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The Various Activities Effectiveness in Developing both Language and Movement Skills for Children with Apraxia

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This study aims to identify the effectiveness of the various activities in developing both the language and movement skills for children with apraxia. In order to achieve the objective of this study, the researcher has built a scale tool as a measurement of Apraxia. The items of the scale have been formulated in a procedural manner that can be observed and measured, and its validity and reliability have been verified. A sample of (6) students was especially selected from Al-Basmat School in East Jerusalem. In addition, the quasi-experimental approach has been used to apply the program on the study sample members. Interviews are conducted on (13) specialists, including one physiotherapist, five occupational therapists, six specialists of speech and language, and one special education specialist, in addition to an interview with (4) parents.

The results have revealed the effectiveness of the various activities in developing both the language and movement skills for children with apraxia. To illustrate, results has revealed a positive progress for children, as there were apparent differences among the arithmetic averages of the level of language and movement skills for children with apraxia according to the variable of the scale. The apparent differences were in favor of the dimensional scale, which has an arithmetic mean of (2.95) and a standard deviation of (0.66), while the tribal scale had an arithmetic mean of (1.93) and a standard deviation of (0.65).

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This indicates the effectiveness of the various activities in developing the receptive language skill, expressive and verbal language skill, the skill of facial and mouth movements, and the skill of sequential movements. It has also revealed that all the participants in the study, including specialists and parents, agreed on the effectiveness of various activities in receptive language skill, expressive and verbal language skill, facial and mouth movements skill, and sequential movements skill.

The researcher recommends the necessity of providing a program that includes various activities in order to be used as an educational strategy for children who receive a special education. Moreover, there should be an active role for a team that consists of specialists and parents to improve the skills of children with apraxia.