



2009

1430

:

:

2009

1430



عمادة الدراسات العليا

جامعة القدس

دائرة التربية وعلم النفس

إجازة الرسالة

أثر برنامج تدريبي للمهارات الاجتماعية في تحسين مفهوم الكفاءة الاجتماعية
والدافعية نحو التعلم لدى طلبة صعوبات النطق والتعلم

اسم الطالب : عبد المنعم هاشم عطية عوض

الرقم الجامعي: 20611984

المشرف : سهير صباح

نوقشت هذه الدراسة وأجيزت بتاريخ 6 / 6 / 2009 من لجنة المناقشة المدرجة أسماؤهم

وتوافقهم:

التوقيع:
التوقيع:
التوقيع:

رئيس لجنة المناقشة د. سهير الصباح

ممتحناً داخلياً أ.د. أحمد فهم جبر

ممتحناً خارجياً أ.د. عبد عساف

القدس - فلسطين

1430هـ - 2009م

(32/2)

.

.

.

....

.

...

.

.

.

.....

2009/6/6 :

:

:

.(Granvold, 1994)

.

:

.(Graham, 1986)

:

.

(Merrel, 1993)

:

:

.

(41:2008)

:

":

."

:

.

()

(32)

:

(45)

2009/2008

:

():
(T.test)

($\alpha \leq 0.05$)

The Impact of A training Program for Social Skills to Improve the Concept of Social Competence and Motivation Towards Learning of Students Who Have Speech and Learning Disabilities.

Prepared By: Abed Al-Muonim Awad

Supervisor By: Dr.Suheer Al Sabbah

Abstract:

This study aimed to identify the impact of a training program for social skills to improve the concept of social competence and motivation towards learning of students who have speech and learning disabilities, among a sample of students in grade (fourth, fifth and sixth primary) in, Fawwar Basic Boys' School supervised by UNRWA, has students were identified by a sample study program specialists, speech and learning disabilities in UNRWA, and the number of members ,the sample consists of (32) students, the sample was selected in adjustment method, and the deployment of the sample was randomly divided into two groups the experimental group and controlled group training program for social skills, while the control group was not exposed to any counseling program of any kind of programs, which is composed of 12 counseling sessions. The program has been implemented in four weeks with three sessions per week, and the rate of (45) minutes for each session, In the second semester of the academic year 2008/2009, which was used the following strategies: modeling, personal links, simulations, cooperative group, the participation of peers, applied behavioral analysis, the exchange of roles, skill analysis, discussion and dialogue, lecture, and to use the measure of social behavior at school, which contains two measurement, namely: (scale of social competence and antisocial behavior), the measure of motivation to learn, for example, pre and post- measurements, and the results showed the use of statistical analysis (t.test) to the existence of significant differences at the level of statistical significance($\alpha \leq 0.05$) between the arithmetic averages of the experimental and control groups in post test, which means that the training program, which was prepared and applied in the current study, led to an increase in social competence and motivation to learn in the study sample in the experimental group, and in light of the results reached by the study recommended by the need to take advantage of the training program, which was prepared and applied in the current study and work on the application by the counsellors as educators, and specialists in learning disabilities, in view of its effectiveness in raising the efficiency and social motivation for learning among students who are suffering from speech and learning disabilities, compared to the current program and other programs to demonstrate the effectiveness.

:

1.1

2.1

3.1

4.1

5.1

6.1

7.1

: 1.1

.(Morrison, 1998)

(15:2005)

(1999)

.(Merrell, 1993)

" "

.

(Sheppard)

.(1987)

-

(2002)

-

:

.

.(2003)

(Social Competence Skills)

.(2002)

(2000)

"

(Graham, 1986)

(Moby, 1993)

:

(Self - Concept)

.(2007) ..

.(2002)

.(Santrock, 2003)

.(2004)

"

.(8:2008)"

.(2008)

" (55:2001)

"

.(Vaughn, 2001)

.(Chapman,1988)

(Bear, Mink & Minke, 2002)

.(2:1996)

(Snyder, Bailey ,& Auer, 1994)

:

2.1

(Bandura, 1997)

(Vaughn, 2001)

: **3.1**

:

.1

()

()

.2

)

()

(

: **4.1**

$(\alpha \leq 0.05)$

:

.

$(\alpha \leq 0.05)$

:

.

: **5.1**

:

-1

.

-2

.

: **6.1**

:

:

.1

.2

.3

.4

:

.1

.2

.3

: 7.1

:
.1

.2009/2008

.() : .2

.2009/2008 .3

.4

.

:

- 1.2
- 1.1.2
- 2.1.2
- 3.1.2
- 2.2
- 1.2.2
- 2.2.2
- 3.2.2
- 4.2.2

1.2

: 1.1.2

:

.(1999)

.(1995)

(Social Competence Skills)

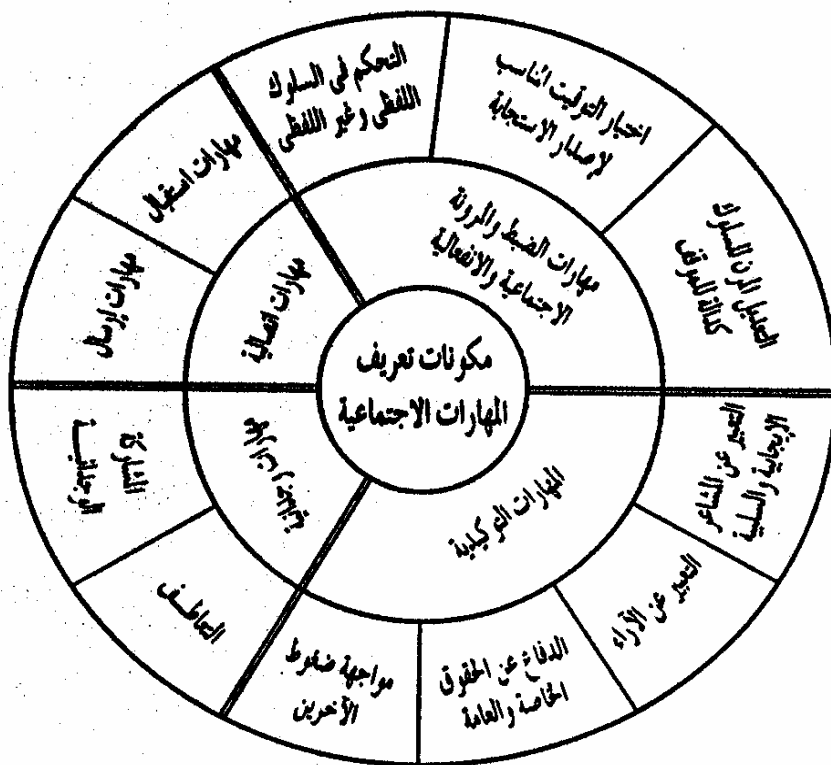
.(2002)

.(2000)

(2003)

(50:2002)

(1.2)



(1.2)

: -
: -1

: -2

-

.(2002)

(Kazdin, 2000)

:

.(

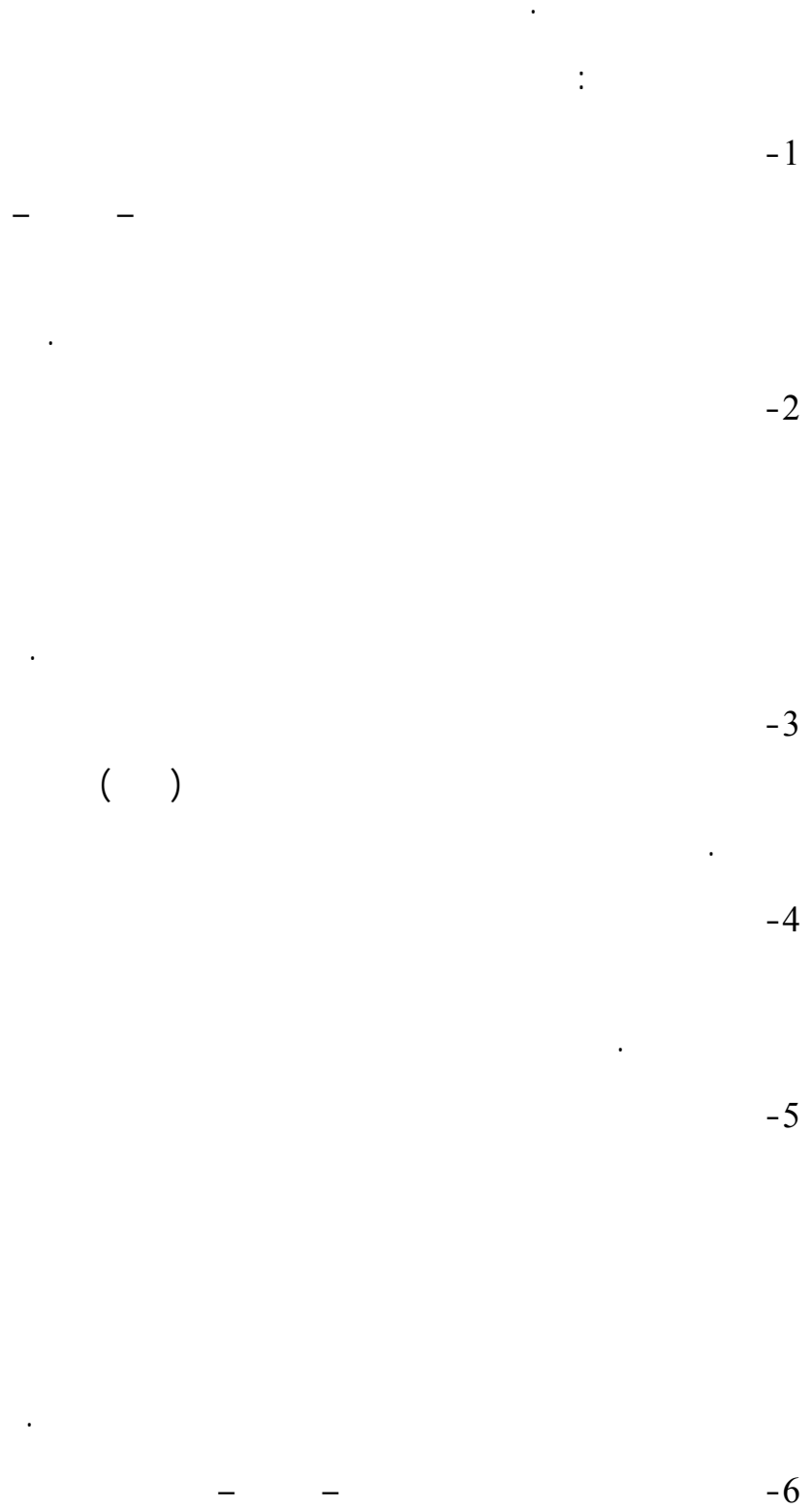
:

-

-

.(1986)

.(2003)



.(2002)

-7

-8

" ()

() :

.(2003)

(2007)

2.1.1.2

(Ego)

()

(Id)

(Superego)

.(Smith and Stigler, 1985)

(Socialization)

.(2007)

:

.(Smith and Stigler, 1985)

:

3.1.1.2 .1.1

()

.(1990)

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا

بِأَنفُسِهِمْ) (11/13).

(2002).

:

(2002).

:

1.3.1.1.2

.(2000)

: **2.3.1.1.2**

.(2000)

.(2000)

.(2000)

: **4.1.1.2**

:

(Cain Lavine, 1961) – -1

:

(0.98 - 0.88)
 .(24) (12 - 5)
 .(Lavine and Lewis) (California, 1969) -2
 (4) (30)

(5.5 - 2.5) (%86 - %75)
 .(2007)
 (Doll, 1965) : -3

.(Lane, Pierson, & Givner, 2004)

.(1995)
 . - **5.1.1.2**
 -
 .(Person, 1989)

.(Granvold, 1994) -

-

.

-

.(2001)

: **2.1.2**

: **1.2.1.2**

.(2002)

.(2008)

.(Zoo, 2003)

(2000)

()

:

(Origin)

.()

(Pawn)

-
-
-
-
-
-
-
-

:

"

.(Petri & Govern, 2004) "

:

2.2.1.2

()

)

(

:

.1

()

.2

(2004)

.3

.4

:

:

-

-

.

-

-

(2002)

.(2004)

(T A T)

(T A T)

.(2002)

.(Santrock, 2003)

:

3.2.1.2

.(Petri & Govern, 2004)

: :

: :

:

- -

(45)

(35)

.(Petri & Govern, 2004)

:

4.2.1.2

"

"

(2004)

5.2.1.2

:

-

-

-

-

-

-

-

(Ormrod, 1995)

-

:

6.2.1.2

(Zoo, 2003)

.(2002)

" :

(Fanelli)

"...

.(Zoo, 2003)

:

7.2.1.2

:

-
-
-
-

.(2002)

8.2.1.2

:

: .1

:

.

"

"

":

.(Tomlinson, 1993) "

:

.2

.(Petri & Govern, 2004)

:

.3

.

.(Tomlinson, 1993)

:

9.2.1.2

.(2008)

(6000)

.(Sprinthall, 1996)

:

10.2.1.2

.(2008)

: **3.1.2**

(143:2008)"

"

" (37:1998)

"

:

: (2003) :

: :

:

: -1

(89 :2003)

: -2

: -3

.(۶ ۲)

: -4

(23:2001)

(171 :2003)

1.3.1.2

:

:

.1

.(2003)

(2000)

.2

.3

.4

(Kaval, & Foroness, 1996)

(152)

(%75)

.(Parker, &Asher, 1987)

(Wallace,& Gerald,1986)

(Gresham &Elliott, 1989)

:

: -1

.

: -2

: -3

.(Cook, Green, Meyer & Saey, 2001)

2.3.1.2

.(Pearl, 1999)

: .1
:

.(Mercer, 2001)

:

()

(ADD)

(1994)

(ADHD)

)

(

: .2

:

.(Mercer, 2001)

.(2008)

.(2001)

3.3.1.2

: (2000)

(52)

(7-5)

4.3.1.2

:
:
.

.1

.(2003)

: .2

-

.(2003)

-

-

.(205: 2001)

: **5.3.1.2**

:

(Distortion) -

Lisping ()

(Substitution) -

(Addition) -

.(4 :2008)

: **6.3.1.2**

()

:

:
(2009)

:

- -

.

.

:

.

:

.

:

.

:

-

.

(2008)

:

:

:

:

1.2.2

(2005)

()

()

()

(2005/2004)

(44)

(88)

(3070)

(44)

()

(2004)

(38)

(19)

(60)

(15)

(19)

Ancova

Mancova

:

(Lane, Pierson, & Givner, 2004)

:

(30)

(240)

)

(

()

(Sharma, 2004)

(8.9.10)

(180)

(Parnes, 2003)

(209)

" : (Gans, Kenny & Ghanym, 2003)

"

(50)

(70)

(-)

(Court, & Givon , 2003)

(12)

()

(14-13)

:

(20)

(5) ()

:

(Bear, 2002)

(2000-1986)

(61)

:

(Bright, 2002)

(25)

(Think)()

()

:

(12)

(Larson, 2002)

:

(2001)

()

(1988)

(100)

(50) (50)

)

(

(Anderson, 2000)

(33)

(Monahan, 2000)

(44)

3

%65

9

(Moisan, 1998)

(80)

(%75)

:

.()

(Ibler, 1997)

(Kaval, &Forness, 1996)

(152)

(%75)

()

(Peterson, 1994)

()

(Mulcaby, 1993)

:
900

(Black, 1989)

(4)

(Roessler & Johnson, 1987)

(24)

(17-16)

(Lillian, 1986)

(60)

(35) (58)

(57 - 8)

(Harter,& Pike ,1983)

(Smith,& Stigler, 1985)

) (714)

(11 - 4)

(

(Wanat, 1983)

(30)

(5)

(16)

(LaGreca & Mesibov, 1981)

(4)

(Duplessin& Lochner, 1981)

(12)

.

.

:

2.2.2

(2006)

(80)

(

)

:

(

)

:

-

(2005)

(24)

(12)

(12)

:

-

(2005)

(160)

-

(2004)

(72)

(36)

(36)

()

(18)

()

(2003)

:

(14)

(28)

(125)

(14)

(4)

(8)

(Anova)

(2001)

(42)

(21)

(21)

إحصائيا

" : (Eugene, 2000)

"

135

(59 32)
(86.07)

(91) (70) (65)

61.06

3

(1993)

1993/1992

(1970)

:

(1981)

(1992)

(1991)

(300)

(

)

(1988)

(292)

(15,4)

(15,2)

)

(

(1985)

(206)

() () ()

.()

: 3.2.2

:

:

(Parnes, 2003) (Sharma, 2004)
(2004) (2005)

. -
-

(Bright, 2002) (Court,& Givon 2003):
(Roessler& (Ibler, 1997) (Monahan, 2000) †(Larson, 2002)
†(Duplessin& Lochner, 1981) (Wanat, 1983) Johnson, 1987)

- -

(2004) (2005) (2005) (2006) :
.(2001) (2003)

-

(2006)

(2004) (2004) (2005) (2005)

, 2003) (Gans, Kenny& Ghanym, 2003) (2003)

(Larson, 2002) (Bright, 2002) (Court& Givon

Mulcaby,) (Ibler, 1997) (Monahan, 2000) (2001)

(LaGreca & (Wanat, 1983) (Black ,1989) (1993

.(Duplessin &Lochner, 1981) Mesibov, 1981)

(2004) -

:

(Court& Givon, 2003)

(Black, 1989)

:

(12-10) •
(2004) (2005) (2005)
(Anderson, 2000) (Larson, 2002) (2003)
. (1991) (Peterson, 1994) (Monahan, 2000)
•
. (2004)
•
. (2005) (2004)

:

1.3

2.3

3.3

4.3

5.3

6.3

7.3



(): .

: **1.3**

()
()

:

:

:

: **2.3**

(9)

(353)

()

(2009/2008)

: 3.3

(32)

(12-10)

(16)

. (16)

: 1.3.3

()

:

(%50) (16) : -

(12)

(%50) (16) : -

(1.3)

: (1.3)

4	4	8	
6	6	12	
6	6	12	
16	16	32	
%50	%50	%100	

: 4.3

:

: :1.4.3

-

: 1.1.4.3

(108 :2008) (1999)

:

.1

.2

.3

.4

.5

.6

.7

.8

.9

2.1.4.3

:

.1

.2

.3

.() .4

.5

.6

.7

3.1.4.3

:

.1

) .2

.(.3

:

-

() -

: .2

.(2008)

.3

.1

.2

.3

.4

.5

: .4

:

/ / / /)

.(

.1

.2

.3

.4

(2007) .

: .5

.6

:

.1

.2

.3

.4

.5

- .6

:

-.1

.1

-.2

.2

.(2009)

Peer Sharing Strategy : .7

.(2006)

Cooperative Groups Strategy : .8

(5-3)

.(2005)

Simulation Strategy : .9

(as if) (....)

(-)

.(2003)

: .10

.(2007)

.(2003) ()

() .1

: .2

. (45)

(12)

:

4.1.4.3

(45)

(12)

(3)

.

:

5.1.4.3

(10)

(1)

:

.1

.

.2

.

.3

.

.4

.

.5

.

.6

.

.7

.

.8

.

.(2)

6.1.4.3

(3)

(12)

2009/4/3

2009/3/2

(45)

.

:

:

:

:

()

()

()

:

()

()

()

()

.

.

.

.

.

(3)

)

(

.

() :

:

:

:

2.4.3

() :

(55)

(1995)

(5)

()

:

:

1.2.4.3

(32)

:

: (5- 1)

: -

. (14)

-

. (10)

: -

..(1995) (8)

: **2.2.4.3**

(33)

: - (5) - :

: .

(14)

: -

(10)

: -

(9)

.(1995)

: **3.2.4.3**

.(1995)

:

(10)

: (1)

•

•

•

•

•

•

(26,25,23,7,6,3,2) (32) ()
 () () (27)
 (33) () - (31)
 (31,29,26,25,23,19,16,12,9,8)
 .(3) (31) (32,24)
 :

(20)

(Split-half)

(0.90)

: **3.4.3**

(13) (15) (28) (2007)
 .(2007)
 :

: (1)

-
-
-
-
-

(21) (26,15,9,6) (23)
 .(4) (22)

:

(20)

(Split-half)

(0.89)

5.3

:

.1

.(5)

.2

.(6)

)

(

(16)

(%50)

(12)

(%50)

(16)

:

)

:

.3

.(

.4

:

.5

	:		
			.
			.
			.7
)		
	2009/2/4	(
			.8
			.
(16)			.9
			.10
		.2009/3/2	
()			.11
	2009/4/5-2		
	(SPSS)		.12
			.14
			6.3
			1.6.3
	:		.1
		:	
		:	

: 2.6.3

.1

.2

.3

7.3

:

R

n₁	O₁	O₂	O₃	X	O₁	O₂	O₃
n₂	O₁	O₂	O₃		O₁	O₂	O₃

:R :

: n₁

: n₂

: O₁

: O₂

: O₃

: X

: 8.3

:

:

:

.1

.2

(Pearson correlation) .3

(Split-Half)

:

() T.test :

.(SPSS)

:

1.4

1.1.4

2.1.4

1.4

(SPSS)

:

(t.test)

:

1.1.4

:

()

()

:

($\alpha \leq 0.05$)

.

.()

.(-)

(1.4) (Independent samples t.test) ()
 ()

. (-)

() (1.4)

. (-)

	()					
0.165	*-0.56	30	15.91	58.56	16	
			12.10	61.38	16	

*

() (0.56) () (1.4)
 ($\alpha \leq 0.05$) (0.165)

. ()

(2.4) (-)

()

. (-)

() (2.4)
 (-)

	()					
0.001	20.89	30	6.89	128.81	16	
			9.84	66.06	16	

() (20.89) () (2.4)
 $(\alpha \leq 0.05)$ (0.001)

(-)

()

.(128.81)

(Independent samples T.test) ()

(3.4) (-)

() (3.4)

(-)

	()					
0.7	-0.38	30	9.88	126.62	16	
			14.76	128.31	16	

*

(0.38) (3.4)
 $(\alpha \leq 0.05)$ (0.7)

()

(4.4) (-)

()

.(-)

()

(4.4)

	()					
0.001	14.03	30	8.87	70	16	
			14.74	130.37	16	

()

(14.03)

()

(4.4)

$(\alpha \leq 0.05)$

(0.001)

(-)

2.1.4

:

:

()

()

:

($\alpha \leq 0.05$)

()

.()

(Independent samples t.test)

()

()

(5.4)

()

(5.4)

	()					
0.96	0.045	30	8.16	63.13	16	
			7.41	63	16	

() (0.045) () (5.4)
 $(\alpha \leq 0.05)$ (0.96)

() (6.4)

	()					
0.001	16.99	30	6.68	101.56	16	
			6.33	62.44	16	

() (16.99) () (6.4)
 $(\alpha \leq 0.05)$ (0.001)

.(101.56) ()

1.5

2.5



: 1.5

.

:

: 1.15

($\alpha \leq 0.05$)

:

(4.4) (2.4)

.

"

)

"

(

)

(

(Bright, 2002) (Court,& Givon 2003): (2004)
(Black Bourn (Ibler, 1997) (Monahan, 2000) (Larson, 2002)
(Wanat, 1983) (Roessler& Johnson, 1987) 1989)
(Duplessin& Lochner, 1981) (LaGreca & Mesibov, 1981)

(Socialization)

(2007)

:

.(Smith,& Stigler, 1985)

.(Merrell, 1993)

.

(Barker,& Asher, 1987)

(Kaval,& Forness, 1996)

(Dodge et al, 1982)

(Merrell, 1994)

.

:

(LaGreca & Mesibov, 1981)

(Wanat, 1983)

(2004)

:

(152)

(Kaval,& Forness,1996)

(%75)

(1998)

(%75)

(Anderson, 2000)

:

2.1.5

($\alpha \leq 0.05$)

:

)

.()

(

(6.4)

(Santrock, 2003)

(2004)

(Sprinthall, 1996)

(2003)

(2006)

(2004)

(2005)

(2005)

.

-

:

.1

.

.2

.

.3

()

()

.

2.5

:

.1

.2

)

.(

.3

.4

:

.1

.2

.3

.4

.5

.(2000).

.(2004).

.(2003).

.(1986).

(2)

.(2002).

.(1990).

.(2001).

.45-27 (5)3

.(2005).

.(2001).

.(1987).

.(2003).

.(2004).

(2007)

(<http://www.diwanalarab.com/spip.php?article7946>, 1/6/2009)

.(2003).

.(1992).

.(2009) .

(<http://www.faculty.ksu.edu.sa/74637/Documents>, 15/2/2009).

.(2002).

(1) .

.(2000).

(262)

.(2003).

.(2001)

(4)

(1)

.(2006) .

.(1999).

268-253 (1) **24**

.(1995).

.70-55 (2)1

.(2001).

(1)

.(2005).

.(2003).

.(2007).

.(2006).

شعيب، علي .(1988). نمذجة العلاقة السببية بين تقدير الذات والقلق والتحصيل الدراسي لدى
المراهقين من المجتمع السعودي
16(2) 35-40.

.(2002).

.(2008).

- .(2005).

- .(2005).

.(2008).

:- .(2002).

.(2008).

(<http://forum.resala.org/showthread.php?t=28146>,26/4/2009).

- - : .(2008) . (1)

(1) .(2000).

(1) .(1998).

.(2008).

- .(2004).

(1) : .(2008).

.(2003).

.(2003).

.(2007).

.(2002).

.(2000).

.(2006).

.55-50 (1)4

.(2003).

.(2005).

.(2005).

15 (60) 1-72.

.(2003).

.(2007).

(<http://www.jeddahnews.net/vb/showthread.php?t=59953>, 20/3/2009).

الموسوعة الحرة ، ويكيبيديا. (2009). اضطرابات النطق

1.1. <http://ar.wikipedia.org/wiki,20/3/2009> (

.(2007).

.(2000).

.(2003).

(<http://www.arabpsychret,22/3/2009>).

.(2003).

.(1996).

Anderson, J.(2000). Self-efficacy and social skills as predictors of social competency of students with learning disabilities, Jan Texas A& M university Commerce, Degree: Ph.D, **Dissertation Abstracts International**, 16(7), 265.

Banadura, A.(1997).**Self-Efficacy, The Exercise of Control**, New York :Stanford University W.H.Freeman and Company.

Bear,G,& Minke, K.(2002).Self-concept of students with learning disabilities, ameta- analysis, **School Psychology Review**, 31(3), 405-428.

Black Bourn, J.M.(1989). Acquisition and Generalization of social skills in Elementary Aged children with learning disabilities, **Journal of Learning Disabilities**, 22(1), 28-34.

Bright, k.(2002).**Effect of general problem solving strategy on secondary students with learning disabilities performance representation and solution**, Penn Sylvania, University.

Chapman, J.W.(1988). Learning Disabled Children's Self- Concept, **Review of Educational Research**, 58 (3), 347-371.

Cook, P, Green, R, Meyer, T& Saey, L.(2001). **Increasing Motivation to Write by Enhancing Self- Perception, Utilizing Collaboration, Modeling and Relevance**, Master of Arts Action Research Unpublished Manuscript, Saint Xavier University, P,114.

Court, D, & Givon, S. (2003). Group intervention: Improving social skills of adolescents with learning Disabilities, **Teaching Exceptional Children**, 36(2), 50-55.

Deing , S.(2004). Multiple intelligences and learning styles two complementary dimesions ,**Teachers College Record**, 106 ,(1), 16-23.

Duplessin, J & Lochner, L .(1981). The Effects of Group Psychotherapy on the Adjustment of four 12 year old Boys with learning problems. **Journal of learning Disabilities**, 14(4), 209-211.

Eugene, H.(2000). **Perceptions of Autonomy Support, Parent Attacment, Competence and Self-Worth as Predictors of Motivation Orientation and**

Academic Achievement; An Examination of Sixth-and ninth-grade regular Education Students, Adolescence, summer.

Gans, A, Kenny, M,& Ghanym, D. (2003). Comparing the Self -Concept of Student with and without Depressed student. **Journal of Learning Disabilities, 36** (3), 287- 296.

Graham, H.(1986). **Social skills, in Gattaly (ed) the Skill full Mind**, introduction to cognitive psychology ,Milton Keynes: Open University,130-142

Granvold, Donald.(1994).**Cognitive-Behavioral Treatment: Methods and Application.California**: Brooks, Cole Publishing Company.

Gresham, F & Elliot, S. (1989). Social Skill deficits as Aprimary Learning Disability,**Journal of Learning Disabilities, 22**(2), 120-124.

Ibler, l.(1997). Improving higher-order thinking in special educating student through cooperative learning and social skills development, Resources in education , **ERIC Document Reproduction Service**.

Kaval, K & Forness, S. (1996). Social Skill deficits and Learning Disabilities; Ameta- analysis, **Journal of Learning Disabilities, 29**(3), 226-238.

Kazdin, A.(2000). Encyclopedia of psychology ,Oxford Univ.press. Backer, R & Sirgk, B.(1984). Academic Motivation Scale : **Journal of College Student Personnel , 2**(25), 459 -464.

La Greca, A& Mesibov, G.(1981). Facilitaing Interpersonal Functioning with peers in Learning- Disabled children. **Journal of Learning Disabilities, 14**(4), 197-199.

Lane, K, & Pierson, C, Givner,C.(2004). Secondary teachers views on Social Competence: Skills Essential for Success, **Journal of Special Education, 38** (1),99-112.

Larson, J.(2002).**The promotion of social acceptance of student with learning disabilities through friendship skill tarning and disability awareness unpublished dissertation**, California University.

Lillian, N. (1991). **The Relationship Between the home environment and Self perception of Competence in young Children**. The Pennsylvania State University. **Dissertation Abstract international, 52** (1),147.

- Mercer, C & Mercer, A.(2001). **Teaching students with learning problems**(6^{ed}), new jersey: Merrill prentice hall.
- Merrell, K. (1993). **School Social Behavior Scales** Brandon Vermont, Clinical Psychology Publishing Company.
- Moby, M. (1993). **Parental Behavior and African Adolescents self-concept**, School Psychology international.
- Morrison, K.(1998).Thinking skills keys to fusing talents, retrieved. (<http://www.morrison.htm>, 4/7/2008).
- Moisan, T.(1998). **Identification and Remediation of Social Skills Deficits in Learning Disabled Children**, Master's Research Paper, Chicago State University. (ED 427 489 – Microfiche,P 43)
- Monahan,S.(2000).**Effect of teaching organizational strategies**, unpublished dissertation, Illinois University.
- Mulcaby, R.(1993).Cognitive education project, Albert Depts of Education **ERIC Document Reproduction Service**,ED367679,P443.
- Ormrod, J.(1995). **Educational Psychology : Principles and Application** ,New York: Merrill.
- Parnes, W. (2003). The roles of assertiveness and generalized self-efficacy in the relationship between social efficiency and psychological distress among African- American, PhD, **Dissertation Abstracts International**, **64**(1),106.
- Parker, J,& Asher, S (1987). Peer relations and later personal adjustment: Are Low-accepted Children at risk?, **Psychological Bulletin**, **102**(2), 375-389.
- Person,J.(1989). **Cognitive Therapy in Practice: A Case Formulation Approach**, New York: W.W Norton
- Peterson, K.(1994).Integration of reading and writing strategies in primary level special education resource students to improve reading performance Resources in education , **ERIC Document Reproduction Service**.
- Petri, H& Govern, J.(2004). Motivation: Theory, **Research and Applications**. Thomson – Wadsworth, Australia.

Roessler, R & Johnson.(1987).Developing Job Maintenance Skills In Learning- Disabled Youth, **Journal of Learning Disabilities**, **20**(7),428-432.

Santrock, J. (2003). **Psychology**, McGraw Hill, Boston.

Sharma, G.(2004).A comparative study of the personality characteristics of primary –school students with learning disabilities and their nonlearning disabled peers. **Learning disability Quarterly**, **27**(3),127-140.

Snyder, P, Bailey, D. B, & Auer, C.(1994). Preschool eligibility determination under the Individuals with Disabilities Education Act: How are children with known or suspected learning disabilities determined to be eligible for services? **Journal of Early Intervention**,**18**(4), 380-390.

Sprinthall, N, Sprinthall, R. & Oja, S. (1996). **Educational Psychology**. New York : Mc Graw – Hill.

Stigler, J .& Smith, S. (1985). The Self Perception of Competence by Chinese Children. **University of Chicago Taipei Municipal government Child Development**, **65**(1), 1259 – 1270.

Tomlinson, T. (1993). **Motivating students to learn**, Berkley Mrcutrhan Publishing co.

Vaughn,S.(2001). The Social Functioning of Student with Learning Disabilities.**Exceptionality**,**9**(1), 47-65.

Wanat, P. (1983). Social Skills: An Awareness program with learning disabled Adolescents. **Journal of learning disabilities**,**16**(1)35-38.

Zoo, C.(2003). Creativity at Work: The Monitor on Psychology, **The American Psychological Association**,**34**(10)5-54.

:(1)

/	/	1
/	/	2
	/	3
/	/	4
/	/	5
/	/	6
	/	7
(YMCA)	/	8
	/	9
	/	10

(2)

:
:
45 :
- :
- 2

				()

:
:
45 :
- :
-2

.()

			/	

:
:
45 :
- :
-2

. ()
. ()

			<p>) () () ()</p>	<p>.() ()) : () ()</p>

:
:
45 :
-1 :
-2

.()

()

()

()	.		()	()
	.		()	()
			()	()
			()	()

problem solving

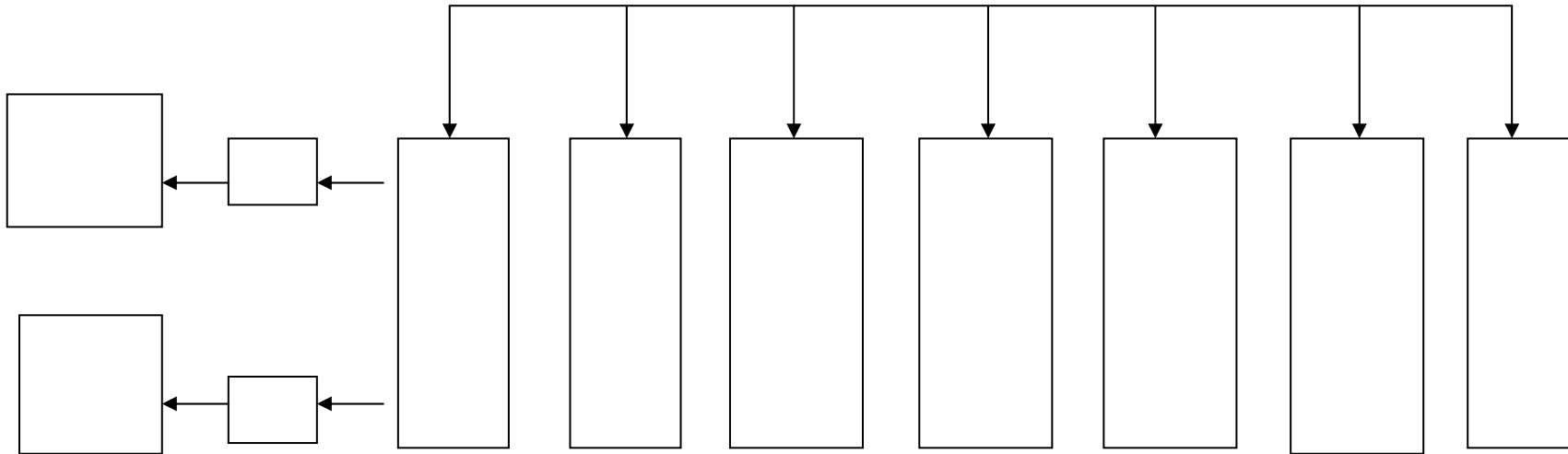
45:

-1 :

2 - يتهيأ الأعضاء ليتعرف على بعض خطوات (مراحل) مهارة حل المشكلات. 3- توضيح خطوات مهارة حل المشكلات ()

)	-
			(-
				-
				-

(1)



(169 :1992

)

:(1)

10/1	10/1						

(171:1992

)

()

(2)

:
 :
 45 :
 :

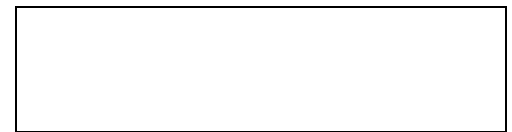
: ((2)				() : - - () - . - () . : (2)) .1

				.2
				.3
				(2). (
				(10_) - 4
				(2).
				) (10-1) -5
				.(
	(10-1)		(10-1)	:
				.
				-
				:
				.
				:
				-
)
				(
				.

:
:
45 :
- :
-2

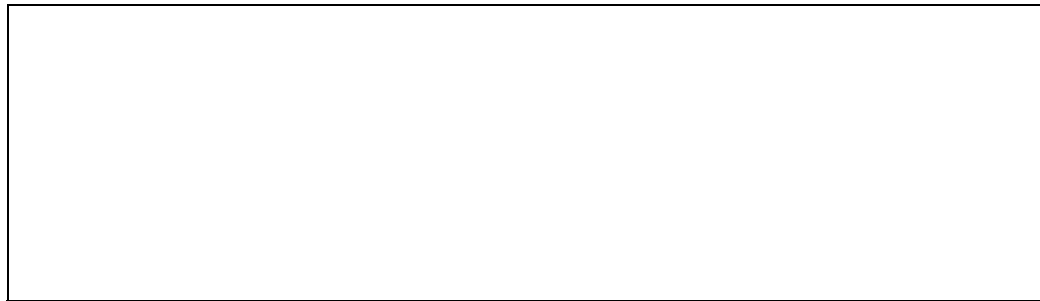
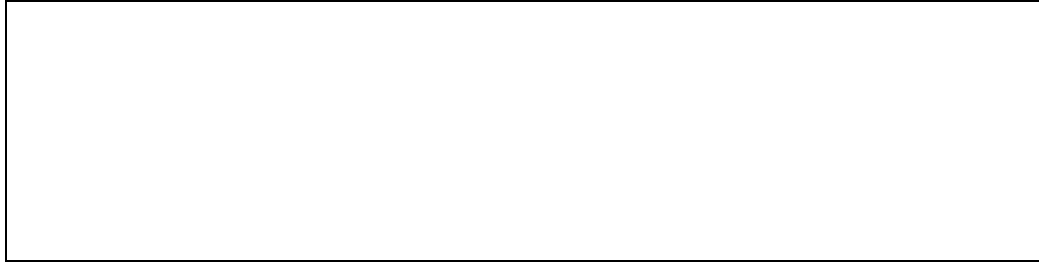
(					-4
				)	-5
					(2)
					-6
					(3 -2)
				.(2)	-7
					-8
					-9
					-10
					-
				. (3 -2)	(3 -2)
					.()

(1)



(2)





:
:
45 :
:

()

				<p>:</p> <p>.</p> <p>-1</p> <p>(3)</p> <p>-</p> <p>- 2</p> <p>-</p> <p>-2</p> <p>-</p> <p>.()</p>

				-3	-4
			.	-4	-5
			.	-5	
			.	-6	
			.	-7	
			.		

:
:
45 :
-1 :
- 2

()

				. : (. : (...)

:

:

					1
					2
					3
					4
				()	5

() :
45 :
:

.				: : - - - : - - - :

				.	:	:
--	--	--	--	---	---	---

:
:
45 :
:

(3)

.....:

.....:

.....:

/

:

(1)

:

.

(4 3 2)

:

.

(5)

:

:

()

مفتاح التصحيح			دائماً	أحياناً			أبداً	الكفاءة الاجتماعية	الرقم
			5	4	3	2	1		1
			5	4	3	2	1		2
			5	4	3	2	1		3
			5	4	3	2	1		4
			5	4	3	2	1		5
			5	4	3	2	1		6
			5	4	3	2	1		7
			5	4	3	2	1		8
			5	4	3	2	1		9
			5	4	3	2	1		10
			5	4	3	2	1		11
			5	4	3	2	1		12
			5	4	3	2	1		13
			5	4	3	2	1		14
			5	4	3	2	1		15
			5	4	3	2	1		16
			5	4	3	2	1		17

			5	4	3	2	1		18
			5	4	3	2	1		19
			5	4	3	2	1		20
			5	4	3	2	1		21
			5	4	3	2	1		22
			5	4	3	2	1		23
			5	4	3	2	1		24
			5	4	3	2	1		25
			5	4	3	2	1		26
			5	4	3	2	1		27
			5	4	3	2	1		28
			5	4	3	2	1		29
			5	4	3	2	1		30
			5	4	3	2	1		31

()

مفتاح التصحيح			دائماً	أحياناً			أبداً	السلوك اللااجتماعي	الرقم
			5	4	3	2	1		1
			5	4	3	2	1		2
			5	4	3	2	1		3
			5	4	3	2	1		4
			5	4	3	2	1		5
			5	4	3	2	1		6
			5	4	3	2	1		7
			5	4	3	2	1		8
			5	4	3	2	1		9
			5	4	3	2	1		10
			5	4	3	2	1		11
			5	4	3	2	1		12
			5	4	3	2	1		13
			5	4	3	2	1		14
			5	4	3	2	1		15
			5	4	3	2	1		16
			5	4	3	2	1		17
			5	4	3	2	1		18
			5	4	3	2	1		19
			5	4	3	2	1		20
			5	4	3	2	1		21
			5	4	3	2	1		22
			5	4	3	2	1		23
			5	4	3	2	1		24

			5	4	3	2	1		25
			5	4	3	2	1		26
			5	4	3	2	1		27
			5	4	3	2	1		28
			5	4	3	2	1		29
			5	4	3	2	1		30
			5	4	3	2	1		31

ملحق (4) مقياس دافعية التعلم

أخي الطالب:

- صمم هذا المقياس لمعرفة مدى دافعية التعلم لديك
- اقرأ كل فقرة من الفقرات الآتية بتمعن.
- ضع إشارة (×) في مربع الفقرة التي تجدها تنطبق على حالتك.
- لذا يرجى الإجابة بصدق وأمانة علماً أن إجابتك سوف تستخدم لإغراض البحث العلمي

فقط

مع الشكر الجزيل

الجزء الأول معلومات شخصية

الاسم :

الصف : الرابع الخامس السادس

معارض بقوة	معارض	محايد	موافق	موافق بقوة	الفقرة	الرقم المتسلسل
						1
						2
						3
						4
						5
						6
						7
						8
						9
						10
						11
						12
						13
						14
						15
						16
						17

						18
						19
						20
						21
						22

بسم الله الرحمن الرحيم

Al-Quds University
Faculty of Educational Science
Graduate Studies Programs



جامعة القدس
كلية العلوم التربوية
برامج الدراسات العليا

الرقم: ب د ع/08/10/39/12

التاريخ: 2008/10/15

حضرة مدير التربية والتعليم المحترم
وكالة الغوث الدولية - الخليل

الموضوع: تسهيل مهمة

تحية طيبة وبعد،،

يقوم الطالب: عبد المنعم هاشم عطية عوض ورقمه الجامعي (20611984)، بدراسة تتعلق
برسالة ماجستير، بعنوان

" أثر برنامج إرشاد جمعي في رفع الكفاءة الاجتماعية والدافعية نحو التعلم لدى
طلبة صعوبات التعلم "

لذا يرجى من حضرتكم تسهيل مهمة الطالب المذكور أعلاه والتعاون معه.

شاكرين لكم حسن تعاونكم

والله الموفق



د. محسن عدس

منسق برامج الدراسات العليا
كلية العلوم التربوية
التي هيبة وعلم التعل

TO: CEEP.

أرجو من حضرتكم بالمرافقة على
تطبيق الدراسة.

بسم الله الرحمن الرحيم

DEPARTMENT OF EDUCATION UNRWA F.O. - JERUSALEM
24-02-2009
FILE No. & D/
PASSED TO:

م. س. س. س.
مدير قسم التعليم
11/1/09



السيد: مدير التربية والتعليم في الخليل المحترم
السيد: مدير مدرسة ذكور الفوار الأساسية المحترم

الموضوع: تطبيق دراسة منجزين

أرجو من حضرتكم التكرم بالمرافقة على تطبيق دراسة منجزين بطوار: (أثر برنامج تدريبي للمهارات الاجتماعية في تحسين مفهوم الكفاءة الاجتماعية والدافعية نحو التعلم لدى طلبة صعوبات النطق والتعلم)، وذلك من قبل الباحث عبد المنعم هاشم عوض، وقد اختبرت مدرسة ذكور الفوار الأساسية كعينة لمدنية، علماً بأنني أصم في هذه المدرسة.

Dr. A. S. O. H. A. S.

Approval
2/1/09

ولكم جزيل الشكر

عبد المنعم هاشم عوض
رقم الوظيفة 2036
التاريخ 2009/1/10

Dr. C. P. P.
Your vms.

C. P. P.
Recommendation
w/o







53	.....		1.3
		()	1.4
71	(-)		
		
72		()	2.4
	(-)		
		
		()	3.4
72	(-)		
		
		()	4.4
73	.....	
		()	5.4
74			
		
		()	6.4
75	.....	

11

1.2

92	.....	1
93	.....	2
117	.....	3
122	.....	4
125	.....	5
126	.....	6
127	.....	7

.....		
.....		
.....		
.....		
.....	Abstract	
1 :	
1		1.1
6	.....	2.1
7	.....	3.1
7	.....	4.1
7	.....	5.1
8	.....	6.1
9	.....	7.1
10	.....
10	.....
10	.....	1.1.2
20	.....	2.1.2
28	.....	3.1.2
37	.....	2.2
37	..... :	1.2.2
45	..... :	2.2.2
49	.....	3.2.2
52 :	
52	.....	1.3
52	.....	2.3
53	.....	3.3
54	.....	4.3
54	.....	1.4.3

63	.....	2.4.3
66	.....	3.4.3
67	.....	5.3
68	.....	6.3
68	.....	1.6.3
69	.....	2.6.3
69	.....	7.3
69	.....	8.3
70 :	
70	.....	1.1.4
74	.....	2.1.4
76 :	
76	.....	1.1.5
79	.....	2.1.5
82	.....	2.5
83	.....
88	.....
93	.....
130	.....
131	.....
132	.....
133	.....