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المملكة العربية السعودية
وزارة التعليم العالي
جامعة الملك سعود
عمادة الدراسات العليا
كلية التربية
قسم التربية الخاصة

فاعلية استخدام إجرائي المساعدة المتناقصة تدريجياً
والتأخير الزمني الثابت في التدريب على بعض المهارات الاستقلالية
للفتيات ذوات التخلف العقلي المتوسط والشديد
(دراسة مقارنة)

قدمت هذه الرسالة استكمالاً لمتطلبات درجة الماجستير في قسم التربية الخاصة
كلية التربية - جامعة الملك سعود

إعداد

عواطف حبيب الشمري

نوقشت هذه الرسالة في يوم الأربعاء بتاريخ ٢١ / ٦ / ١٤٢٩ هـ

الموافق ٢٥ / ٦ / ٢٠٠٨ م

وتم إجازتها .

التوقيع

أعضاء لجنة المناقشة :

- ١- د . هنية محمود مرزا مقررًا
- ٢- أ . د عبد الله محمد الوابلي عضواً
- ٣- د . بندر ناصر العتيبي عضواً

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Most to Least Procedure

Constant Time Delay Procedure

(Demchak,1990)

(Wolery,Ault,Doyle,Gast,1986)

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: Most to Least Procedure

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: Constant Time Delay

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: Independent Skills

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: Moderate & Severe Mental Retardation -

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(American Association of Mental Retardation ,AAMR)

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(Lucksson, Coulter, Polloway, Reiss, Schalock, Senell,

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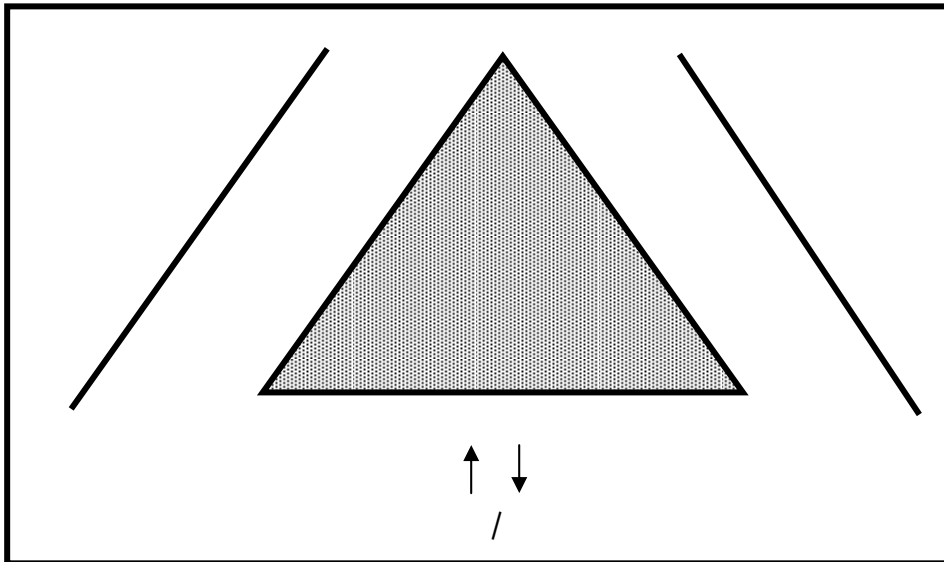
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: (Lucksson,et.al)

: Intermittent Support -

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: Extensive Support -

: Limited Support -

: Pervasive Support -

(AAMR,2002)

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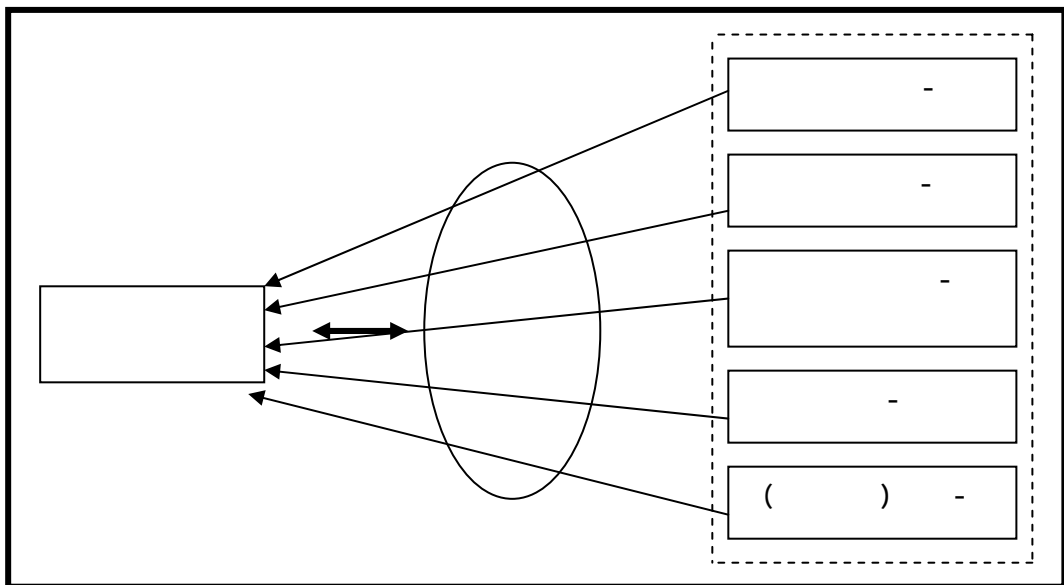
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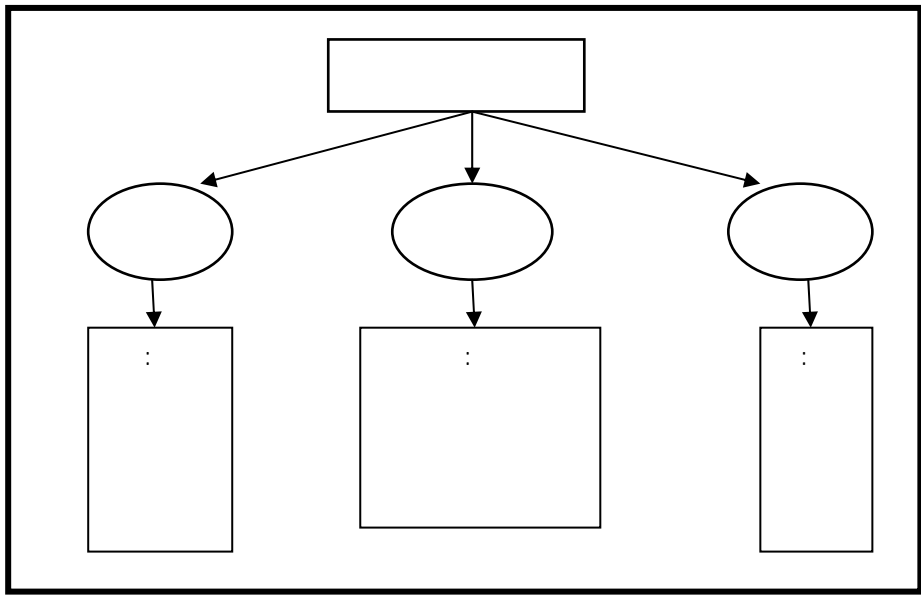


(AAMR,2002 :) ()

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: Mental Characteristics

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: Attention

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(Macmillan) ()

(Spits) (Turnure) (Zeaman & House)

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:Organizing Information ()

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Grouping

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. Learning Sets

Mediators

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: Memory -

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(Ellis) ()

Short Term Memory

Stimulus (Ellis)

Trace Theory

Long Term Memory

(Prehm,Mayfield)

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: Transfer of Learning -

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(Macmillan)

: Perception & Reasoning

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: Social and Behavioral Characteristics

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: Language and Speech Characteristics

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: Physical and Motor Characteristics

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: **Adaptive Behavior**

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Adaptation

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(Doll)

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(Grossman)

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/ (AAMR) (Mercer)
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(Nihira)

(Doll& Nihira)

(Leland)

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: Independent Functioning

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: Personal Responsibility

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: Social Responsibility

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(Schalock,Braddock,1999)

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- " : Conceptual Skills -
- " : Practical Skills -
- " : Social Skills -

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(Whiteman) () .

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(Reynolds ,Birch) ()

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- The Vineland Social Maturity Scale •
- Cain - Levine Social Competency Scale •
- Association of The American •
- () . Mental Retardation Adaptive Behavior Scale AAMR,ABS

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(McDonnel,1996)

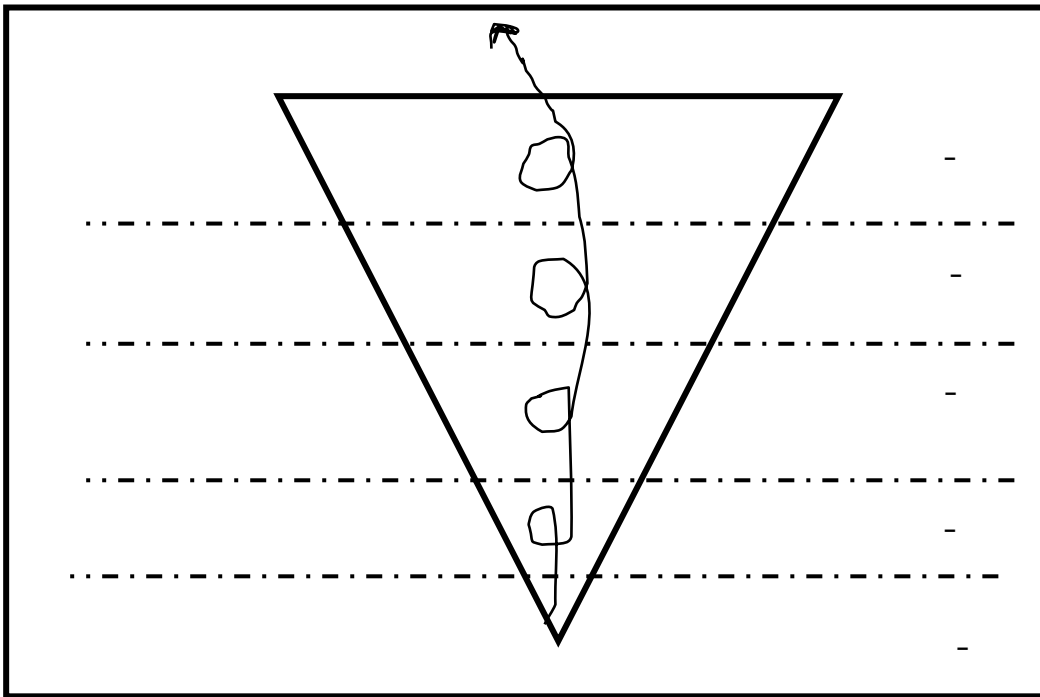
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(Haring & Gentary)



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(Haring & Gentary)

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: Response

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: Acquisition -

: Proficiency -

: Maintenance -

: Generalization -

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Transfer of Response Prompts

Graduated Guidance

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Least to Most Procedure

Procedure

. Time Delay Procedure

Most to Least Procedure

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Skinner

. (Driscoll ,2003)

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: Stimulus Control

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. Differential Reinforcement

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Discriminative Stimuli

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: Response Prompt

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: Prompting Approach -

Verbal Prompt

Gestural Prompt

. Physical Prompt

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: Modeling Approach -

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: LiveModeling -

: Filmed Modeling -

: Participant Modeling -

: Covert Modeling -

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(Cautela,Kazdin)

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: **Reinforcement Approach** -

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: Positive Reinforcement -

: Negative Reinforcement -

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Edible Reinforcers ▪

Token Reinforcers ▪

Tangible Reinforcers ▪

Activity Reinforcers ▪

Social Reinforcers ▪

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Schedules of

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Reinforcement

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: Continuous Reinforcement Schedules -

: Intermittent Reinforcement Schedules -

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Fixed-Ratio Reinforcement Schedules (FRS) -

Variable-Ratio Reinforcement Schedules (VRS) -

Fixed-Interval Reinforcement Schedules (FIS) -

Variable- Interval Reinforcement Schedules (VIS) -

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: Transfer of Stimulus Control

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: (Wolery, Gast)

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(Wolery, Gast)

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: Graduated Guidance Procedure

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() Fading Procedure

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: (Wolery, Ault, Doyle, 1992 ,161)

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(Reese,Snell,1991)

(Schoen,Lentz,Suppa,1988)

. (Cipani,Augustine,Blomgren,1982)

. (Demchak,1990)

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: **Least to Most Procedure**

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(Wolery, et al,1992)

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(Wolery, et al,1992)

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. (Wolery, et al,1992)

. (Saloviita,Tuulkari,2002)

(Murzynski, 2006)

(Browder,Hines,McCarthy,Fees,1984)

(Storey,1984)

(Taylor,Collins,Schuster,Kleinert,2002)

(Smith,Collins,Schuster,kleinert,1999)

(Gast,Ault,Wolery,Doyle,Belanger,1988)

. (Hupp,Mervis,Able,Conroy,1986)

. (Collins,1997)

(Duffy,Nietupski,1985)

. (Bosner,Belfiore,2001)

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: Most to Least Procedure

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(Wolery, et al,1992)

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. (Wolery, et al,1992)

(Duker,Michielson,1983) (Robertson,1992)

(Luiselli,Colozzi,Donellon,Helfen,Pemberton,1978)

(Richmond,Lewallen,1983) . (Dunst,Cushing,Vance,1985)

(Wheeler,Ford,Nietupski,Loomis,Brownl,1980)

. (Hinerman,Jenson,Walker,Peterson,1982)

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: (Wolery, et al,1992)

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: **Time Delay Procedure** -

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Controlling Task- Direction () Prompt

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(Houston, Thomas,2002)

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: Un Prompted Correct Response -

. correct Anticipation

: Prompted Correct Response -

. Wait

: Un Prompted Incorrect Response -

. Incorrect Anticipation

: Prompted Incorrect Response -

. Error Wait

: (No Response) -

(McDonnell,Ferguson,1989)

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: Step Initiation Errors •

: Discrimination Errors •

: Response Errors •

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: Progressive Time Delay , PTD *

(PTD) "

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(Wolery, et al ,1992)

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(Wolery, et al ,1992)

(Gast,1991) (Ault,Gast,Wolery,1988)

(Goetz,Gee,Sailor,1983)

(Bennett,Gast,Wolery,Schuster,1986)

(Frederick,1991)

(Browder,Snell,Wildonger,1988)

(Snell,1982)

. (Aeschleman,Schladenauffen,1984)

: Constant Time Delay , CTD
(CTD)

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(Wolery, et al ,1992)

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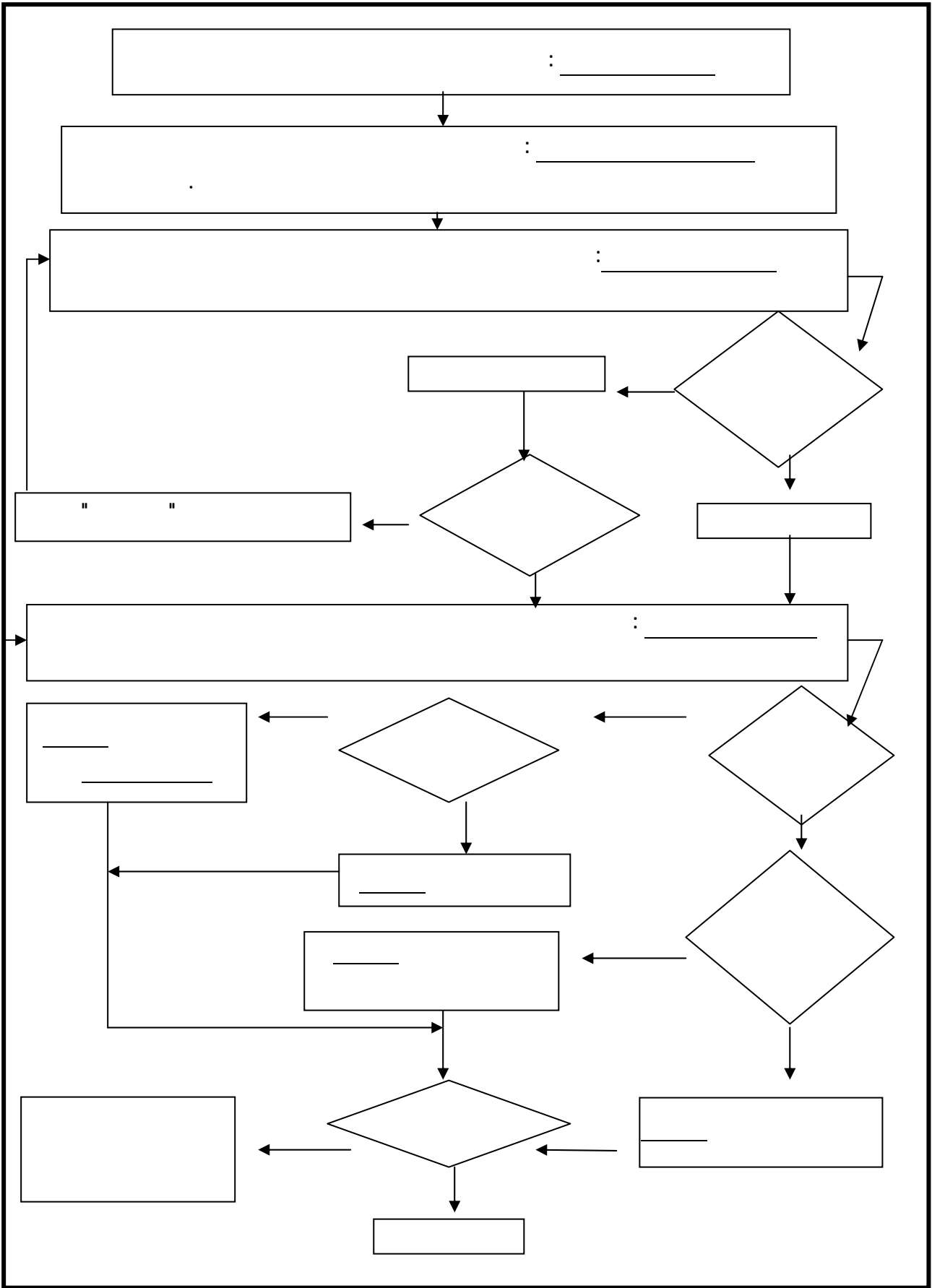
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(Wolery, et al,1992 :)

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: 0-Second Delay



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: 5-Second Delay



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(Ault, et al 1988)

(Johnson,1977)

(Stevens,Schuster,1987)

(Browder,Morris,Snell,1981)

(Ault, Wolery ,Gast, Doyle ,Eizenstat ,1988)

. (Wolery,et,al,1992)

(Houston, Thomas ,2002)

(Schoen,Sivil,198)

. (Morse,Schuster,2000)

(Doyle, Schuster ,1996)

(Carothers,Taylor,2004)

(Ellen, Schuster ,Collins,1999)

(Chandler,1993)

(Doyle,Wolery,Gast,Ault,Wiley,1990)

(Browder, et al,1981)

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(Stevens,Schuster,1987)

(Daugherty,Brown,Hemmeter,2001)

. (Kratzer,Spooner,1993)

(Wilson,Robinson,1997)

(Koscinski,Gast,1993)

. (Bashash,Outhred,Bochner,2003)

(Zhang,Cote,Chen,Liu,2004)

. (Zhang,Gast,Horvat,Dattilo,2000) ‘ (Zhang,Gast,Horvat,Dattilo,1995)

(Wolery, et al ,1992)

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: Single Subject Design (SSD)

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(McCormick,1992)

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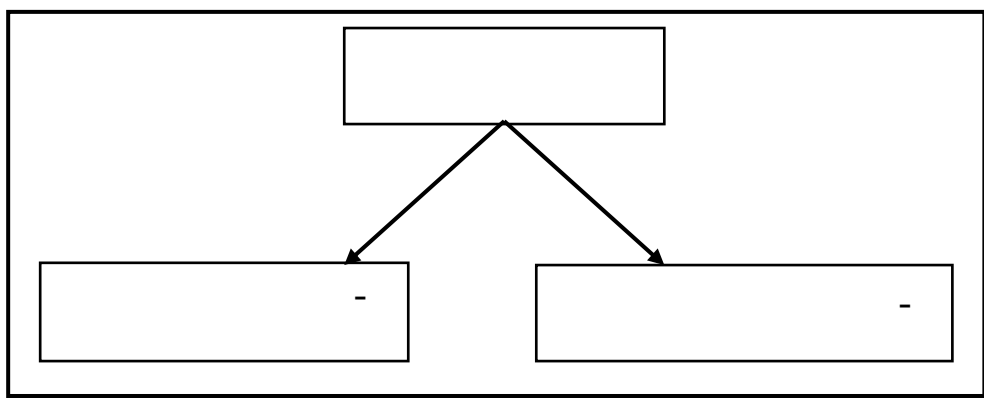
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Baseline (SSD)
 (Alperto, Troutman,1999)

: Prediction

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: Verification

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: Replication -

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: Reliability -

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. (Tawney,Gast,1984)

: Validity -

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: Internal Validity *

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: External Validity

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(Tawney,Gast,1984)

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Withdrawal Designs -

Multiple-Baseline Design -

Multiple Probe Design -

Alternating Treatments Design -

Changing Criterion Design -

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. (Tawney,Gast,1984) Probes

. (Richards,Taylor,Ramasamy,Richards,1999)

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: Multiple Probe Design (M P D)

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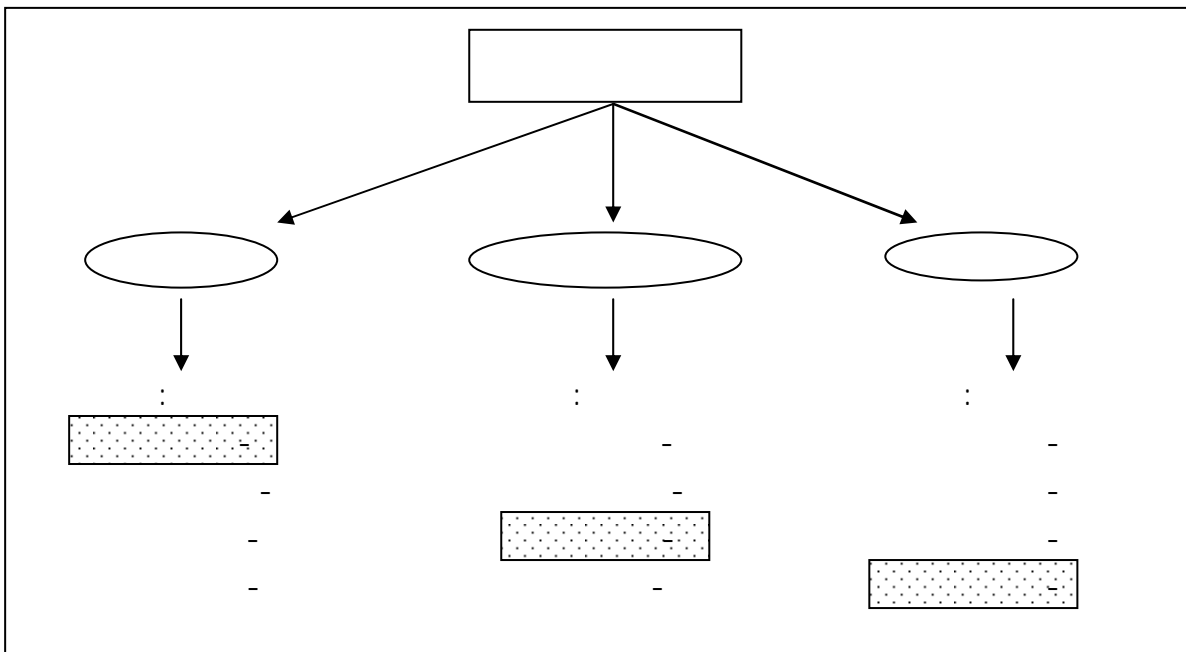
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(Tawney,Gast,1984)

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: (Tawney,Gast,1984)

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(Horner,Baer)

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(Tawney,Gast,1984)

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(Homer,Keilitz,1975)

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(Cuvo,Leaf,Borakove,1978)

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(Cuvo,Jacobi,Sipko,1981)

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(Thomas, Thompson, Braam, Wayne, 1982)

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(Colozzi, Pollow, 1984)

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(Batu, Ergenekon, Erbas, Akmanoglu, 2004)

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(Kaser,Billingsley,Neel,1986)

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(Schuster,Gast,Wolery,Guiltinan,1988)

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(Wolery,Ault,Gast,Doyle,Griffen,1991)

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(Fiscus,Schuster,Morse,Collins,2002)

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(Collins,Gast,Wolery,Holcombe,Leatherby,1991)

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(Wolery, Holcombe , Cybriwsky ,Doyle , Schuste ,Ault, Gast, 1992)

(Gast, Winterling, Wolery, Farmer, 1992)

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(Winterling ,Gast, ,Wolery, 1992)

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(Rule,Tso,1999)

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(Wall,Gast,1997)

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(McDonnell,1987)

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(Miller, Test, 1989)

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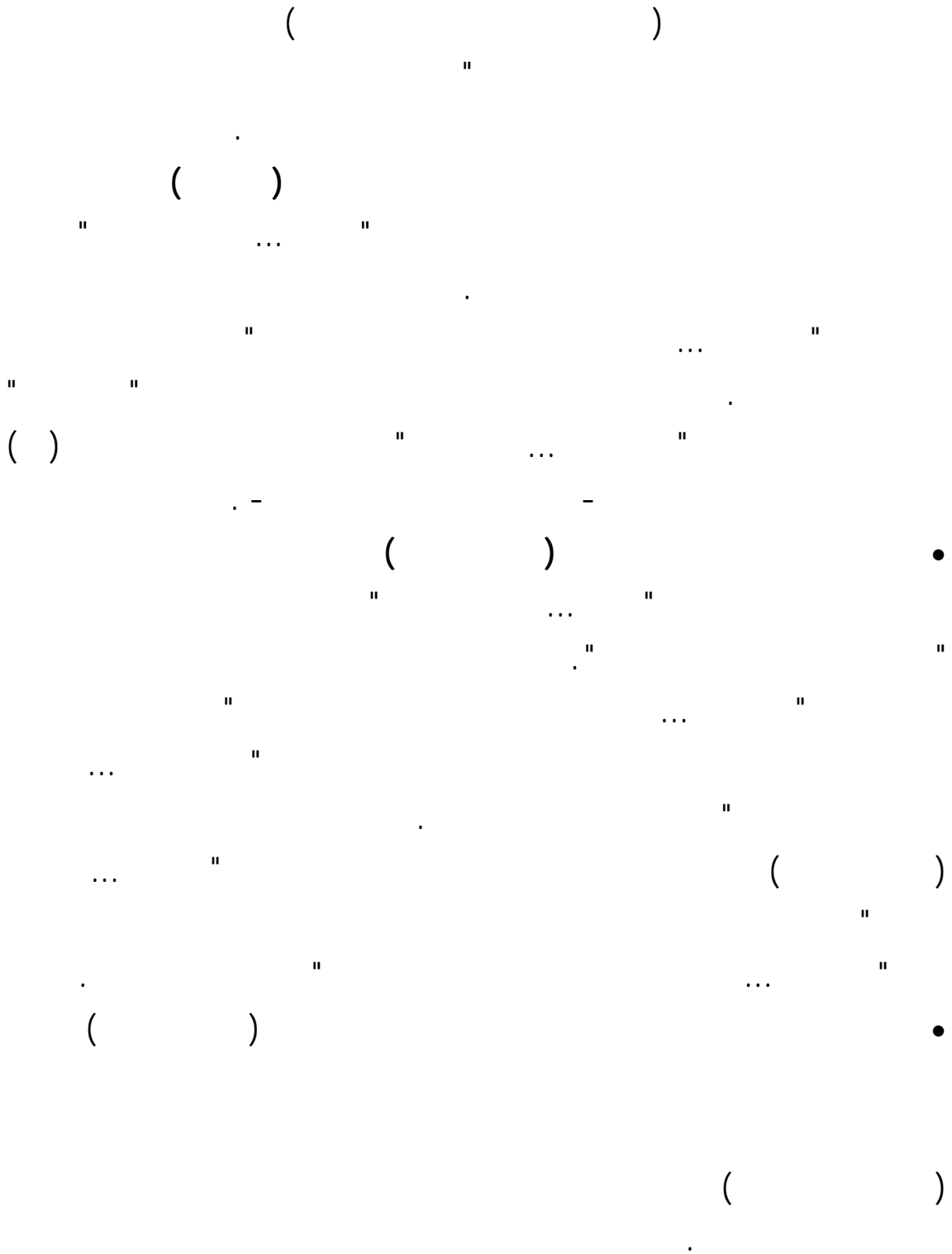
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Continuous

Reinforcement Schedules (CRS)

Variable-Ratio Reinforcement Schedules (VRS)

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Continuous Reinforcement

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Schedules(CRS)

Variable-Ratio Reinforcement Schedules (VRS)

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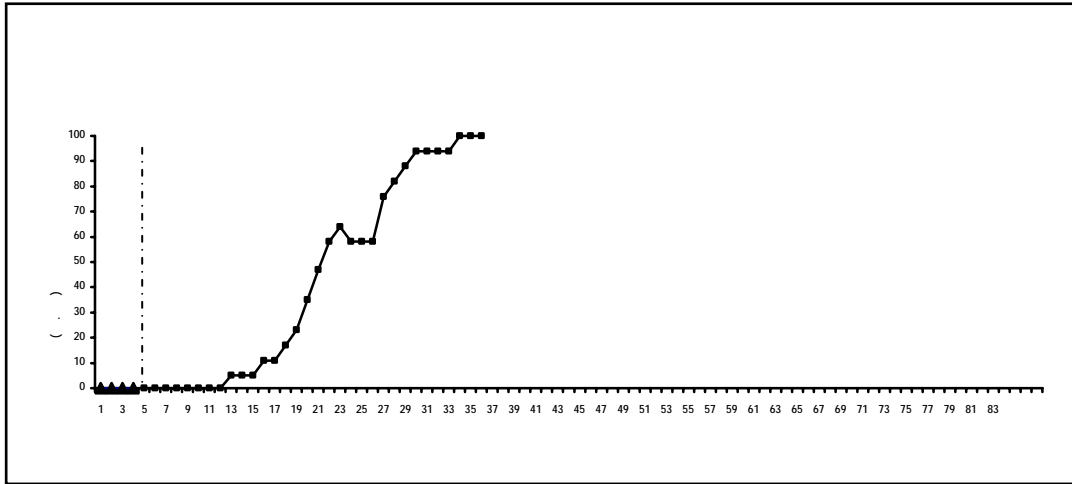
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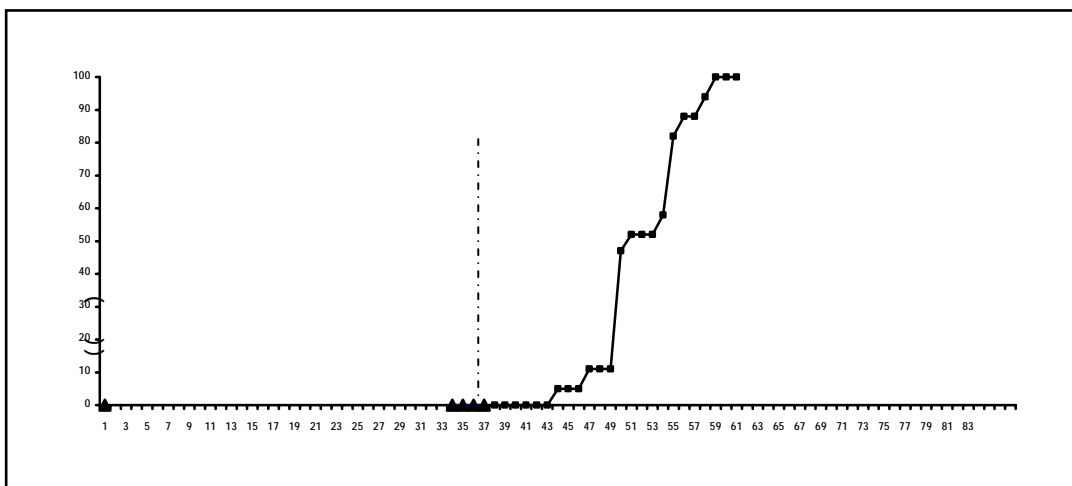
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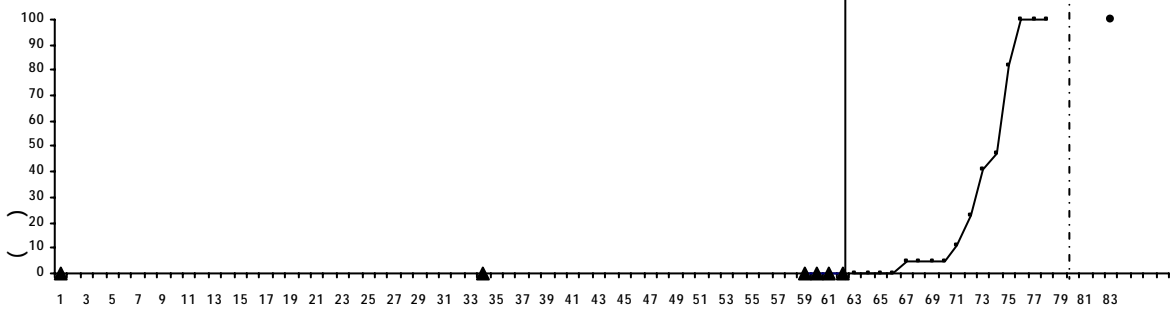
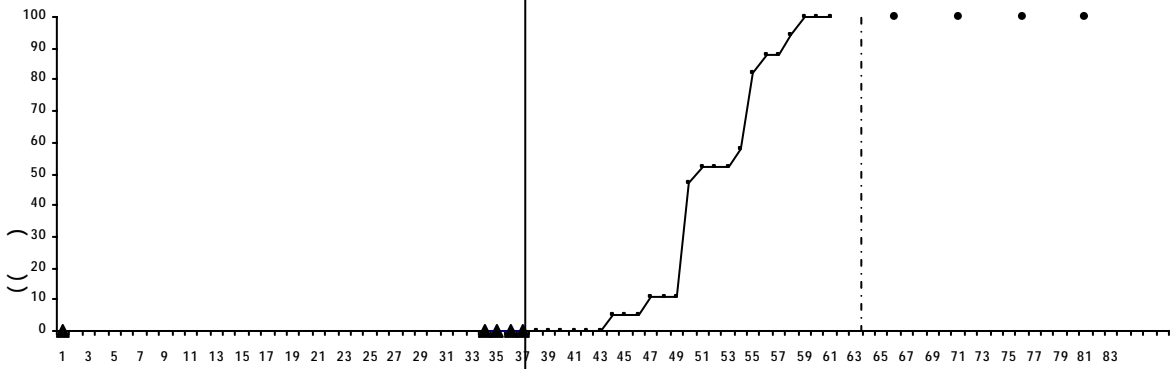
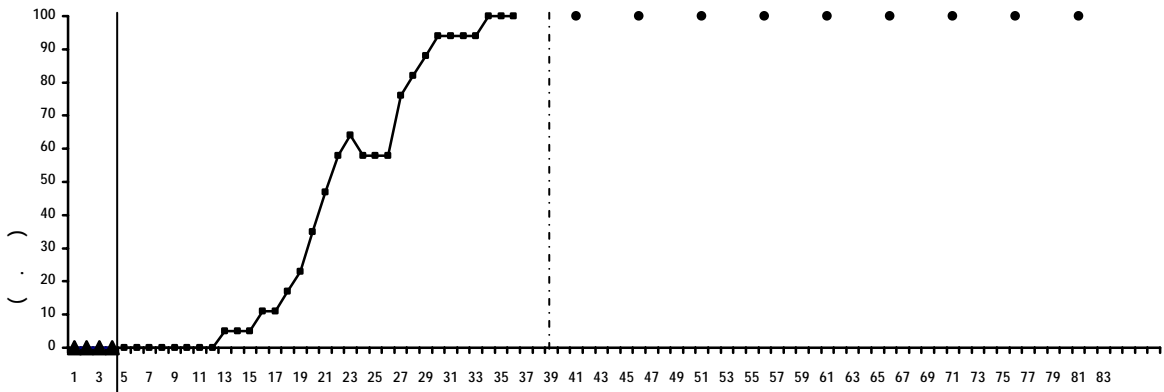
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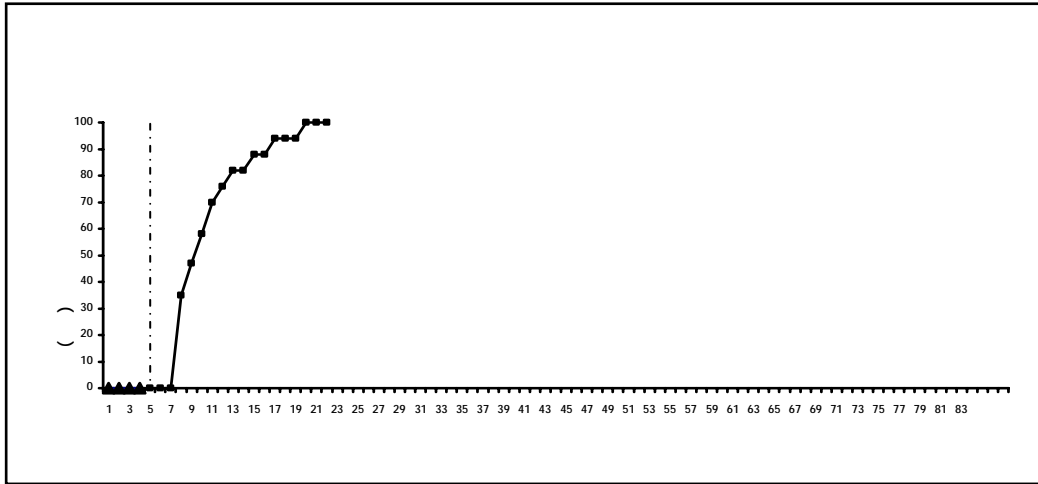
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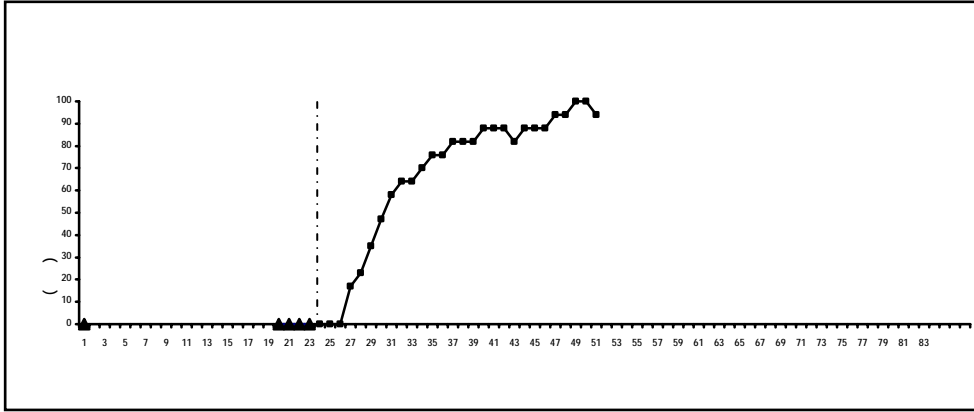
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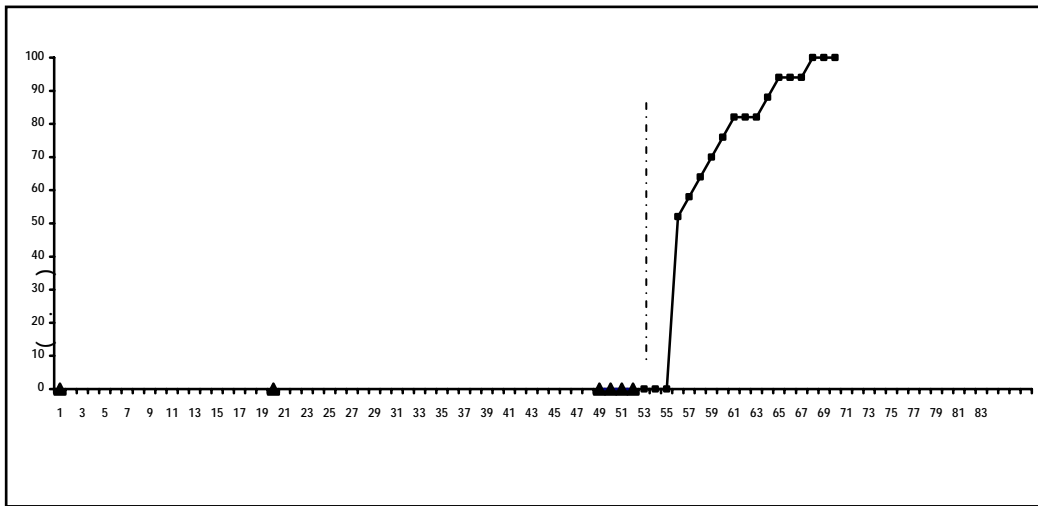
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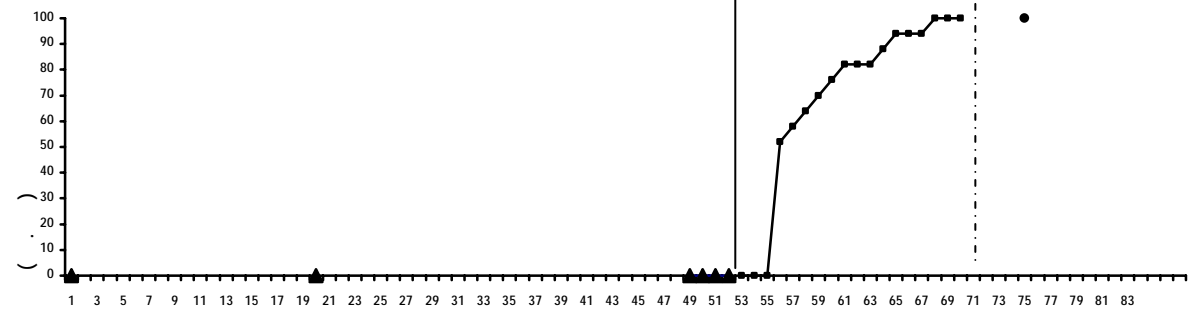
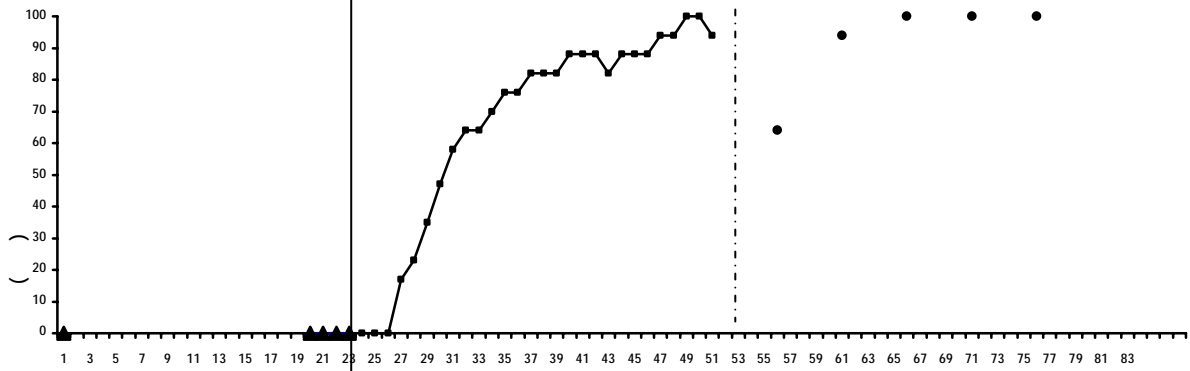
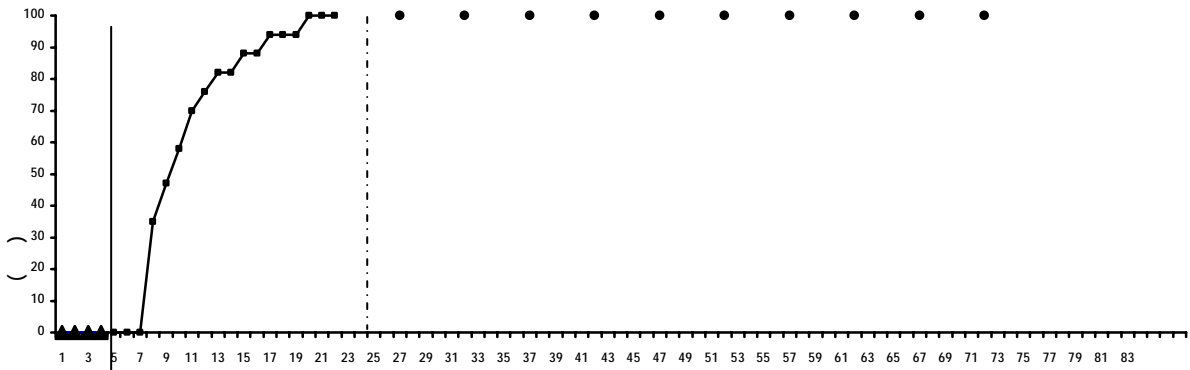
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المملكة العربية السعودية

وزارة الشؤون الاجتماعية

وكالة الوزارة للشؤون الاجتماعية

الرقم: ٢/٤٤٩٤
التاريخ: ١٤٤٨/٦/٢
المرفقات: /

حفظه الله

المكرمة / مديرة مركز التأهيل الشامل بالمرز

السلام عليكم ورحمة الله وبركاته :

بناء على موافقة سعادة مدير عام الإدارة العامة لرعاية المعاقين وتأهيلهم بالخطاب رقم " ٥٢٨٨٢ " في ١٤٢٨/٦/٢ هـ المشار فيه الى موافقة سعادة وكيل الوزارة ، لطالبة الدراسات العليا بجامعة الملك سعود ، قسم التربية الخاصة بكلية التربية " عواطف حبيب الثمري " إجراء دراسة بعنوان " فعالية استخدام إجرائي المساعدة الـمتناقضة تدريجياً والنأخير الزمـني الثابت في التدريب على المهارات الاستقلالية لـفتيات ذوات التخلف العقلي المتوسط " وتطبيقها على حالات من المركز استكمالاً لمتطلب شهادة الماجستير .

عليه يلزم تسهيل مهمتها .

ولكم أيماننا ...

مديرة الأشراف النسائي الاجتماعي بالرياض

سارة بنت محمد بن سعود

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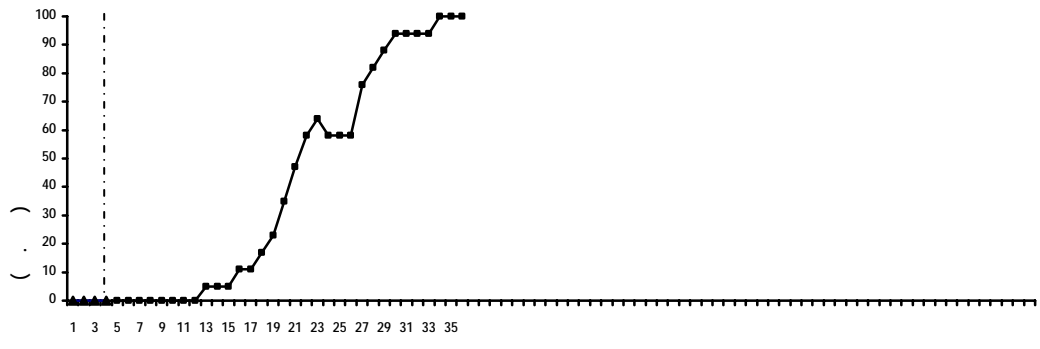
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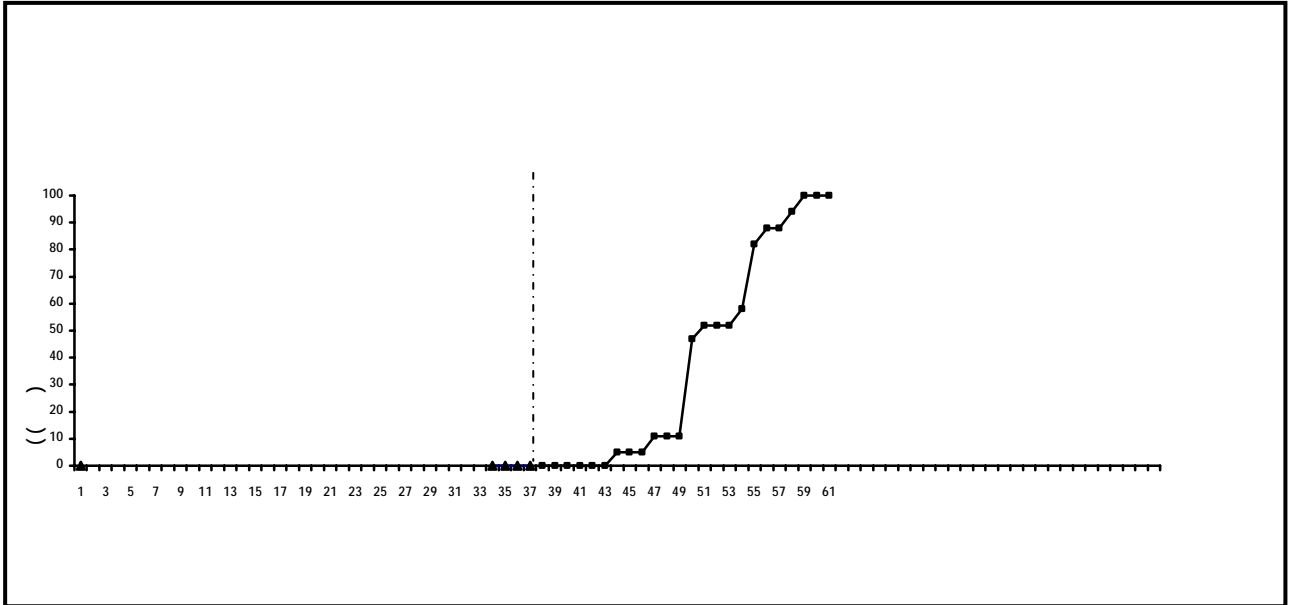
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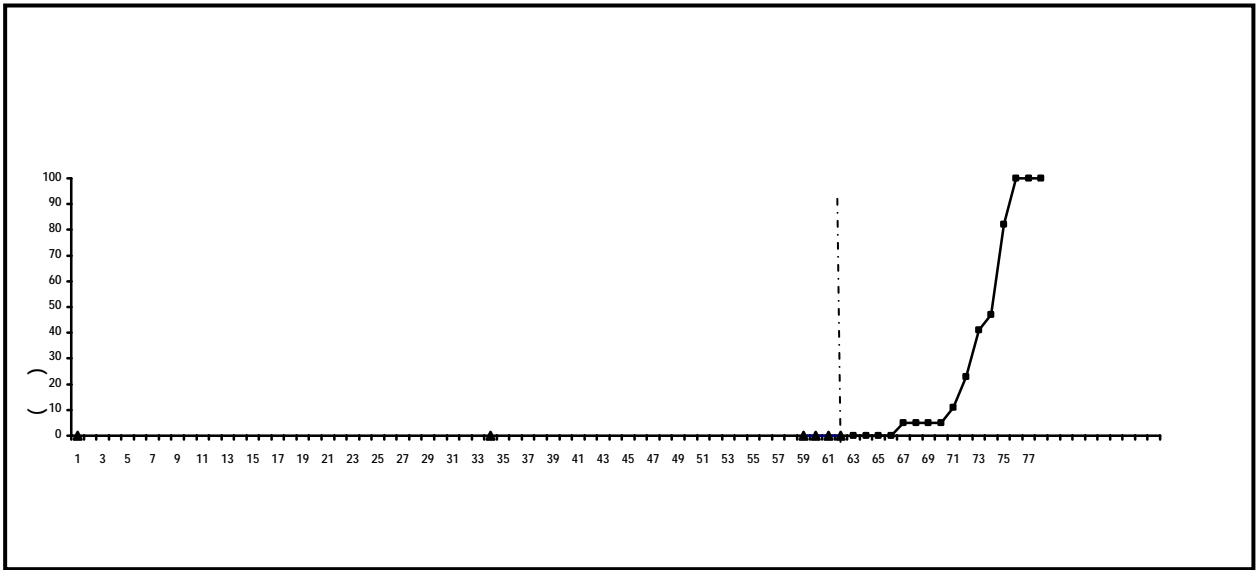
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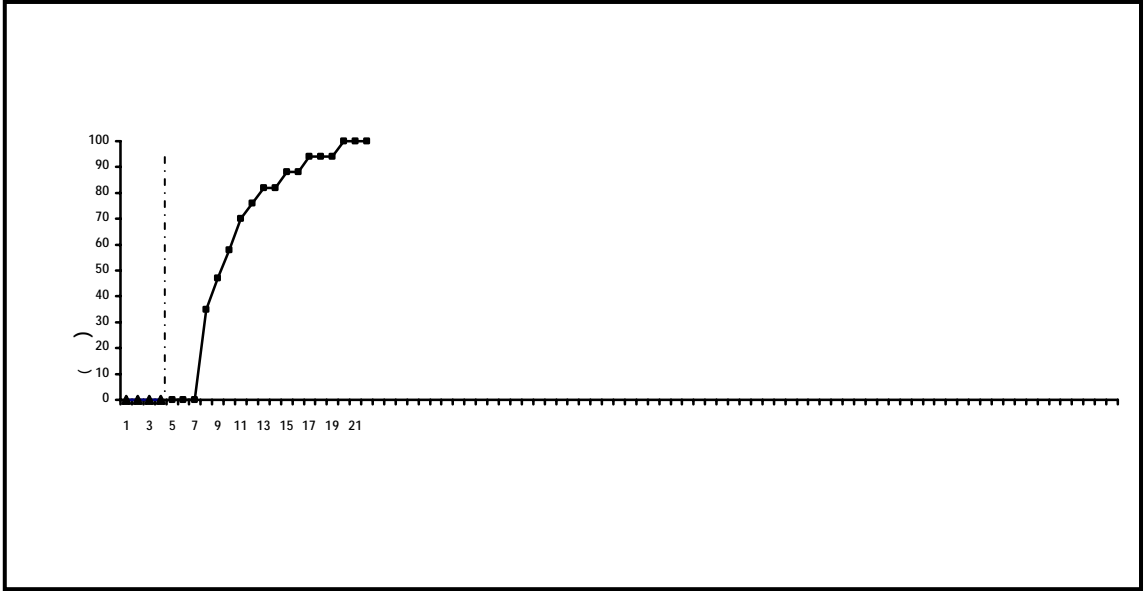
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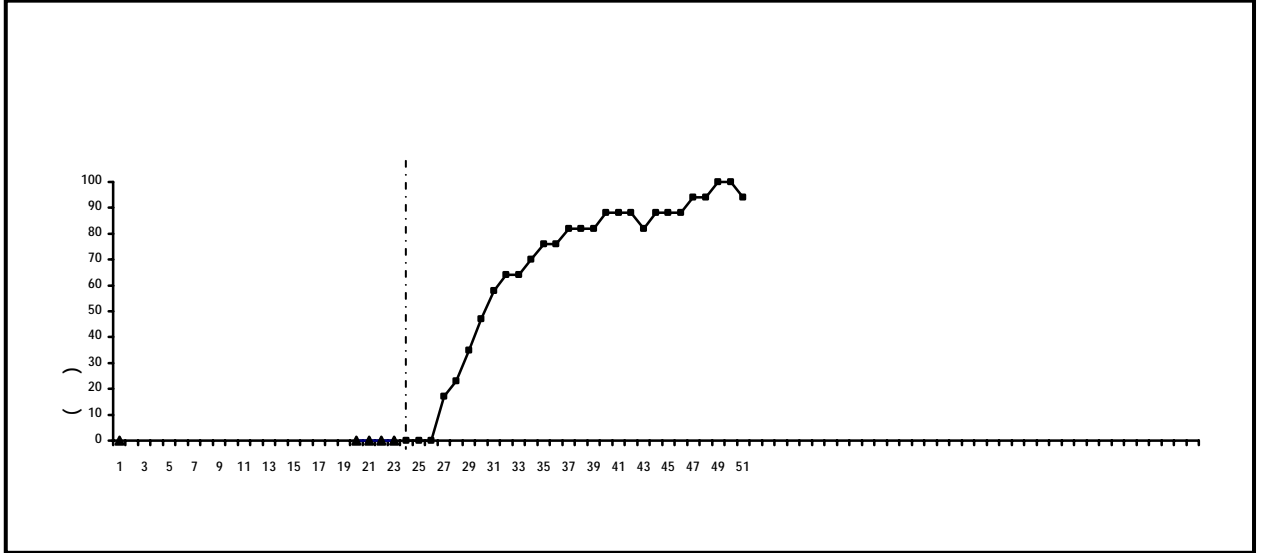
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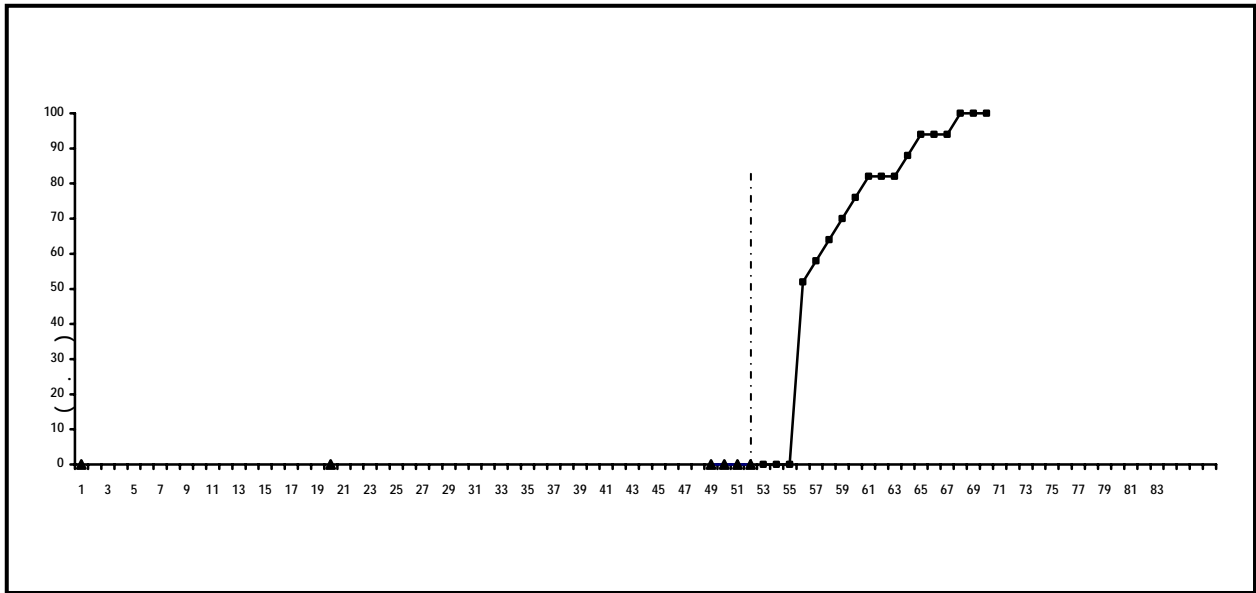
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SA LAHAT NA WATCHER : Ako ay I sang Giro . Nails ko pong Makatulong SA MGA Bata. Gusto ko SILA MATUTO MAGLINIS NG NGIPIN . ANG Gu sTo KO TULONgAN Nyo Ako SA PAG – Aa RAL NA ITO . NAIS KO SILA MATUTO SA SARILI . But I Only To Train This PATIENT:.....

MARAMING SALAMAT PO : !
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Abstract

Effectiveness of Use of Most to Least Procedure & Constant Time Delay Procedure in Training on some Independent Skills for Girls with Moderate and Severe Mental Retardation

(Comparative Study)

Awatif Al- Shamari

Special Education Department , College of Education, King Saud University

2008

The aim of the study is to recognize and compare the effectiveness of the two procedures (Most to Least Procedure & Constant Time Delay Procedure) in helping girls with Moderate and Severe Mental Retardation to acquire some independent skills. The number of trials needed and the period needed to acquire the skills, as well as the Percentage of Errors will determine the more effective procedure. This study used the semi empirical research method.

The sample study is composed of (6) girls registered and engaged at the General Qualification Center in Malaz, Riyadh city. The girls are divided into two equal groups and are subsequently trained to brush their teeth. The Most to Least Procedure was used with the first group, while the Procedure of Constant Time Delay was used with the second group.

The study findings showed that use of the Most to Least Procedure was effective, as the girls in the first group acquired the skill of (tooth brushing) with a success ratio of (100%). In addition to that, the girls were able to maintain this skill and generalize it. The rate of maintenance reached (100%), and the rate of generalization reached (82% - 94%). The procedure of Constant Time Delay also proves to be effective as the first and third girls acquired the targeted skill with (100%) success rate, while the second girl acquired them with (94%) success rate. The ability to maintain this skill ranged between (64% - 100%), whereas the ability to generalize ranged between (88% - 94%).

The study shows that the use of Constant Time Delay is more effective than the Most to Least Procedure in terms of the number of trials and time taken to acquire the skills, while maintaining a low percentage of errors. Girls acquired the skill of tooth brushing through use of Constant Time Delay in (64) sessions, while the total time taken to make all the girls acquire the skill was (486) minutes, with a Percentage of Errors of (5%). In the Most to Least Procedure, girls acquired the skill in (72) sessions and the total time taken for making all girls acquire the skill was (552) minutes with a total percentage of errors of (7%).