decoding, phonemic decoding and phonemic spelling.

The Illinois Scale was first published in 1961, and was originally developed by American psychologists Samuel Alexander Kirk (1904-1996) and James Jerome McCarthy (1927-2012) at the University of Illinois. In which

ideas are organized, and cognitive growth, according to Piaget, includes two factors: the cognitive structure and mental functions, where knowledge is considered variable because it is the product of a renewed interaction, while mental functions are fixed. They are the processes that regulate his response according to the interactions and experiences the child goes through. The processes include attention, perception, memory, sensory and motor processes. Any defect in mental functions or processes will affect the extent of responses and development in all developmental aspects, including language. According to Piaget's theory, the cognitive structure is considered a series of imbalances and then reactivated through experiences through the processes of representation and adaptation, early childhood. It is a stage of human development. It generally includes the onset of walking and the subsequent period. Playing age is an undefined term within early childhood. This stage extends from the age of two to six, as it receives nurseries and kindergartens. Children at this stage represent more than 15%, and personality development at this stage is rapid (Zahran, 1995).

The most important manifestations of growth at this stage: (Al-Ghamdi, 2002)

The child in the second year can.

It includes walking, running, and controlling the movement of the stomach.

In the third year, the child expresses himself in useful sentences, understands his environment and responds to the demands of adults.

In the fourth year, the child asks a lot and begins to rely on himself.

In the fifth year, he takes care of his clothes, his confidence increases and he becomes a young citizen.

Sixth year: Beginning of personal growth and self-formation

Early childhood is one of the important stages in human life, which started with complete dependence on others and then progressed in growth towards independence and self-reliance. And kindergarten, where he begins to interact with the external environment surrounding him, which enables him to deal clearly with his environment compared to the stage of the cradle. At this stage, the process of socialization begins, and the acquisition of values, attitudes, and social habits begins, in which he learns to distinguish between right and wrong, even if he does not understand why it is right or wrong. Scientists were interested in this period and spent a large part of their research to study this stage (Abd al-Rahman, 1998).

Most psychologists unanimously agreed on the importance of the early childhood stage and that it is very important, as Freud believes that the personality of the individual is formed during the first five years, of which the early childhood stage constitutes three years. However, she said childhood experiences are present problems for children, and Horney, Fromm, Sullivan and Ericson also point to the importance of early childhood. (Al-Ghamdi, 2000).

Early childhood is the best stage in a child's life in which he can learn and increase his linguistic output. At the beginning of the third year, the child can express his ideas in short and simple sentences, and he can also deal with some grammar rules such as verbs in syntax and singular plural. In the third year, the child can form sentences whose vocabulary reaches three words and then develops to be a sentence of four to six vocabulary from the age of four. The child can also exchange conversations with adults and then moves from using simple sentences to using complex and complex sentences and can describe pictures in a simple description. He can also answer questions that require understanding relationships, as he learns at this age all interrogative tools with their stylistic modifications to include all parts of speech. The manifestations of linguistic development can be summarized in the following points - at this stage the child's speech is characterized by clarity and the disappearance of the manifestations of ambiguity in it, such as missing sentences and others. - Linguistic expression is characterized by clarity, accuracy and understanding, and it passes through two stages: the first stage at the age of three, which is short sentences (3-4 words).

The second stage at the age of four, which is the stage of the complete sentence (5-6) words, and is characterized as useful sentences with complete parts. Speech at this stage becomes intellectual rather than dynamic, and the child's abstraction increases, and generalization appears in him. Children love to gossip and talk about the present more than the past and the future. (Naglaa Abdel Halim) The Year is not mentioned. The Illinois Self-Linguistic Abilities Test (ITPA) aims to measure the various manifestations of Learning Disabilities, and diagnose deficits

in basic processes, language, perceptual and visual processes involved in learning. It is also characterized by high indicators of validity and stability, and is suitable for ages from 2 to 12 years. The Illinois Psychological Aptitude Test (ITPA3) also aims to measure language abilities that are important in communication and learning disorders, such as: the ability to understand spoken words, the ability to deal with linguistic symbols in a manner based on understanding the significance of symbols, the ability to remember auditory stimuli, and the ability to Expressing ideas with movements, the ability to reproduce visual forms with understanding, the ability to know incomplete forms, the ability to fill in the blanks, or omitted from auditory perceptions, and the ability to synthesize parts of an audible word to reach the whole word (Syed Soliman, 2003).

The Illinois Test of Psycholinguistics of Test Illinois Abilities - known by its acronym (ITPA) developed by Kirk and McCarthy (Kirk, 1968, McCarthy) is one of the most important tests for diagnosing students with Learning Disabilities. The test was modified in 2001 and became known as (ITPA3).

Stages of development of the Illinois test of psycholinguistic abilities

This test has gone through the following developmental stages:

The Illinois Psycho-Linguistic Skills Test was first printed in 1961.

Revised and reprinted for the second time in 1968.

Edited and printed a third time in 2001, and became known as (3-ITP).

During the year (1960), one of the most important symbols in the field of Learning Disabilities emerged, Samuel Kirk, who believes that individual differences in ability have two meanings:

1 - Individual differences between individuals, when we compare the performance of the individual with the performance of other individuals in a certain skill or set of skills.

2 - Individual differences within the individual, when we compare the performance of the individual in one ability with the performance of the same individual in another ability.

The (ITPA) test was one of the most popular and influential clinical assessment methods in the United States of America from 1960 to approximately 1980, and its popularity was evidence that ten years after its publication in 1968, it had classified or presented 381 bibliographic references on the ITPA. Illinois is widely recognized for the fact that it was the first language-focused test and there is another reason to accept this test. The obvious and main assumption of this model focuses on:

Language is an important part of children's development.

The basic elements of the language were standard ie measurable.

These linguistic elements can be improved with instructions and instructions in the language were closely related to success in the subjects essential to the extension.

language, specifically reading and writing.

The test helps diagnosticians decide who has or do not have and who does not, and it helps teachers to provide guidance for setting educational goals and planning remedial programs.

Dissatisfied with his early attempts to construct an individual scale that required the test to have a theoretical field on which to derive this scale, Kirk enrolled in a course he would give or prostrate at the University of Illinois, and McCarthy and Kirk (1961, McCarthy and Kirk) were able to produce the Illinois Psychological Aptitude Test The linguistic acronym ITPA.

The modified and printed image for the third test (2001) Donald D. Hammill, Roberts Rhia, Mather Nancy, Donald D. Hammill Nancy Mather Rhia(ITPA-3 2001)

The study of (ITPA) and the study of psycholinguistics are still controversial, and their use has become contradictory, during the work of (Wiig1984) and (1976, Seme Eleanor) where students who have Learning Disabilities were examined and taught within a linguistic model, where the responsible for training Spoken language: From a professor of Learning Disabilities to a specialization in language and speech, in 1977 (Eleanor Semel) showed that auditory perception and spoken language are the two most important areas of seven areas in Learning Disabilities, and the number of commercial language tests increased and the field of pragmatism became important in the study of Learning Disabilities, as it became the field of Learning Disabilities. More prominently in the 1980s, as professionals in the field of spoken language refined their training and clarified their roles and tasks (Mercer)

The ITPA3 test is a powerful measure of children's written and spoken language. The tests measure some aspects of language (spoken, writing, reading, and spelling) and the content of this test is similar to (Charles Osgood,s) natural social model (Samuel, Kirk, James McCarthy)

The test measures written and spoken language abilities, and helps diagnose children's specific strengths and weaknesses in a range of language abilities. The ITPA III subtest has been shown to be useful for measuring both written and spoken language. (1983, Kirk).

Test Components and Sections (ITPA1)

In its current form, the scale includes two parts: The first part consists of two parts:

The first section: is devoted to knowing the demographic and educational characteristics of the examinee, and is devoted to knowing the examinee's performance.

For the second section: includes recording the scores of the spoken and written subtests.

The second part includes the quality of the tests, the instructions for their application and correction, and the number of their paragraphs. The number of tests in this part is twelve.

In its initial form, the scale consists of two parts:

The first section:the controlled sub-tests, and the second section: the written sub-tests, including 12 sub-tests distributed over six sub-domains in each section, prepared to measure the symptoms of language Learning Disabilities among students. Each test represents the language abilities, which express the symptoms of the disorder, and this scale consists In its current form known for its acronym (ITPA3), it has two parts:

Spoken (spoken) sub-tests, which consist of six sub-tests.

Written sub-tests, consisting of six sub-tests.

In the study of Hirshhorn, Adler, 1969, an Illinois psycholinguistic test and a review of the Stanford-Binet Intelligence Scale was conducted in 1960 on 40 children from Caucasian Kindergarten, and two years later the children were tested by the California Achievement Test, Elementary School The world. The results indicate that the tbc Total Language Score for ITPA is at least as valid an indicator of scholastic achievement as the Stanford-binet IQ. The use of stepwise multiple correlation with the ITPA subtests increases validity through the predictive validity of the ITPA.

The ITPA has the added advantage of noting specific areas of language deficits so that individualized treatment programs can be developed for children. The study of La Mancha et al. (Lamônica & Maximino & Kelly da Silva & Adriano & Pinheiro Crenitte, 2011) described the performance of individuals with myelomeningocele in relation to psycholinguistic abilities and scholastic abilities. METHODS: Participants were five individuals with MMD and lumbar sacral malformations, chronological age between 9 years, 10 months, 11 years and 7 months (Group 1 (G1)- five individuals with normal development (Group 2 (G2-), matching G1 for age, gender and level) Educational Assessment included an interview with parents/caregivers and the application of the following tests: Illinois Test of Psyc-Linguistic Aptitude (ITPA), School Performance Test, Speed Reading Test, and Automated Rapid Naming Test Results A comparison between groups in the ITPA subtests showed that the values The maximums obtained by G1 roughly correspond to the minimum values obtained by G2, confirming the difference between groups except for the auditory closure subtest.In the scholastic performance test,

significant modifications to G1 performance were observed in all tasks. In the rapid reading and rapid machine naming tests individuals showed in G1 also had significant deficits and made more mistakes and spent more time than G2 performing the same tasks.

In the Pirozzolo & Population 1976 validation construct for the 10 initial ITPA tests on a clinical group of 91 (66 male and 25 female) children with learning disabilities, construct validity was determined by the degree to which each subtest measured abilities. Discrete and independent and the extent to which the subtest is related to the academic subject areas. Results via factor analysis and correlational analyzes generally support the independence of the channel dimension, ie visual versus auditory. While the process dimension, i.e. receptive, expressive, and association, was not found

As an independent measure, the dimension of levels, ie representative versus spontaneous, has been demonstrated for this clinical group. The implications of inconsistencies in the channel dimension are discussed.

In the Miles, Full Brook & Mainwaring-Mägi study (Miles, Full Brook & Mainwaring-Mägi, 2016) they show that comprehensive screening of children of very early school age (4 to 7 years old) is important for early identification of learning problems that may require a learning opportunity booster. In this context the use of standard tools is critical to obtaining valid, reliable and comparable evaluation results, a variety of standard tools are available for screening and evaluation purposes although previous reviews have revealed some technical shortcomings. The suitability and usability of the tools should be considered as well as the technical suitability making the choice of tools a challenge for educational professionals. This review used systematic research to identify 48 tools that measure early academic development and skills in very early school age children. The tools were evaluated and mapped against psychometric and usability criteria and rated as good, adequate, or inadequate. The findings provide educational professionals with a guide to selecting the appropriate normative tools for this age group and for the purpose of assessment.

Commenting on previous studies

The previous studies varied in terms of objectives, sample, tools, statistical methods and results, and they were used to determine the sample, rationing procedures, and appropriate statistics. The Pirozzolo & Population 1976 study was used to determine the sample, rationing procedures, and the study of Miles, Valbroic and Mioring Magi (Miles, Full Brook & Mainwaring-Mägi, 2016) in identifying the appropriate tool for screening children of very early school age (4 to 6 years of age). This study is considered a recent study on this category in the Palestinian environment according to the Illinois scale.

Study Problem

The topic of Learning Disabilities, despite its recent appearance at the educational level, is one of the most important topics for researchers. Until the mid-sixties of the twentieth century, there was no convincing explanation for those students who did not suffer from physical problems, behavioral disorders, mental disabilities, or environmental deprivations, but at the same time did not know how to read, write or count, and these were described as mental retardation or lack of interest. The nature of school work. Conditions remained like this until the term Learning Disabilities was coined, and many found a way out of their previous confusion about this group of students. (Al-Waqfi, Radi, 2004), the term Learning Disabilities is based on the different abilities and skills of one individual, which means that some of these abilities and skills may be weak while others are strong in the individual himself, as language and reading are two complex psychological processes, Learning Disabilities appear in the use of language or a failure to develop appropriate skills in reading, spelling, writing, or arithmetic. Estimates of the number and percentage of students with learning disabilities vary widely, due to the lack of agreement on a clear and explicit definition on the one hand, and the lack of agreed tests for diagnosis on the other hand. While some of them believe that the percentage of students with Learning Disabilities does not reach 1%, there are some other studies that believe that the percentage may reach 20% (Al-Khatib, 2006), and given the prevalence of the phenomenon of Learning Disabilities, whether in reading, spelling, writing or arithmetic among Elementary school students, as shown by the results of many studies, including the study of Kirk and Treasure (1975).

And the study of Harris and Spy (1990) and the Black study (2003), and because of the importance of language in achievement and in the mental and emotional development of the individual, there is an urgent need to conduct

more studies and research, including the current study that we are doing on diagnosing and measuring Learning Disabilities using the Illinois scale of psycho-linguistic abilities.

Looking at the current reality in our Palestinian schools and kindergartens for the methods of diagnosing students with Learning Disabilities, we find that these methods are traditional, focusing on the weaknesses of the members of this category, and neglecting their strengths. Disability in general and students with Learning Disabilities in particular in the early childhood generation, and their transfer to resource rooms in the primary stage, depending on their academic achievement degrees and the use of tools that are not regulated on the local Palestinian environment. People with learning disabilities, especially in kindergarten and early childhood generation, and follow the movement of providing tests to detect Learning Disabilities in the Arab world in general, and in Palestine in particular, we find that the available tests are never compatible with the urgent and urgent need for these tests, and perhaps This is due to several reasons, the most important of which is the difficulty of obtaining global diagnoses, the lack of institutions specialized in legalizing tests, and the high prices of tests. Hence, the lack of tests in this field. This prompted the two researchers to shed more light on one of the early detection tools for children with Learning Disabilities in kindergartens, which helps teachers to detect the disabilities faced by the child and which helps in using appropriate learning strategies from In order to improve their performance in dealing with the problems faced by children with Learning Disabilities in the early childhood generation, and the possibility of using modern educational programs that are suitable for children with learning disabilities and moving forward for the better and more fully, whatever the proposed solutions are.

To overcome these problems, they need from near or far to have accurate and appropriate scientific tools that in turn help in the processes of diagnosis, selection and classification. The most important of these tools are psychological scales in general, general mental ability tests and their measures, and limited mental abilities in particular.

Based on the foregoing, the current study is an attempt to contribute to this vital and important field by providing an appropriate tool for diagnosing students with Learning Disabilities. Among students, this tool is the Illinois Abilities Psycholinguistic Test, which was developed by Kirk and McCarthy in 1961 AD and modified in 1968.

This scale aims at measuring and diagnosing the manifestations of deficits in the basic processes (linguistic, perceptual, visual perception), which are included in the linguistic learning of people with Learning Disabilities (Al-Rusan, 2001), and in 2001 it became known as (3-ITPA) and aims to measure Linguistic abilities that are important in communication and learning disorders such as the ability to understand written and spoken words, and the ability to deal with linguistic symbols based on understanding the meaning of symbols.

In the current study, the third edition (3-ITPA) was approved, followed by the latest edition, according to the science of researchers, which consists of 12 sub-tests, and the number of its items is 284 items aimed at measuring aspects of spoken and written language and helps in diagnosing the special strengths and weaknesses of children in a range of abilities Linguistically, suitable for ages (2-10) years.

The test was codified by studying the implications of its validity to ensure the validity and stability of the test, to be valid for use in the Palestinian environment. Psychometric test on a sample of people with Learning Disabilities in kindergarten schools in the suburbs of Jerusalem in Palestine.

We note that:

the study problem was identified in the study questions.

The current study seeks to answer the following research questions.

Is the Illinois test, after its application on kindergarten students in Palestine, characterized by stability indicators consistent with the characteristics of a good test?

Is the Illinois test, after its application on kindergarten students in Palestine, characterized by validity indicators that are consistent with the characteristics of a good test?

Objectives Study

The main objective is to codify the Illinois Psycholinguistic Aptitude Test to diagnose students with Learning Disabilities and classify them as kindergarten students according to the local Palestinian environment.

To achieve this general objective, the current study sought to achieve the following objectives:

-Reaching stability indicators consistent with the characteristics of a good test. The Illinois test is characterized after its application to kindergarten students in Palestine.

-Reaching validity indicators that are consistent with the characteristics of a good test. The Illinois test is characterized after its application to kindergarten students in Palestine.

Also, this test can help:

Identifying children's strengths and weaknesses among language abilities

Identifying children with general language delays in developing spoken and written language.

Contribute to an accurate diagnosis of reading difficulty (appropriate spoken language with poor word identification and spelling skill) using oral language.

Clarify difficult aspects of language for a particular child (eg, phonology, syntax, semantics).

Identifying language strengths and weaknesses to help develop appropriate educational goals.

Differentiate between children with poor phonemic coding (the ability to read and spell phonetically regular pseudo-words), and those with poor spelling (the ability to read and spell words with an irregular element).

Furthermore, the Illinois scale helps professionals identify deficiencies in the processing of written codes, which can help in planning appropriate treatment strategies and settings.

Study Importance

The importance of studying the Illinois Test for Learning Disabilities lies in the fact that it is an effective measure of children's spoken and written language and in revealing its psycholinguistic characteristics through its application to a research sample and the use of a wide variety of honesty and reliability methods.

The test provides a valid tool, characterized by high indicators of validity and stability, and helps specialists in educational institutions in Palestine in diagnosing Learning Disabilities for students with Learning Disabilities from 2-10 years, for therapeutic educational or preventive intervention, depending on what is appropriate with the Palestinian environment, and using it as a tool in Subsequent related research.

The scarcity of research in the Palestinian environment on the standardized scale.

The recentness of the Illinois test around which legalization revolves in the Arab environment, especially the Palestinian environment.

The possibility of benefiting from the results of the research to develop future educational and educational plans for the kindergarten stage.

The limits of the study

Human limits: The research is limited to kindergarten children who have speech and language disorders, language and cognition delays, from the age of 3-6 years.

Temporal limits: The Illinois standardized scale of the Palestinian environment was applied in the second semester of the academic year 2020/2021.

Spatial boundaries: Kindergartens in the Jerusalem Suburbs Directorate.

Objective limits: The study identified with its subject the application of the Illinois scale adapted to the Palestinian environment to examine psycho-linguistic abilities to diagnose Learning Disabilities and to verify the indications of its validity and stability in kindergartens in the Palestinian environment

The human limit: It is represented by the kindergarten students whose ages range from 3 to 6 years.

Concepts Limits: The terms and concepts contained in the study

Procedural limit: The Allenoid scale was used as a bridle tool

The data that determines the outcomes of the study in the light of the validity and reliability of the scientific tools used.

Study Terminology

The Illinois Psychological Abilities Test: It consists of 12 sub-tests, developed by Donald D. Hamill, Nancy Mather, and Rhia Roberts, whose linguistic abilities and measures (Donald D. Hammill Nancy Mather Rhia Roberts 2001) are important in communication and learning disorders, such as the ability to understand spoken words, the ability to deal with linguistic symbols in a manner based on understanding the meaning of symbols, the ability to remember auditory stimuli, the ability to express ideas with movements, the ability to reproduce visual forms with understanding, the ability to recognize incomplete forms, the ability to fill in blanks or omissions from auditory perceptions, and the ability to combine parts of an audible word to reach the whole word (Mr. Solomon, 2003).

Learning Disabilities: There are many definitions that have been formulated to describe students who have Learning Disabilities, including: Bateman's (1965, Bateman) definition.

Children with Learning Disabilities: "They are children who show an educational discrepancy between their general mental abilities and the level of their actual achievement, during the disturbances they have in the learning process. These disorders may or may not be accompanied by an apparent defect in the nervous system. Central, while their educational disturbances are not due to mental retardation, cultural or educational emotional deprivation, severe emotional disturbance or sensory deprivation (Abu Fakher, 2005).

Definition of the Joint National Committee on Learning Disabilities (1994, NJCLD):

Learning disabilities is a general term "Term general" that refers to "a heterogeneous group of disorders, which express themselves with significant disabilities in acquiring and using listening, speaking, reading, reasoning, or mathematical abilities, and these disorders are endogenous and intrinsic, It is assumed that it is due to a defect in the central nervous system, and it can occur during the life of the individual, and it can also be associated with problems of self-control, problems of cognition and social interaction, but these problems do not or do not create in themselves Learning Disabilities, and although Learning Disabilities It can occur in conjunction with some other conditions of disability, such as sensory impairment or mental retardation, or fundamental emotional disturbance, or external influences, such as cultural differences or insufficient or inappropriate teaching and learning, but Learning Disabilities are not a result of these conditions or influences.

Procedural definition of Learning Disabilities: It is expressed in the degree to which the child obtains from the standards used in this study for diagnosis.

Student with Learning Disabilities: is the student whose intelligence level is at least within the average, and who suffers from weak academic performance, due to a developmental deficiency in his ability to focus and pay attention to a particular subject, and requires special teaching methods, so that he can use his full potential mental abilities He has (Al Dhafiri, 2005).

Procedural definition of a student with Learning Disabilities

He is the student who was selected based on the criteria adopted in the study and who has the diagnostic criteria indicating the presence of Learning Disabilities.

Age of group members: It includes the age group of children aged between the minimum age of 3 years and the upper limit of that category, which is 5 years.

Kindergartens: They are educational and educational institutions based on the education curriculum for children at an age starting from four and five years old. His life upon entering the primary stage (Al-Hindawi, 2002).

Kindergarten stage: It is the stage that cares for children between the ages of three and five years in educational and social institutions that aim to achieve a balanced and integrated growth of the child from various mental, physical, social and psychological aspects, in addition to developing their abilities through free activity and play

(Khalifa, 2013). Children at this stage represent more than 15%, and personality development at this stage is rapid (Al-Zoubi, 2001).

II. STUDY PROCEDURES AND METHODOLOGY

This part deals with a description of the procedures that were followed, and they were represented in the study method, the selection of the study population and its sample, a description of the study tools used, as well as the statistical methods for analyzing the sample and reaching the results of the study.

Study Approach

In order to achieve the objectives of the study, the researchers followed the descriptive approach, which is based on describing the phenomenon, analyzing it and interpreting it through the results collected from the study sample, and examining the validity and reliability of the Illinois scale on kindergarten children.

The current axis aims to present the methodological procedures that were followed in codifying the Illinois test after its application to kindergarten students in Palestine, in terms of the scientific method used, the description of the community and the sample used, as well as a description of the measurement tools and statistical methods used

Study community

The study included children aged 3-6 years. And those who have suspected indicators of Learning Disabilities and language disorders from the kindergarten stage, which consisted of 112 children in the suburb of Jerusalem.

Study sample

A simple random sample of kindergarten students in Palestine was selected. The initial exploratory sample amounted to (30) children and the legalization sample reached (112) children, of whom (55) were males, and (57) were females. Table (1) shows the distribution of the sample

Table (1): Distribution of the survey sample and rationing

| Region | Sample | Number of kids |
|-----------|--------------------------------------|----------------|
| Palestine | Taqneen School | 112 |
| | Al-Estetlaeyyah Al-Awwaleyyah school | 30 |

Study Tool

The Illinois Psychological Abilities Scale, which is a standardized and adapted individual application to the Palestinian environment, was used in the study of Al-Badawi, Dakhllallah and Asia (2021).

First: The Illinois Test: The process of legalizing the test went through the following steps:

-The objective of the test: The purpose of the current legalization is to enrich the educational field with the Illinois test tool for application to kindergarten children in the Palestinian environment.

The nature of the test: The current study uses the Illinois test, knowing that it has been codified, controlled and tested on many samples, and its feasibility and validity for application have been proven, and therefore the researchers will not modify the test.

The Illinois Test for Learning Disabilities is an effective test of children's spoken and written language, and all subtests of it measure some aspects of language, including oral language, writing, reading, and spelling. The content of this test corresponds to Charles Osgood's original communication form as well as modifications of this form by Samuel Kirk, James McCarthy, and Winifred Kirk. Note that the Illinois test used in this study consists of five tests, which are as follows:

First test: Spoken language: measures the ability to complete a sentence by identifying relationships between words.

Second Test: Spoken Vocabulary: Measures the ability to identify spoken words when presented with the characteristics of words.

The third test: morphological closure: measures the ability to partially complete the sentence/problem by applying the correct last word.

The fourth test: Grammatical Sentences: It measures the student's ability to hear sequential memory of spoken words, oral expression, and semantics by returning sentences with incorrect meaning, but grammatically correct.

The fifth test: Deleting the sound: It measures the student's ability to the skill of phonetic dictation and reading, that is, to perceive syllables and meanings, and the ability to divide the pronounced words into smaller phonetic units by remembering the part of the word that remained and its pronunciation after removing another part of the original word.

Second: Steps to legalizing the Illinois test

The veracity of the arbitrators: where the test was presented to a group of arbitrators from the specialists, numbering (5); Annex (1) to verify the following:

The integrity of the translation: The integrity of the translation of the test was confirmed by analyzing the opinions of the arbitrators, where all the arbitrators agreed (100%) on the integrity of the translation of all phrases.

The integrity and clarity of the test paragraphs: The integrity and clarity of the test paragraphs was confirmed by the arbitrators' confirmation of the clarity of all test paragraphs.

Apparent honesty: the clarity of the test phrases, the suitability of the phrases to the dimension to which they belong, the suitability of the phrases to the local environment, and the suitability of the phrases to the age group in which the test is applied was confirmed by analyzing the opinions of the arbitrators, where it was found that all arbitrators agreed (100%) on All statements made in the test.

The survey:

The exploratory study was conducted on a small sample (30 children) representing the main sample (112 children). Before collecting data for the research, the researchers conducted an exploratory study with the aim of:

Knowing the extent to which children accept the Illinois test.

Knowing the extent to which children understand the test instructions, and modifying the incomprehensible of these instructions and simplifying it for everyone to understand.

Acquiring the skill of applying the test and choosing the appropriate number for the application at one time.

Knowing the appropriateness and adequacy of time for each of the five tests.

Training to correct the test and choose an appropriate mechanism for moving in the correction between the five tests.

Extracting the initial psychometric properties (validity and reliability) of the test.

The survey was carried out according to the following steps:

The researchers chose a random sample of male and female students from the Governorate of Suburbs of Jerusalem, the number of which amounted to (30) children.

The test was applied to children by researchers in kindergartens in their classrooms.

Test application instructions have been shown

The test was corrected according to the approved correction guide

Through the survey, the researchers concluded the following:

A space of freedom and time was left to inquire about the test and the purpose of applying it to them.

The application hall has been set to facilitate the application process and there is no transfer of ideas between children.

The researchers used a set of statistical analyzes according to the spss program, which were reviewed through the following points.

The averages of the two samples (males, females) were calculated for the total score on the non-verbal test and the following table shows that:

Table (2): The significance of the differences between the average scores of students according to gender

| Exam/ total score | Descriptive Statistics for Males (17) | | Descriptive Statistics for Females (17) | |
|-----------------------|---------------------------------------|-----------------|---|-----------------|
| | standard deviation | Arithmetic mean | standard deviation | Arithmetic mean |
| spoken language | 0.88 | 8.5 | 0.7 | 8.7 |
| spoken vocabulary | 0 | 7 | 0.4 | 7.2 |
| morphological closure | 0.5 | 5.5 | 0.4 | 5.2 |
| grammatical sentences | 0.5 | 2.4 | 0.5 | 2.4 |
| delete picture | 0.3 | 1.9 | 0.4 | 1.8 |
| Total marks | 1.4 | 25.3 | 1.3 | 25.2 |

It is clear from the above table that the average of the female sample in the test as a whole is (25.2) with a standard deviation (1.3), and the mean of the male sample was (25.3) with a standard deviation (1.4).

The value of the t-test was calculated to find the difference between the mean of the two samples in the scores of the three domains and the total score of the test. The results of the t-test came to find the differences between the mean of the two groups (female, male) in the scores of the five tests and the total score of the test, and the following table shows that:

Table (3).The results of the t-test to find the differences between the averages of the two groups (females, males).

| | Gender | The sample | standard deviation | Arithmetic mean | T value | Sig | Statistical significance |
|-------------------|--------|------------|--------------------|-----------------|---------|-------|--------------------------|
| Spoken Language | Male | 13 | 0.88 | 8.54 | 0.377 | 0.71 | Not significant |
| | Female | 17 | 0.70 | 8.65 | | | |
| Spoken vocabulary | Male | 13 | 0.00 | 7.00 | 1.612 | 0.118 | Not significant |
| | Female | 17 | 0.39 | 7.18 | | | |

| | | | | | | | |
|-----------------------|--------|----|------|-------|-------|-------|-----------------|
| morphological closure | Male | 13 | 0.52 | 5.46 | 1.715 | 0.1 | Not significant |
| | Female | 17 | 0.39 | 5.18 | | | |
| grammatical sentences | Male | 13 | 0.51 | 2.38 | 0.172 | 0.864 | Not significant |
| | Female | 17 | 0.49 | 2.35 | | | |
| delete picture | Male | 13 | 0.28 | 1.92 | 0.776 | 0.444 | Not significant |
| | Female | 17 | 0.39 | 1.82 | | | |
| Total marks | Male | 13 | 1.38 | 25.31 | 0.269 | 0.79 | Not significant |
| | Female | 17 | 1.29 | 25.18 | | | |

It is clear from the above table that the (Sig) values for all the tests and the total score for the test came greater than 0.05, meaning that there are no differences between the averages, and therefore we accept the null hypothesis which states:

-There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the mean scores of the study sample in the five tests and the total score of the test in the two groups (males and females), and this means the possibility of merging them into one group.

-The stability of the test was confirmed using the (Cronbach's alpha) equation and the half-segment on all areas of the test and the test as a whole. Table (4) shows this.

Table 4: Cronbach's alpha coefficients and hash-half for the test domains and the test as a whole

| Test | split half | Cronbach's alpha coefficient |
|-----------------------|------------|------------------------------|
| spoken language | 0.8 | 0.664 |
| spoken vocabulary | 0.84 | 0.721 |
| morphological closure | 0.86 | 0.743 |
| grammatical sentences | 0.89 | 0.781 |
| delete picture | 0.85 | 0.684 |
| Total marks | 0.88 | 0.744 |

It appears from the above table that Cronbach's alpha coefficients for the test domains and for the test as a whole, and the mid-term hash coefficients as well, are all indicative, and they are good scores that give an indication of the test's stability.

The validity of the internal consistency of the test was confirmed by calculating the Pearson correlation coefficients between the sub-domains of the test and the total score for the test. Table (5) shows this:

Table (5). The validity of the internal consistency between the test domains and the overall test score

| | |
|--------|--------------------------------|
| Topics | The overall score for the test |
|--------|--------------------------------|

| | The Sample | Sig | Pearson correlation coefficient |
|--|------------|------|---------------------------------|
| spoken language | 30 | .000 | 0.748** |
| spoken vocabulary | 30 | .000 | 0.546** |
| morphological closure | 30 | .000 | 0.561** |
| grammatical sentences | 30 | .000 | 0.455** |
| delete picture | 30 | .000 | 0.541** |
| .**The correlation coefficient is at the 0.01 level. | | | |

It is clear from the above table that all the values were statistically significant, as they ranged between (0.455 - 0.748), which are good degrees that give an indication of the validity of the test.

Test application:

The application was carried out according to the instructions of the Illinois test found in the test note for the application, where there are instructions for each of the five tests

Correction actions:

A psychologist or a learning disability diagnosis applies this test to children in the age groups from two to twelve years old, and the test is given a standard score when applied, and the time necessary to apply it is from 45 minutes to 60 minutes, and the time necessary to correct it is from 30 to 40 minutes .

statistical analysis:

Where it was done through the use of the spss program to calculate the T-grades of the raw scores for the five dimensions of the test, the use of factor analysis, and the Pearson correlation coefficient.

Finding the psychometric properties of the test:

The validity of the scale was verified through the following methods of validity: the validity of the hypothesis (internal consistency, correlation coefficients by means of internal spoken honesty, factor analysis), and the reliability was verified through the following methods: half-segmentation, Cronbach's alpha stability, and stability. correctors.

Preparation of the test guide:

The manual included testing activities, application instructions, correction guide, correction sheet, and data dump sheet.

III. STUDY RESULTS, INTERPRETATION AND DISCUSSION:

Answer to the first question:

Which states: “Is the Illinois test, after its application on kindergarten students in Palestine, characterized by stability indicators that are consistent with the characteristics of a good test?” The answer was given as follows:

- Stability of the correctors (objectivity coefficient): where stability was calculated by Pearson correlation coefficient between the scores of the first corrector on the five tests and the total score with the scores of the second corrector on the five tests and the total score, all of which came as a function of 0.01 meaning that the test during which the stability of the correctors is checked and reflects High subjectivity far from subjectivity and the following table shows the calculated correlation coefficient values:

Table (6). Correlation coefficients between the first corrector and the second corrector (objectivity coefficient)

| first corrector | second corrector | | |
|---|------------------|------|---------------------------------|
| | the sample | Sig | Pearson correlation coefficient |
| spoken language | 112 | .000 | 0.965** |
| spoken vocabulary | 112 | .000 | 0.6** |
| morphological closure | 112 | .000 | 0.981** |
| grammatical sentences | 112 | .000 | 0.949** |
| delete picture | 112 | .000 | 0.982** |
| Total marks | 112 | .000 | 0.988** |
| **. The correlation coefficient is at the 0.01 level. | | | |

Half-segment stability: Stability is calculated by calculating the correlation coefficient between the two halves of the test (scores of odd items and scores of even items), correction using the Spearman-Brown equation, and the gradient of the Brown-Spearman gradient analysis. The statistician, numbering (112) children, the stability degrees of the five tests were extracted separately using the halving method, by calculating the correlation coefficient between the individual unit scores and the even unit scores in each test, and the following table shows that:

Table (7). Half-segment stability coefficients

| Test | Before correction | After correction |
|-----------------------|-------------------|------------------|
| spoken language | 0.763 | 0.87 |
| spoken vocabulary | 0.67 | 0.802 |
| morphological closure | 0.73 | 0.84 |
| grammatical sentences | 0.795 | 0.89 |
| delete picture | 0.724 | 0.84 |
| Total marks | 0.855 | 0.92 |

Cronbach's alpha stability: in which the stability of the five sub-tests and the test as a whole was calculated using the alpha-Cronbach equation, and the following table illustrates this:

Table (8). Cronbach's alpha stability coefficients

| Test | Cronbach's alpha coefficient |
|-----------------------|------------------------------|
| spoken language | 0.744 |
| spoken vocabulary | 0.651 |
| morphological closure | 0.674 |
| grammatical sentences | 0.747 |

| | |
|----------------|-------|
| delete picture | 0.673 |
| Total marks | 0.867 |

It is clear from the previous two tables that the stability coefficients can be trusted because the values of their correlations are a function of comparison with the Arab and foreign studies that used the Illinois test, where the coefficients of the stability correlation ranged between (0.651 - 0.92) according to different abilities, and thus the current scale achieved good properties that make the properties of the S. What is it designed for?

The answer to the second question:

Is the Illinois test, after its application on kindergarten students in Palestine, characterized by validity indicators that are consistent with the characteristics of a good test? The researchers answered as follows:

Correlation coefficients (internal consistency)

The correlation coefficients between the scores of the four test dimensions (details, flexibility, originality) and also between these dimensions and the total score were calculated using the Pearson correlation coefficient, as shown in the following table:

Table (9). Correlation coefficients between the test domains and the total score

| Topic | spoken language | spoken vocabulary | morphological closure | grammatical sentences | delete picture | Total marks |
|-----------------------|-----------------|-------------------|-----------------------|-----------------------|----------------|-------------|
| spoken language | 1 | - | - | - | - | - |
| spoken vocabulary | .534** | 1 | - | - | - | - |
| morphological closure | .367** | .625** | 1 | - | - | - |
| grammatical sentences | .581** | .687** | .299** | 1 | - | - |
| delete picture | .192** | .695** | .698** | .414** | 1 | - |
| Total marks | .666** | .911** | .808** | .706** | .790** | 1 |

.**The correlation coefficient is at the 0.01 level

We notice from the correlation matrix that the domains that make up the test are significantly related to each other and to the total score, extending between (0.192 - 0.808), and this indicates that the five tests of the Illinois test are consistent with each other and with the total score.

This result is consistent with the result of Pirozzolo & Population 1976 validated construct of the initial 10 ITPA tests on a clinic cohort of 91 (66 male and 25 female) children with learning disabilities.

Validity of peripheral comparisons (discriminatory validity)

The two end groups (the upper quartile were higher 27% and the lower quartile lower 27%) were determined from the total sample (112), depending on the total score in the Illinois test as an internal criterion, where the sample of the higher group was (30) children and (30) children for the lower group, With the aim of comparing the scores of the higher group and the lower group by calculating the statistical significance of the difference between the averages in the total score of the Illinois test, the test-t-test for two independent samples was used.

Moderation: statisticians see the possibility of violating this assumption without any consequences if we are in front of samples greater than 30 students, and in the comparison that we will make, the number of one sample is (60) students.

Independence: It is an assumption achieved through the objectives of the peripheral comparison that will be done.

Homogeneity of variance: This requires that the variance of the first sample be equal to the variance of the second sample, but some indicate the possibility of waiving this assumption if the size of the two samples under study is equal, and by referring to the s, Levene test for homogeneity of variance, the recorded results appeared in the following table:

Table (10). The values of homogeneity (P) in the (T) test

| Topic | squaring | The sample | F value | Sig | Statistical significance |
|--------------|-----------|------------|---------|--------|--------------------------|
| Total Degree | The lower | 30 | 46.3 | 0.0005 | Significant |
| | The Upper | 30 | | | |

It is clear from the above table that all the value of (P) were statistically significant, where the value (Sig) was less than 0.05, and this indicates that there is homogeneity in the variance between the two groups, which leads us to read the results corresponding to the assumption of equal variance, as in the next step:

Table (11). The results of the t-test to find the differences between the means of the two groups (lowest squared, highest squared).

| Topic | squaring | The sample | Arithmetic mean | standard deviation | T value | Sig | Statistical significance |
|--------------------------------|-----------|------------|-----------------|--------------------|---------|--------|--------------------------|
| The overall score for the test | The lower | 30 | 19.2 | 6.7 | 13.8 | 0.0005 | Significant at 0.01 |
| | The Upper | 30 | 37.5 | 2.9 | | | |

Less than (0.01), which is a function of (0.01), meaning we reject the null hypothesis and accept the alternative hypothesis that states: There are statistically significant differences between the average scores of the peripheral groups in the total score of the test.

Calculating the factorial validity

Factorial validity is a method for calculating the validity of the concept and depends on the factorial analysis approach, and by it we determine the extent to which several tests measure some common factors, that is, we

determine the extent to which these tests are saturated with those factors, and we need in calculating them to obtain a certain number of valid measures in the calculation of the tests. The correlation coefficients between each two of these tests, we get a matrix of correlation coefficients (Matrix Correlation), and through it we calculate the degree of saturation of the test with the common factors between these scales or between a group of them. By factor analysis, or it is the common factor between the test and any other test or group of tests that measure the same function, and there is almost agreement that the test saturation degrees should be greater than (0.3) for a statistical significance within the current mean, to be. The matrix of correlations between the test items and the following table.

Table (12). Correlation coefficients between the five tests and the overall score

| | spoken language | spoken vocabulary | morphological closure | grammatical sentences | Delete Pictures | Total degree |
|-----------------------|-----------------|-------------------|-----------------------|-----------------------|-----------------|--------------|
| spoken language | 1 | 0.534 | 0.367 | 0.581 | 0.192 | 0.666 |
| spoken vocabulary | 0.534 | 1 | 0.625 | 0.687 | 0.695 | 0.911 |
| morphological closure | 0.367 | 0.625 | 1 | 0.299 | 0.698 | 0.808 |
| grammatical sentences | 0.581 | 0.687 | 0.299 | 1 | 0.414 | 0.706 |
| delete picture | 0.192 | 0.695 | 0.698 | 0.414 | 1 | 0.79 |
| Total marks | 0.666 | 0.911 | 0.808 | 0.706 | 0.79 | 1 |
| Total | 3.34 | 4.452 | 3.797 | 3.687 | 3.789 | 4.881 |

where the method for obtaining saturation:

Total correlations = 23.95

square root of grand total = 4.9

By dividing the total score of each of the five tests by the total square root, we get the degrees of saturation of these tests with the ability to think creatively, and the degrees of saturation were as shown in the following table:

Table (13). Saturation scores for the three tests in the Nonverbal Inventive Thinking Test Figure (B)

| Test order | Test name | degree of saturation |
|------------|-----------------------|----------------------|
| The Fifth | spoken language | 0.68 |
| the first | spoken vocabulary | 0.91 |
| The second | morphological closure | 0.78 |

| | | |
|------------|-----------------------|------|
| the fourth | grammatical sentences | 0.75 |
| the third | delete picture | 0.77 |

The results indicate that the degrees of saturation for the five Illinois tests range between (0.68, 0.91), which is high in relation to (0.3), which also indicates the validity of the test in practice.

These findings align with a study by Miles, Full Brook & Mainwaring-Mägi (2016) who show that comprehensive screening of very early school-age children (4-7 years old) is important for early recognition of learning problems that may occur. Requires a reinforced learning opportunity. It is rated as good. The findings provide educational professionals with a guide to selecting the appropriate normative tools for this age group and for the purpose of assessment.

This result is also in agreement with the result of Pirozzolo & Population 1976. The construct was validated for the initial 10 ITPA tests on a clinic cohort of 91 (66 males and 25 females) of children with learning disabilities.

The construct validity was determined by the degree to which each subtest measured separate and independent abilities. The results via factor analysis and correlational analyzes generally support the independence of the channel dimension, ie visual versus auditory. While the process dimension i.e. receptive, expressive and associative was not found to be an independent measure, the tiered dimension i.e. representative versus spontaneous was demonstrated for this clinical group. The implications of inconsistencies in the channel dimension are discussed.

The Hirshhorn, Adler, 1969 study has the added advantage of noting specific areas of language deficits so that individualized treatment programs for children can be developed.

IV. CONCLUSION:

In light of the answer to the questions of the previous study and the procedures that preceded it, it was proven that the Illinois test has high validity, which verified the apparent validity indicators, the consistency of the paragraphs from the correlation of the paragraph degree with the total degree of the test, and the saturation of the matrix of correlations indicative to extract the factorial validity between the tests or sub-domains of the total test, the test also had a good reliability coefficient that can be trusted through the stability of the correctors, the half-segmentation method and corrected by the Spearman-Brown equation, and the stability of Alpha Cronbach, and thus the test achieved good psychometric properties of validity and stability that make it ready for use and application.

Study recommendations and suggestions:

Based on the results that were reached through this study, the Alinoy scale is characterized by a high degree of validity

and stability, and distinguish it between normal children and children with Learning Disabilities, and it is suitable for use in the Palestinian environment. Therefore, the researchers suggest the following:

- The importance of developing individual educational programs for kindergarten children with Learning Disabilities based on the results of the study.

The use of the Illinois psycholinguistic abilities test as a tool for diagnosing children with learning disabilities in kindergarten.

The use of the Illinois Psychological Abilities Test as a tool for preparing remedial programs focused on overcoming this weakness, and the deficit in the abilities shown by the student as a result of applying the test to him and focusing on the strategy, which must be followed in treatment, such as focusing on:

- Training children to repeat the words in the same sequence, to spell the same words, to construct letters where they are meaningful words, and to spell them.

- Training children to associate nouns with adjectives, and also train them to complete words from which some letters have been omitted.
- Finding a plan to communicate with officials in the education system in order to benefit from the test to help children in early diagnosis of Learning Disabilities in kindergarten.

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