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.....2005/11/29..:

## قرار لجنة المناقشة

نوقشت هذه الأطروحة وعنوانها "فاعلية التدريب على المراقبة الذاتية في مستوى الانتباه لدى الأطفال الذين لديهم قصور فيه" وأجيزت بتاريخ 15 / 11 / 2005.

### أعضاء لجنة المناقشة:

### التوقيع

الأستاذ الدكتور موفق الحمداني

رئيساً.....

الأستاذ الدكتور محمد الريماوي

عضواً.....

الأستاذ الدكتور سعيد ألا عظمي

عضواً.....

الأستاذ الدكتور عبد الله زيد الكيلاني

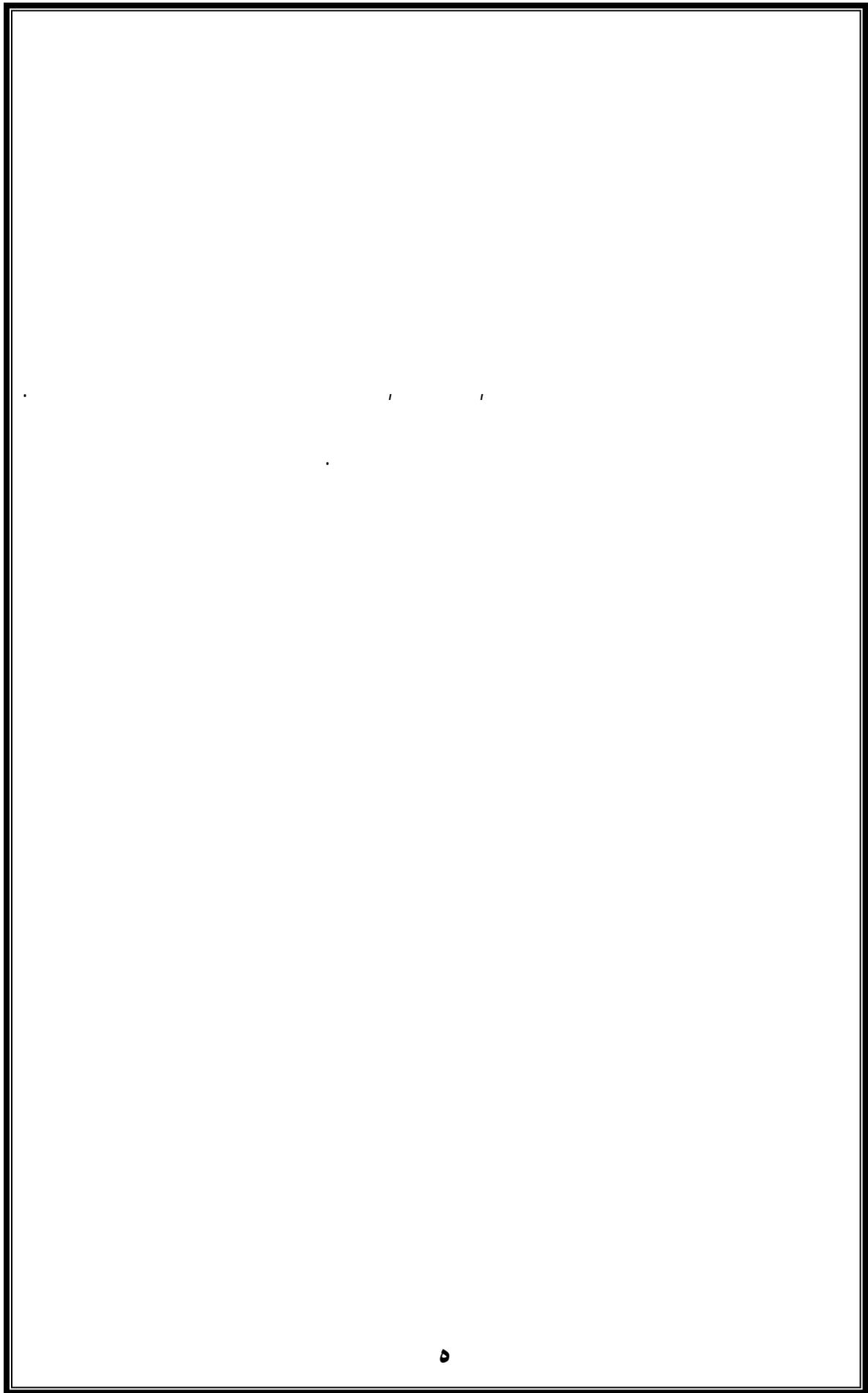
عضواً ومشرفاً.....

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76..... :

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59	" "	2
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70	.	4
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72	.	6
73	.	7
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74	.	9
75	.	10

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93	( , , )	<b>3</b>
97		<b>4</b>

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$(0.05 \geq \alpha)$

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.(0.013)

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## **Abstract**

### **The Effectiveness of Self- Monitoring Training on the Attention level of Children with Attention Deficit**

**By: Ahmad Mohammad Younis Qazaqzeh.**

**Supervisor: Prof. Dr. Abdallah Zayd kaylani.**

The purpose of this study was to ascertain the effectiveness of self – monitoring training on the attention level of children with attention deficit. More specifically, the effect of each of three variables was assessed: training, age, and gender. The interaction effect between these variables was also assessed. The study also investigated the effect of these variables on late performance as measured by the Attention Test.

The subjects consisted of 78 male and female students who were taken from grades 3, 5, and 7 in U N R W A primary schools in Irbed district. These students were diagnosed as having attention deficit on the Attention Test. They were randomly assigned into an experimental group that was trained for 72 sessions on self- monitoring at a rate of 16 sessions every week, and a control group with no such training. Measurement of attention level was taken before training (pre – testing), after the fifth, the ninth, and the twelfth session. Another measurement was taken a week after termination of training sessions, for assessing late retention of attention level, after termination of training.

Repeated measures design was utilized, taking all measurements, at the pretest, second, third, and fourth testing, and excluding late retention

tests, The main findings refer to significant differences (at  $\alpha \leq 0.05$ ) in attention level between the experimental and control groups in favour of the experimental(0.00), and significant differences between grade levels in favour of the fifth and seventh grades(0.013). No significant differences were observed between males and females. Similar finding were obtained when late retention scores were included in the analysis, favoring significant effect of self – monitoring training on late measurement of attention level.

(Attention Deficit Hyperactivity

Disorder, ADHD)

(ADHD)

(2004 )

(Barkely,1990)

(1999 ) (Porrino)

(Diagnostic and Statistical Manual of Mental 1987, Disorder, DSM III)

) (Lahey and Pelham)

( ,1999

**(Diagnostic**

**and Statistical Manual of Mental Disorder,DSM-IV,1994)**

(1987)

1

(Whalen,1989) ;(Frank and Guris,1989)

(Burnstein,1981)

-19

( Barkely,1990,op cit)

%26

( Halprin,

%90

1984)

(Burnstein,1981 ) (Dykaim)

(Burnstein,1981) (Douglas)

(Burnstein,1981) (Ross)

. (Kirk and Gallagher and Pnastasiow, 2003)

( Kirk and Chalfont,1984 )

.(Douglas,1986)

(Felton and Wood, 1989)

(Burnstein,1981)

(Kopell)

(Burnstein,1981) (Douglas)

(Lerner, .

1985)

(Pary and Douglas,1982)

(Hallahan and Sapona, 1983 )

(Flavell,1975)

(Cornoldi et al,1999)

(Mercer, 1979)

(Pelham and Bender,

. 1982)

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**(inattention)**

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Reddy and ;1998 ,

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.(Ramar,2000

**(Over Arousal )**

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.(1998, )

**(impulsivity )**

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(1998 , )

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(2004 )

(2004 )

(Santrock, 2001)

. (2004 , )

. (2004 , )

(2004 , )

. (1998 , )

(Barkley, Grodzinsky and Dupaul, 1992)

**Diagnostic and Statistical Manual of Mental Disorder, DSM,**

**:** **1994)**

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.(DSM,1994)

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(ADHD)

.(DSM,1994)

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)(Straus and Kephart)

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(1998 ,

%50

(1999)

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) (Winneke et al)

(1999,

(Barkely)

(1998)

مشكلة الدراسة وعناصرها:

(0.05 ≥ ∞) -1

(0.05 ≥ ∞) -2

(0.05 ≥ ∞) -3

: (0.05 ≥ ∞) - 4

(0.05 ≥ ∞) - 5

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### الفرضيات الإحصائية:

تم في هذه الدراسة فحص الفرضيات الإحصائية (الصفريّة) التالية:

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(0.05 ≥ ∞) -2

(0.05 ≥ ∞) -3

: (0.05 ≥ ∞) - 4

(0.05 ≥ ∞) - 5

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أهمية الدراسة:

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التعريفات الإجرائية للمفاهيم والمصطلحات:

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. (Reid and Hersko,1981)

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(Burnstein, 1981) .

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(Reid and

. Hersko ,1981)

(1984 )

.(2004 , )

.( Reid and Hersko ,1981)

. (Fallen and Umansky, 1985)

(intensive and selective)

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.( (stimulus field)

.( , )

(Flavell,1977)

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:(Controlled) -1

(Adaptability) -2.

(Planning) -3.

(Flavell,1977)

-4.

(Deployment of attention over time)

"feed back"

(Conte,1998)

( Swanson ,1998)

.( Solso,1988)

(arousal level)

(automatcity)

. ( Anderson,1995)

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(Berlyne,1960)

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**( Models of Attention :)**

.( Reid and Hersko ,1981)

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. ( Reid and Hersko ,1981)

**(Broadbent model )**

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1954

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(Burnstein,1981:Solso,1998) .

(Parasupaman and Davies,1984 ) "Bottleneck " "

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(channel

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capacity)

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.(Simultaneously)

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.(1992 , )

.(Reid and Hersko. 1981)

**( Treisman Attenuation Model)**

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(Treisman)

. ( Solso,1998 )

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.(1992 , )

**( Norman -Deutsch Model) :**

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(attenuater)

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. (1992, )

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. (Kahneman,1973)

**(Neisser Model)**

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(Reid

. and Hersko ,1981)

.(1995, )

. (Reid and Hersko ,1981)

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Retalin .

,Cylert

,Dexdrine ,

. (1998 , ) Magnesium Pimoline

(Hallahan and Kuffman)

(Caffal and Fournes) ,

(Kirk, Gllagher and Pnastasiow, 2003) .

.(Reid and Hersko ,1981 )

.(Fallen and Umansky ,1985)

(Impulsive)

%90

%25 ,

. ( Fallen and Umansky ,1985)

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Manning and .....

. (Payne,1996)

(2003 ,

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(Hueit)

. (Manning and Payne,1996 )

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Manning and Payne,1996 )

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( Manning and Payne,1996 ) (Vygotsky)

(Luria)

( Manning and Payne,1996)

: ( Manning and Payne,1996)

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( Manning and Payne,1996) (Meichenbaum)

.(Self-Recording)

(Zimmerman and Schunk)

Manning and Payne,1996) )

.(Manning and Payne,1996)

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**Cognitive Self Instruction :**

**- 1**

. (Reid and Hersko ,1981)

. (Manning and Payne,1996;1994 , )

. (Manning and Payne,1996)

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. (Reid and Hersko ,1981)

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.(1986 , )

**Practicing :** -3

. (Manning and Payne,1996)

**Cueing and Self - Monitoring :** - 4

(Prompts)

. (Manning and Payne,1996)

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(Manning and Payne,1996)

(Schunk, 1983)

(Hallahan and Hudson,2002)

(Self-Recording)

( Kirk and Chalfant ,1984)

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( Hallahan and Sapona,1983)

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:(Hallahan and Hudsun,2002)

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: (Hallahan and Hudsun,2002)

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Hallahan and ) (Magg)

( Hudsun,2002

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. (On and off task)

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: ( Schunk, 1983)

(Anecdotal Record)

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(Frequency Counts)

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(30)

(Time Sample) :

(5) (6) , (30) (5)

( Behavior judgment.) :

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(Records) :

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(Regularity) - 1

Schunk, )

. (1983

(Proximity) - 2

Schunk, )

. (1983

(Reactivity) - 3

(work book)

. (Schunk, 1983)

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. (Schunk, 1983 )

( 1984)

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" (Patricia, and Margaret,1979)

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%53

%18

%28

(Schunk,1983)

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(Workbook)

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(Rooney , Hallahan, and Pollway

1985)

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(William,1996)

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( Micki, and William, 1997)

(11-8)

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) (Douglas , et al)

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(Shimabakuro, Parter, and Serena, 1999)

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(Corndli, et al, 1999)

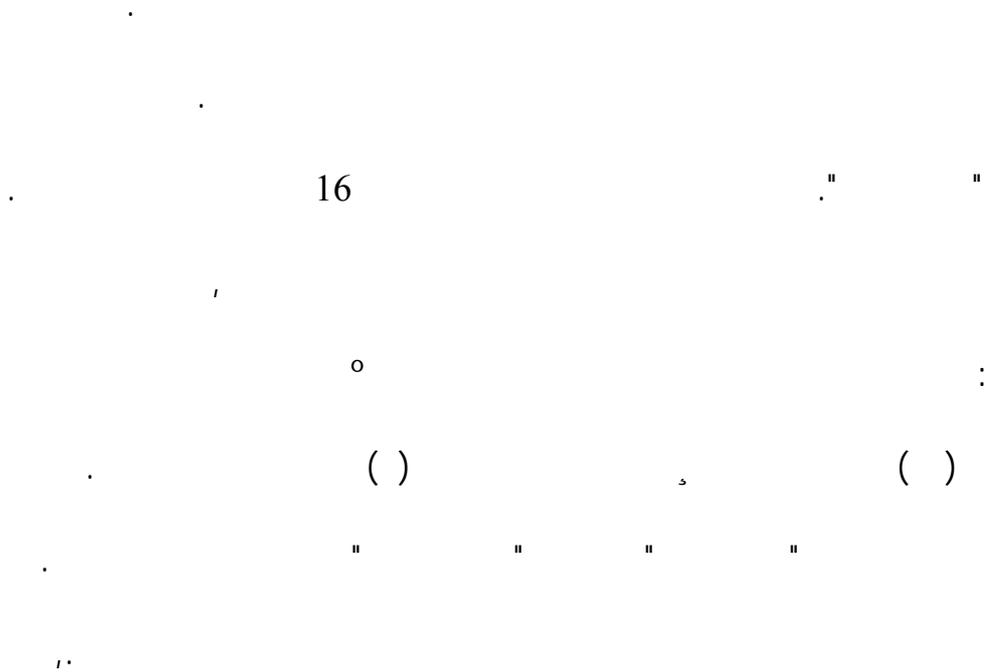
(28)

(MFF20)

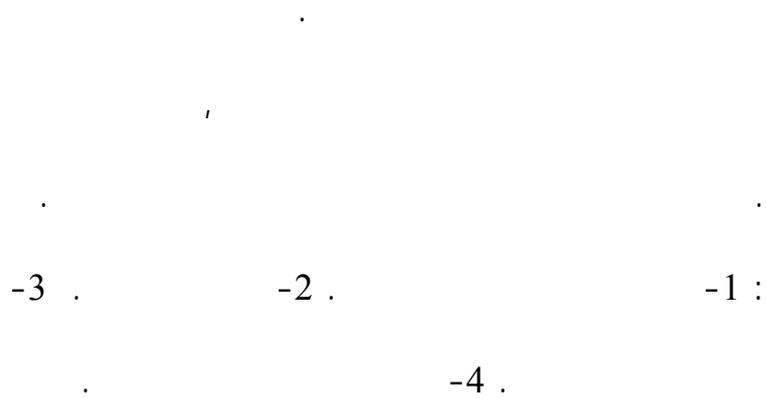
(Lisazelznick, and Savage, 2000)

" . 14 .  
والقلم -2 . -1 : "  
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" " . 30 -8 .  
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30 -6 . -5 .  
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(Rooney, Hallahan, and Wills,2001 )



(Harris, 2002)



(William and jake,2003)

(Marcia,2005)



الفصل الثالث

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39 , 39 (78)

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42	7	7	7	7	7	7	
36	6	6	6	6	6	6	
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" (Off-Task )

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"(On\_Task)

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(72)

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(Repeated Measure)

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				<b>11</b>
				<b>8</b>

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**:Pilot study**

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(On - Task) . (30)  
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(Intervention)

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## الفصل الرابع

يتضمن هذا الفصل عرضاً لنتائج الدراسة فيما يتعلق بفاعلية المراقبة الذاتية بخصوص القدرة على الانتباه لدى أطفال يعانون من قصور الانتباه في فئات متفاوتة في العمر. وقد تناولت النتائج فرضيات الدراسة المتعلقة بأثر التدريب على المراقبة الذاتية وكل من متغيري الجنس والعمر والتفاعلات بين هذه المتغيرات في القدرة على الانتباه، كما تم قياسها في ثلاث مراحل أثناء فترة التدريب. كما تناولت النتائج أثر المتغيرات المذكورة على القدرة على الانتباه عندما يتم قياسها في مرحلة لاحقة بعد انتهاء التدريب قياساً مؤجلاً لأغراض الكشف عن مدى الاحتفاظ بنتائج التدريب.

(Repeated Measure)

(4).

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الإناث				الذكور						المجموعة
المجموع	السابع	الخامس	الثالث	المجموع	السابع	الخامس	الثالث			
66.14	63.86	66.14	68.43	72.24	69.86	65.29	* 81.57	المتوسط	الأول	التجريبية
12.48	12.54	13.21	13.25	14.46	15.07	15.79	7.48	الانحراف	" "	
63.09	59.71	63.00	66.57	69.57	66.29	63.00	79.43	المتوسط	الثاني	
12.71	13.79	12.42	12.90	14.68	15.25	15.83	7.66	الانحراف		
66.19	54.00	57.14	63.00	66.19	63.00	59.29	76.29	المتوسط	الثالث	
14.77	14.01	11.87	12.82	14.77	15.25	15.85	7.54	الانحراف		
67.66	55.00	60.43	63.43	67.66	64.29	61.14	77.57	المتوسط	الرابع	
14.61	13.63	12.86	13.77	14.61	14.81	15.64	8.36	الانحراف		
62.14	57.86	61.43	67.14	69.00	66.71	61.86	78.42	المتوسط	المؤجل	
12.49	12.20	12.63	12.68	13.74	13.85	14.96	6.63	الانحراف		
65.83	63.83	64.33	69.33	75.50	75.17	69.17	82.17			الضابطة
8.70	10.94	9.05	5.79	11.53	11.79	12.49	7.52		" "	
65.22	63.50	63.33	68.83	73.06	69.50	69.00	80.67			
8.06	9.87	7.47	6.65	12.48	14.49	12.90	7.01			
64.94	63.00	63.50	68.33	73.33	69.67	68.83	81.50			
8.41	10.20	9.09	5.75	12.80	14.21	13.32	7.58			
65.00	63.50	63.00	68.00	73.39	69.83	68.67	81.68			
8.35	9.93	9.05	6.36	13.16	15.05	13.31	7.84			
65.11	63.00	64.00	68.33	73.56	69.67	69.33	81.68			
8.34	10.41	8.72	5.75	12.86	15.06	12.60	7.66			

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(5) .(0.05 ≥ ∞)

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الدالة الإحصائية	قيمة F	متوسطات المربعات	درجات الحرية	مجموع المربعات	مصدر التباين
0.62	0.594	2.520	3	7.56	المصاحب
0.00	29.251	124.074	3	372.222	المجموعة
0.013	2.771	11.753	6	70.518	الصف
0.440	0.905	3.837	3	11.51	الجنس
0.79	0.521	2.209	6	13.251	المجموعة*الصف
0.055	2.583	10.957	3	32.871	المجموعة*الجنس
0.62	0.729	3.092	6	18.553	الصف*الجنس
0.142	1.626	6.896	6	41.377	المجموعة*الصف*الجنس
		4.242	195	827.124	الخطأ

$(0.05 \geq \infty)$

(5)

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الصف	المتوسط الحسابي	الثالث	الخامس	السابع
الثالث	73.80			* (9.18)
الخامس	64.46	* (9.34)		
السابع	64.62	* (9.18)		

$(0.05 \geq \infty)$

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(6)

(7)

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الصف	المتوسط الحسابي	الثالث	الخامس	السابع
الثالث	72.08			*(10.92)
الخامس		*(10.20)		
السابع	61.88	*(10.92)		
	62.16			

. $(0.05 \geq \infty)$

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الصف	المتوسط الحسابي	الثالث	الخامس	السابع
الثالث	72.50			*(9.27)
الخامس	63.23	*(9.27)		
السابع	62.88	*(9.72)		

. $(0.05 \geq \infty)$

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الدالة الإحصائية	قيمة F	متوسط المربعات	درجات الحرية	مجموع المربعات	مصدر التباين
0.00	821.811	11020.531	1	11020.531	المصاحب
0.00	7.967	106.835	1	106.835	المجموعة
		13.410	75	1005.754	الخطأ
			77	12300.615	الكلية

$(0.05 \geq \alpha)$

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30	100	20	110	7	117	
16	110	13	116	5	120	
31	315	15	182	5	103	
71	535	48	408	17	340	

الفصل الخامس

$$(0.05 \geq \infty)$$

(Sagotsky,1970 ) , (Marcia, 2005)  
(Harris, ,(Shimabakuro, Parter and Serena, 1999)  
, ( ) 2002)  
,(Hallahan,2003) ,(Poley, 1998)  
(Parter, Hogan, and (William, 1996)  
Sandra, 1992)  
(Rooney, Hallahan and Wills, 1984)

(Rooney and Hallahan,

(Micki, and William, 1997)

(Schunk, 1983)

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(Patricia, and Margaret, 1979)

.(Lisaelznick, and Savage, 2000)

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(0.05  $\geq \infty$ )

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( $0.05 \geq \alpha$ )

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## التوصيات

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## قائمة المراجع

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15	15	20	75	10	50	55	15	45
80	30	75	60	35	60	55	50	25
50	55	30	20	10	15	90	75	35
50	15	20	10	55	30	65	40	85
50	30	10	90	35	45	30	60	60
35	55	25	15	75	50	15	30	40
30	65	85	20	55	15	75	80	70

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(4)	(3) (12)	(2)	(1)	3/3	3/3	
76	75	75	81	83	85	1
71	73	72	76	77	86	2
63	56	55	62	67	110	3
53	47	45	52	61	111	4
48	46	45	50	57	96	5
49	45	45	51	53	82	6
45	43	41	46	49	64	7

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(4)	12 (3)	(2)	(1)	3/3	3/3	
78	77	79	79	80	91	8
70	70	68	70	72	70	9
66	67	66	65	66	91	10
60	62	60	59	59	100	<b>11</b>
54	55	53	55	55	82	12
50	50	52	53	51	60	13

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(4)	12 (3)	(2)	(1)	3/3	3/3	
79	78	79	76	80	67	14
67	68	66	65	67	72	15
65	66	65	66	66	67	16
58	57	59	60	59	64	17
54	53	52	55	54	74	18
61	59	60	58	60	61	19

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(4)	(3)	(2)	(1)	3/3	3/3	
	(12)	(9)	(5)			
84	83	78	82	90	70	20
68	67	63	70	72	57	21
65	61	58	67	67	61	22
59	58	52	60	63	58	23
53	53	50	56	58	60	24
62	60	59	64	66	58	25
43	41	40	42	47	61	26

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(4)	(3) (12)	(2)	(1)	/3 3	3/3	
88	86	84	87	90	70	27
71	69	69	72	74	69	28
71	67	67	71	73	57	29
69	66	63	68	70	72	30
61	56	57	59	61	58	31
46	41	42	45	47	58	32
64	59	59	64	64	58	33

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(4)	12 (3)	(2)	(1) (5)	3/3	3/3	
74	74	73	74	75	66	34
73	72	74	74	74	61	35
70	71	72	74	72	79	36
70	70	68	69	70	58	37
64	64	63	64	65	60	38
59	57	60	58	60	60	39

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(4)	(3) 12	(2)  (9)	(1)  (5)	3/3	3/3	
86	82	82	85	89	71	40
80	80	79	82	85	60	41
71	66	66	70	74	94	42
68	65	62	67	70	74	43
49	45	45	47	51	58	44
51	45	42	46	50	72	45
62	67	65	67	70	66	46

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(3) (12)	2)  (3)	(2)	3/3 (1)	3/3		
87	86	86	88	74	88	47
82	82	81	82	80	81	48
80	78	79	79	66	80	49
60	62	63	62	60	59	50
60	59	58	59	78	58	51
50	51	50	51	96	52	52

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(4)	(3) (12)	2) (3)	(2)	3/3 (1)	3/3	
87	89	88	89	87	103	53
79	78	79	75	78	101	54
70	68	69	70	69	64	55
57	57	56	56	57	58	56
54	53	53	54	54	109	57
69	67	68	70	70	70	58

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(4)	(3) 12 (3)	(2)	(1) 3/3	3/3	3/3	
87	87	85	88	90	80	59
77	77	76	80	82	70	60
64	65	63	67	70	83	61
55	52	50	57	59	59	62
50	50	46	51	54	66	63
48	47	45	48	49	114	64
52	50	50	50	53	99	65

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(4)	12	(2)		3/3		
		(3)	(2)		3/3	
89	90	90	89	90	55	66
87	87	86	85	87	58	67
88	87	87	84	88	58	68
80	81	80	81	81	58	69
76	75	76	75	76	57	70
70	70	70	70	71	58	71

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(4)	(3)	(4)	(1)	3/3		
	(12)	(9)	(5)		3/3	
85	87	83	88	90	55	72
83	85	83	86	89	57	73
83	81	80	84	85	62	74
82	81	81	82	84	61	75
77	76	75	77	79	59	76
71	68	67	71	73	57	77
68	65	65	68	71	57	78