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الإهداء

إلى والديّ الكريمين....

إلى إخواني

وأخواتي

وأصدقائي

شكر وتقدير

أتوجه بالشكر والتقدير إلى الأب الحاني الذي أفادني من علمه الجم، وأرشدني طريقة البحث العلمي الصحيح، وتحمل كل تعب ومشقة في سبيل إنجاح هذا العمل .

إلى أستاذي الدكتور عبد الحفيظ سعيد مقدم ، المشرف على هذا البحث، كما أتقدم بوافر الشكر إلى السادة أساتذتي في جامعتي الحبيبة جامعة نايف العربية للعلوم الأمنية.

وإلى جميع من وقف إلى جانبي من قريب أو بعيد لإخراج هذا العمل إلى حيز الوجود.

الباحث/ عبد الله بن عبد العزيز بن فهد العسرج



نموذج رقم (26)

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- 1- وجود فروق ذات دلالة إحصائية بين القياسين القبلي والبعدي على المشكلات السلوكية ككل لذوي متلازمة داون عند مستوى الدلالة (0,0001) .
- 2- وجود فروق ذات دلالة إحصائية في سلوك (الثرثرة) بين القياسين القبلي والبعدي في المشكلات السلوكية لذوي متلازمة داون عند مستوى الدلالة (0,0001) .
- 3- وجود فروق ذات دلالة إحصائية في سلوك (الصراخ) بين القياسين القبلي والبعدي في المشكلات السلوكية لذوي متلازمة داون عند مستوى الدلالة (0,0001) .
- 4- وجود فروق ذات دلالة إحصائية في سلوك (التهديد) بين القياسين القبلي والبعدي في المشكلات السلوكية لذوي متلازمة داون عند مستوى الدلالة (0,0001) .
- 5- وجود فروق ذات دلالة إحصائية في سلوك (الاستهزاء) بين القياسين القبلي والبعدي في المشكلات السلوكية لذوي متلازمة داون عند مستوى الدلالة (0,0001) .
- 6- وجود فروق ذات دلالة إحصائية في سلوك (الضحك بدون سبب) بين القياسين القبلي والبعدي في المشكلات السلوكية لذوي متلازمة داون عند مستوى الدلالة (0,0001) .
- 7- وجود فروق ذات دلالة إحصائية في سلوك (الارتداء على الأرض) بين القياسين القبلي والبعدي في المشكلات السلوكية لذوي متلازمة داون عند مستوى الدلالة (0,0001) .



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Department: Social Sciences

Specialization: Care and Rehabilitation

THESIS ABSTRACT MA PH.D

Thesis Title : Effectiveness of Using Symbolic Reinforcement Style in Controlling Behavioural Problems Related to the Down's Syndrome Category of the Women Charitable Promotion Society in Riyadh.

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Supervisor : Prof. Dr. Abdul Hafiz Saeed Muqaddam

Thesis Defence Committee

1-Prof. Dr. Abdul Hafiz Saeed Muqaddam

2-Prof. Dr. Saeed bin Abdullah bin Dabis.

3-Dr.Ahsen Mubarek Talib.

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Supervisor

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Member

Defence Date 24/04/1427.H Corrs . 22/5/2006

Research Problem :

Children falling within the category of Down's Syndrome reflect unusual typology of behaviour. Aggressiveness and damaging properties are some examples. In order to overcome such problems, it is feasible to apply reinforcement programs. Among the latter, symbolic reinforcement program is more congenial. It has already been applied and confirmed its success in some identical case studies. This prompts a question that will be addressed in the present study: To what extent the use of symbolic reinforcement style is effective in ensuring control over behavioural problems of persons falling in the Down's Syndrome category?

Research Importance

The present study carries bi-dimensional importance - theoretical and applied. In essence, it is important for the following reasons:

1. It will evaluate the effectiveness of symbolic reinforcement style in ensuring control over behavioural problems for persons falling in the Down's Syndrome category.

2. The application of symbolic reinforcement style will benefit teachers - males and females - working in special education area.

3. It will offer some recommendations on the role played by the symbolic reinforcement style in lessening behavioural problems encountered by persons of Down's Syndrome category.

Research Objectives The present study will strive to attain the following objectives:

1. Identification of the relative effectiveness of using symbolic reinforcement style in ensuring control over behavioural problems for persons belonging to Down's Syndrome of Women Charitable Promotion Society in Riyadh; and
2. Identification of variance, if any, in behavioural problems based on personality variables - age; level of reading; level of accountability; and competence in sign language.

Research Hypothesis/ Questions *The present study addresses the following questions:*

1. Is there any variance between pre-assessment application and post-assessment application on behavioural problems of the experimental group? .
2. Is there any variance between two applications- pre-assessment and post-assessment on the talkative behaviour of the experimental group?
3. Is there any variance between two applications- pre-assessment and post-assessment on the shouting behaviour of the experimental group?
4. Is there any variance between two applications- pre-assessment and post-assessment on the threatening behaviour of the experimental group?
5. Is there any variance between two applications- pre-assessment and post-assessment on the humiliating behaviour of the experimental group?
6. Is there any variance between two applications- pre-assessment and post-assessment on the laughing behaviour of the experimental group?
7. Is there any variance between two applications- pre-assessment and post-assessment on the behaviour related to throwing one self at the ground of the experimental group?
8. Is there any variance in behavioural problems based on personality characteristics - age; level of reading; level of accountability; and competency in sign language - of the experimental group?

Research Methodology

The present researcher has used empirical approach. Pursuant to this approach, he has employed dependent variables in the unusual behaviours of the children. He has also used independent variable. This is represented in symbolic reinforcement program. Finally, personality variables - age: level of reading; accountability level; competency in sign language - are tested in the present research as well

Main results: The present study offers the following findings of salience:

1. Variance of statistical evidence exists between two applications - pre-assessment and post-assessment - on behavioural problems of persons falling in the category of Down's Syndrome. The evidence level is (0.0001).
2. Variance of statistical evidence exists between two applications - pre-assessment and post-assessment — on talkative behaviour of persons falling in the category of Down's Syndrome. The evidence level is (0,0001).
3. Variance of statistical evidence exists between two applications - pre-assessment and post-assessment - on shouting behaviour of persons belonging to Down's Syndrome category. The evidence level is (0.0001).
4. Variance of statistical evidence exists between two applications - pre-assessment and post-assessment. on threatening behaviour of persons belonging to Down's Syndrome category. The evidence level is (0.0001).
5. Variance of statistical evidence exists between two applications - pre-assessment and post-assessment — on humiliating behaviour of persons representing Down's Syndrome category. The evidence level is (0.0001).
6. Variance of statistical evidence exists between two applications - pre-assessment and post-assessment - on absurd laughing behaviour of persons representing Down's Syndrome category. The evidence level is (0.0001).
7. Variance of statistical evidence exists between two applications - pre-assessment and post-assessment - on behaviour related to throwing one self at the ground of persons representing Down's Syndrome category. The evidence level is (0.0001).

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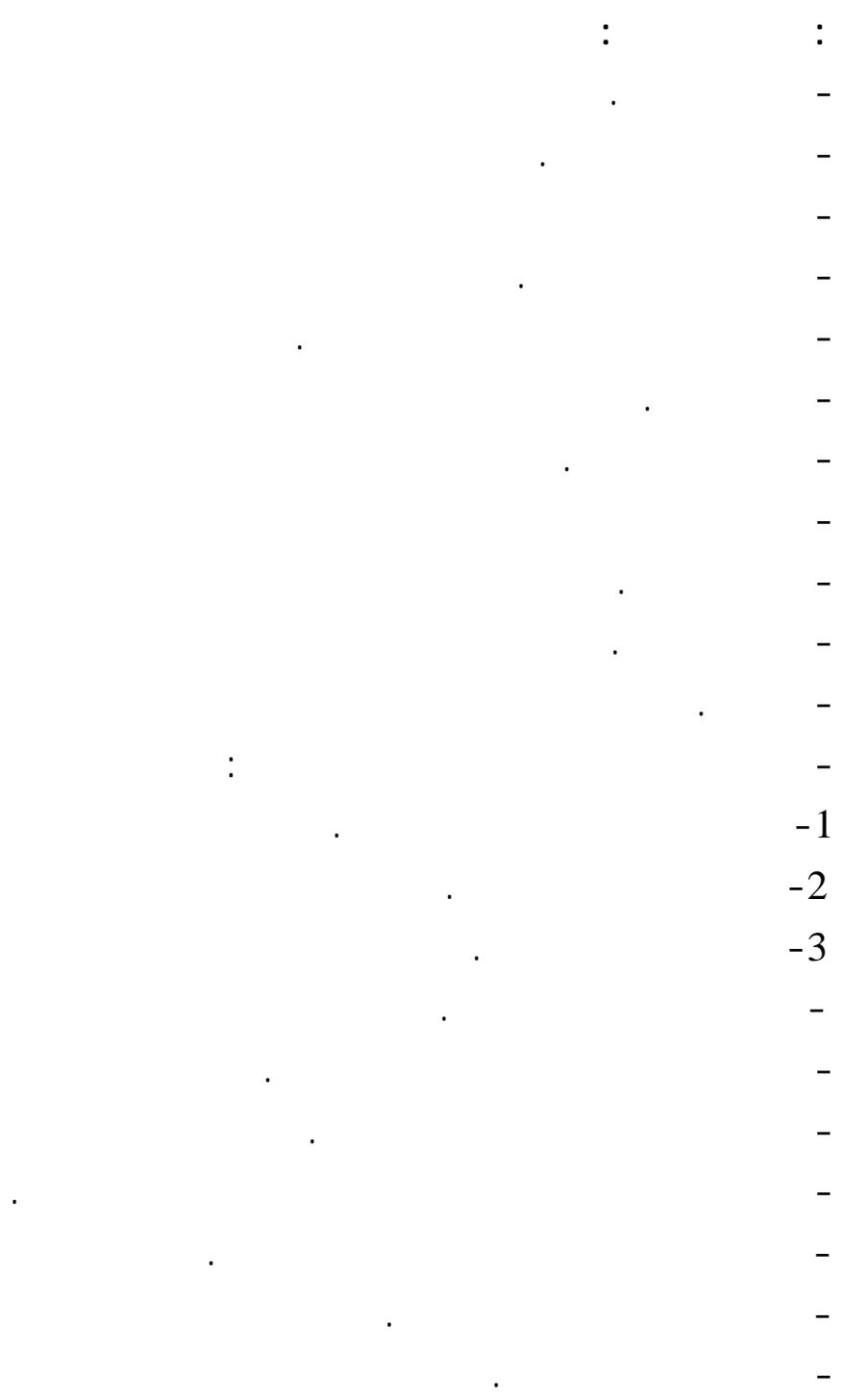
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250 :1	600-1	34-30
200 :1	300-1	39-35
20 :1	40-1	44-40

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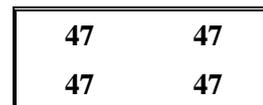
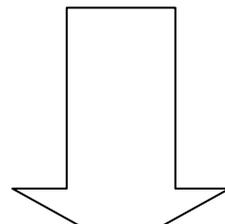
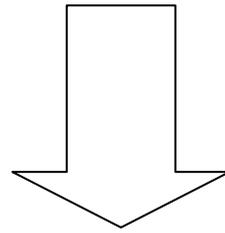
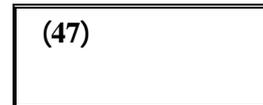
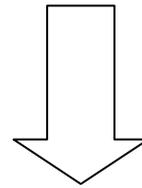
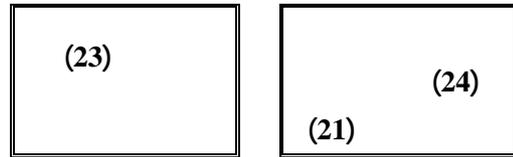
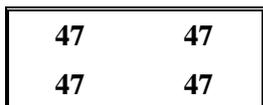
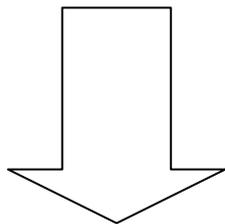
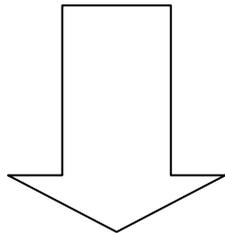
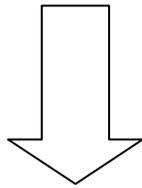
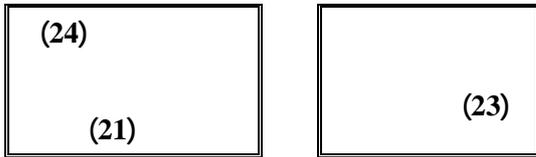
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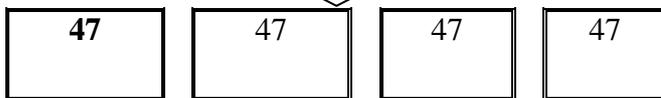
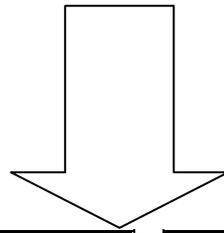
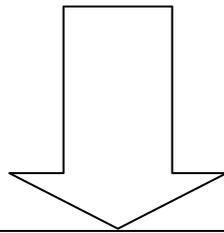
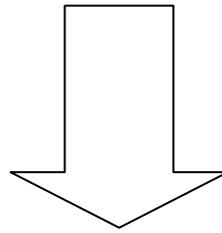
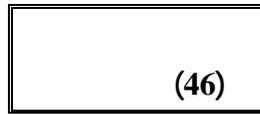
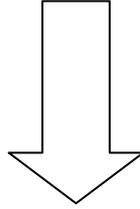
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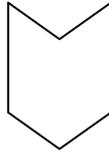


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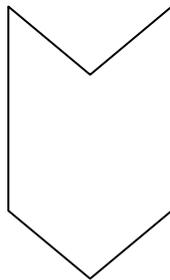
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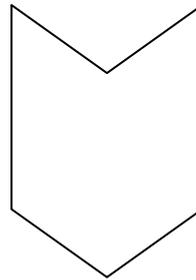
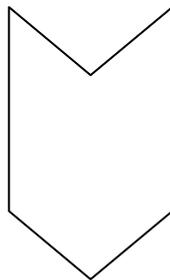


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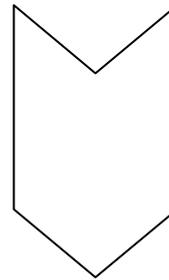
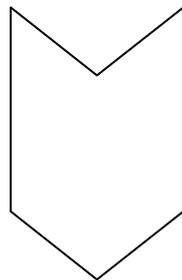
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(%50-20)

(2002

.(Newbergerer,2000)

(1999)

Chapman&)

.(Hesketh,2000

.(Mange& Mange,2000)

(Obstructive Sleep Apnea)

(%76)

(Mitchell et.al.,2003)

(30)

: -2
%10-5

.(2003) (25-12)

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(%40)

(2002)

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Atial-Ventricular Septal)

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(%40)

:(Defect "AVSD"

:(A trail-Septal Defect "ASD")

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:(Ventricular Septal Defect "AVSD")

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(%20)

(Tetra logy Of Fallot "TOF")

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(%8)

Duct' Botal" PDA" Intents Duct's)

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(Arteriosus

.(2001)

Conen&) ()

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(Erkman,1966

.(Wechsler etal.,2002)

(20-10)

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.(Newberger,2000)

.(2002

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(B1, B2, B6)

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.(2002)

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.(Zachor etal.,2000)

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(12.2)

.(Angelopoulo etal.,1999)

(Testosterone)

(12.5)

(12)

.(Pueschel,2001)

(140)

(400)

.(2000)

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(2000)

Lordosis)

(Cervical

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.(2000)

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(Premature Growing Old Syndrome)

(%50)

(Dalton et al.,1995)

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(%11)

.(2002)

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(Thymus)

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Yang) (%90)
. (etal.,2000)

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(17897) (1997-1983)
(1983) (25)
(1.7) (1997) (49)

(%50) (%90)
. (Yang etal.,2000)

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.(Brockmeyer,1999)

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.(2002)

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(%20)

(%11.2) (Fissured Tongue)

Roisen&) (Geographic Tongue)

.(Patterson,2003

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.(2002

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.(2002

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(2002)

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(3-2)	(18-2)	
(6-3)	(14-5)	
(8-5)	(22-8)	
(7-5)	(24-9)	
(10-7)	(28-12)	
(13-9)	(3.5-1)	
(15-11)	(4-1.5)	
		-2
(3-1)	(5-2)	
(6-3)	(12-6)	
(12-6)	(2-1)	
(2.5-1)	(4-2)	
		-3
(11-1)	(6-4)	
(3-1)	(10) - (19)	
(7-3)	(10-7)	
		-4
(3-1)	(5-2)	
(10-4)	(14-5)	
(3-2)	(5-3)	
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(14-7)	(24-10)	
(17-9)	(32-12)	
(20-12)	(39-13)	
(5-3)	(14-8)	

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	(Curriculum Content)	
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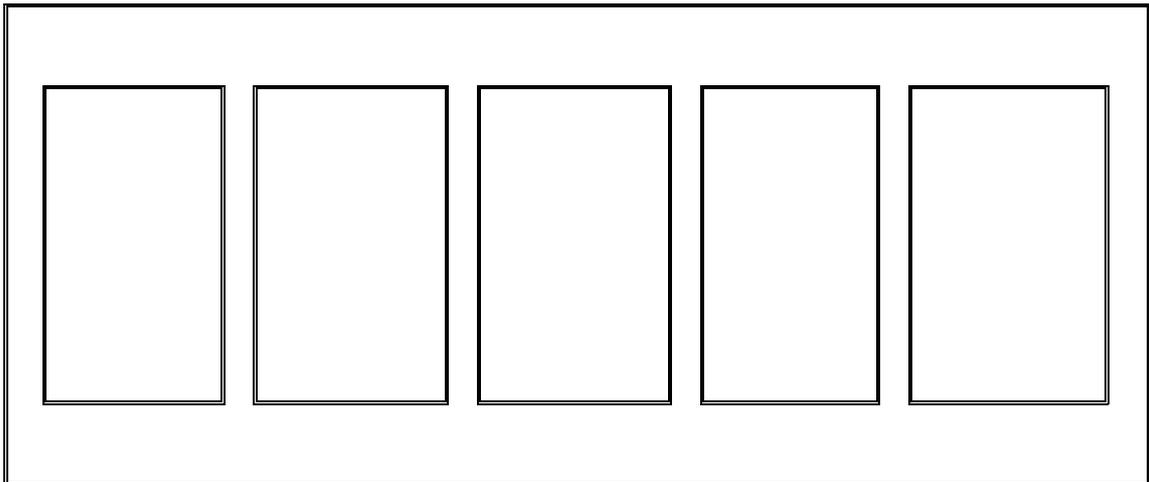
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(Wehman&Mcianghlin,1981) .(1983)

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(Zigler,1969)

(Weir,1967)

(2002)

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(Articulation Errors) (Formulation of Sounds)
(Blocking)

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(Smith,1990)

(1989-1975)

(Public Law.194-142)

(1989)

.(Smith,1990)

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:(Token Reinforcement)

(Axe lord,1971)

.(1993) .

(Token Economy)

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(Token)

.(Schafer,1982) .

Operant)

(Conditioning

(Skinner)

(Krasner)

.(1938)

(Krasner)

(Back of Reinforcement)

(Mclanglin)

Ayllan.&)

.(1996)

(Azrin,1968

.(Shea,1978)

.(Swanson&Peinert,1984)

.(1982)

.(Kazdin,1975)

(Reinforcement-Menu)

.(Kazdin,1975)

: (Tokens)

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.(1982) (Martins& Pear,1983) .

Generalized)

(Conditioned Reinforces

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.(1988) .

.(Kazdin,1975) .

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.(1993) .

.(Ruggles& Le Blanc,1982) .

Bergin&) .

.(Garfield,1971

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(Martin& Pear,1983)
:Taking-Baseline -2

(Walker& Shea,1980)

(Swanson&Lee,1984)

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:(Selecting Back- Up Reinforcers) -3

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(Grand Mothers Law)

.(Azoroff& Mayer,1977)

.(Kazdin,1976) .

.(1993) .

Selecting The Type Of Token)

:(Reinforces

:(Identifying Available Help)

:

.(Martin& Pear,1983) .

:(Choosing Location) -6

.(Walker& Shea,1980) .

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(Token)

.(Martin,& Pear,1983) .

:

:(**Keeping Data**) -

:(The Reinforcement Agent) -

(Ayllon& Azrin,1968)

-

Amount of)

-

:(Frequency Tokens To Pay

:

(75-25) (Stainback et.al,1982)

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(30-15)

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Managing The Bach Up)

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:(Reinforcement

:(Possible Punishment Contingencies)

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:(Handling Potential Problem)

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:(Preparing A manual)

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.(Martin& Pear,1983) .

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.(Kazdin,1975)

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.(1993

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.(Newcomer,1980)

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.(1993)

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.(Newcomer,1980)

.(Martin& Pear,1983)

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(Roisen & Patterson, 2003)

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-12) (11-9) (8-6) ()

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(Dykens & Hodapp,1994)

(80)

(1.08)

(6.8)

(11.5)

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(Byrne et.al.,2002)

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(Maraj etal.,2003)

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(Via a mause)

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. (Learning Verbal – motor)
(Evans , 2000)

(50)

(41)

(Nicols,2003)

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(Ringenbach et al.,2003)

) (11)
(30.2)
(11) (7.2
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(Lalo & Debu,2003)

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) Attention Orientation)

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(8) (15)
(15) (22.11) (34 16)
(7) (8)
(22.3)

(Reaction Times)

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(Sand fond & Elzinga

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& Grainger , 1987)

(21.2)

(Denkowski &

Denkowski , 1985)

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(17 12)

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(Bear, 1985)

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(Dalton & Rubino & Hilsop,

1973)

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(Coon et al.,1976)

(11 6)

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(Zimmerman & Zimmerman &

Russell,1969)

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(15 8)

(O'Leary & Becker,1967)

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(%99 66)

(%33 3 0

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(Ducharme &

Holborn,1997)

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(%80)

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(%69)

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(Neukater,1981)

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(Metcalf & Feldman,1982)

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(%60)

(Kelly &

Schoen,1988)

(Patterson,Jones,Witter,&Wright,1965)

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(Bible,1977)

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100	6	()
83,33	5	
100	6	
83,33	5	
100	6	
83,33	5	

Inter-) ()

(rater reliability

(9)

(0.87)

:Tokens () :2

:Token Reinforcement Program :3

(10.30-9.30)

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(t)

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:(Rein Forcers)

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.(7)

(7)

10	8	5	2	
9	8	6	3	
6	4	3	2	
6	4	3	2	
8	6	4	2	
6	4	3	2	
7	6	4	3	
6	5	4	2	
7	5	4	2	
6	4	3	2	

. (8)

(%88,33)

(8)

100	6	
100	6	
100	6	
83,33	5	
83,33	5	
83,33	5	
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83,33	5	
83,33	5	
83,33	5	
83,33	5	
88,33	5,3	

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(3)

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(10.30-9.30)

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%		
11,15	1	12
33,25	3	13
44.45	4	14
11.15	1	15
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(15-12) (9)
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 (14)
 12) (%11.15) (%44.45)
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 . (10)
 (10)

%		
33.35	3	
44.4	4	
22.25	2	
100	9	

(%44.4) (10)
 .(%22.25) (%33.35)

Byrne) (2005)

.(et.al, 2002

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(11)

(11)

%		
55.6	5	
22.2	2	
22.2	2	

(%55.6)

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(%22.2)

.(2001) (2003) .

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%		
22.25	2	
44.4	4	
33.35	3	
100	9	

(%44.4)

(12)

.(%22.25)

(%33.35)

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(t)

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(13)

(t)

						/	
0.0001	8	10.79	0.94	9	5.28		
			0.97	9	1.87		

(0.0001)

(13)

:()

(0.94)

(5.28) ()

(1,87)

(10,79) (t) (0,97)
 .(0.0001)

(14)

(1)

(14)

()

	9	8	7	6	5	4	3	2	1	
5.29	5.8	4.8	4.2	5.4	4.6	5.6	7.4	4.6	5.2	
4.62	3.8	4.6	4	5.2	4	5.6	6.4	3.8	4.2	1
3.87	3.4	3.6	3.8	4.4	3.6	5	5	2.8	3.2	2
2.36	2.2	2.4	2.6	2.2	2.4	2.4	2.8	2.2	2	3
1.44	1.2	1.4	1.6	1.4	1.4	1.4	2	1.4	1.2	4
1.87	1.6	1.8	2	2	1.6	1.8	2	2	2	

(14)

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.(

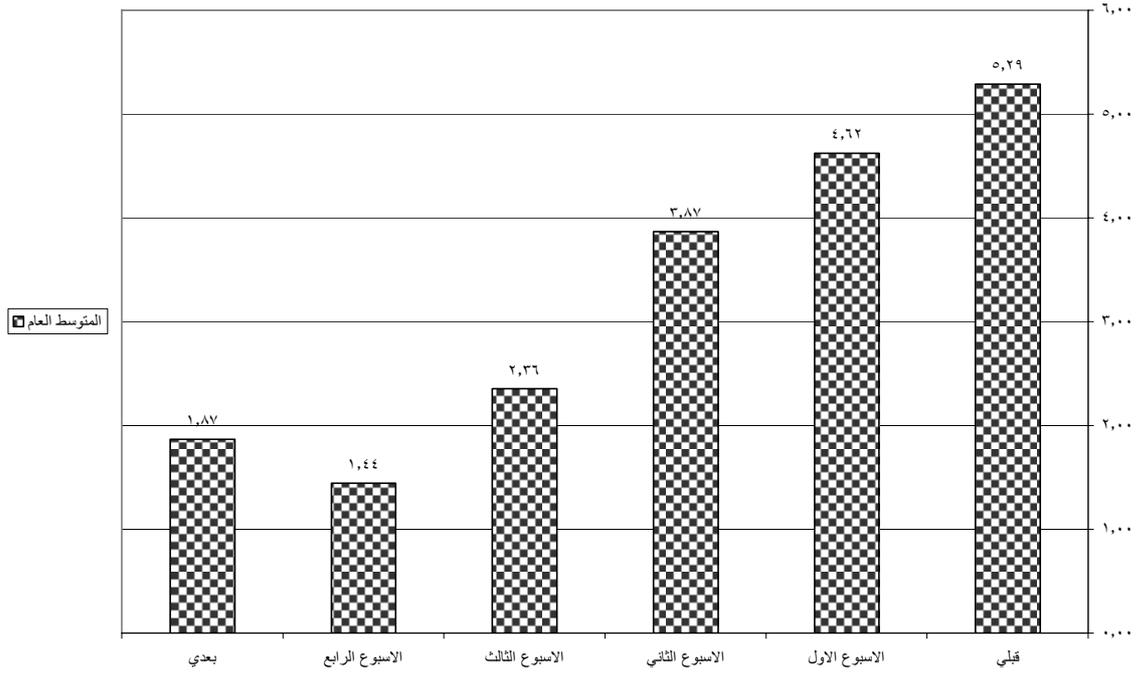
(6.4)

(7.4)

(5)

	(2)	(2.8)		
		(2)		
		()	
(5.29)				
	(3.87)	(4.62)		
			.(1.44)	(2.36)
				(1.87)

الرسم البياني رقم (1)
 المتوسط العام للمشكلة السلوكية الأولى ومدى التطور الذي حدث أثناء التطبيق ومرحلة المتابعة



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(15)

(t)

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(t)

							/
0.0001	8	7.9	1.07	9	3.98		
			0.36	9	1.47		

(0.0001)

(15)

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(1,07)

(3,97)

(7,9) (t)

(0,36)

(1,46)

.(0.0001)

(16)

(2)

(16)

()

	9	8	7	6	5	4	3	2	1	
3.98	3.8	4	3.4	4	4	4.4	6.4	2.4	3.4	
3.93	4	3.8	3.2	4.6	4.4	3.6	5	3.4	3.4	1
3.47	3.2	2.8	4	3.6	3.8	3.8	4.4	2.6	3	2
2.2	2	2	2.6	2	2.4	2.4	2.6	1.8	2	3
1.04	0.8	1.2	1	0.8	1	1.2	1.4	1	1	4
1.47	1.2	2	1.2	1	1.2	1.6	2	1.4	1.6	

(16)

(4)

(3.6)

(4.4)

(1.2)

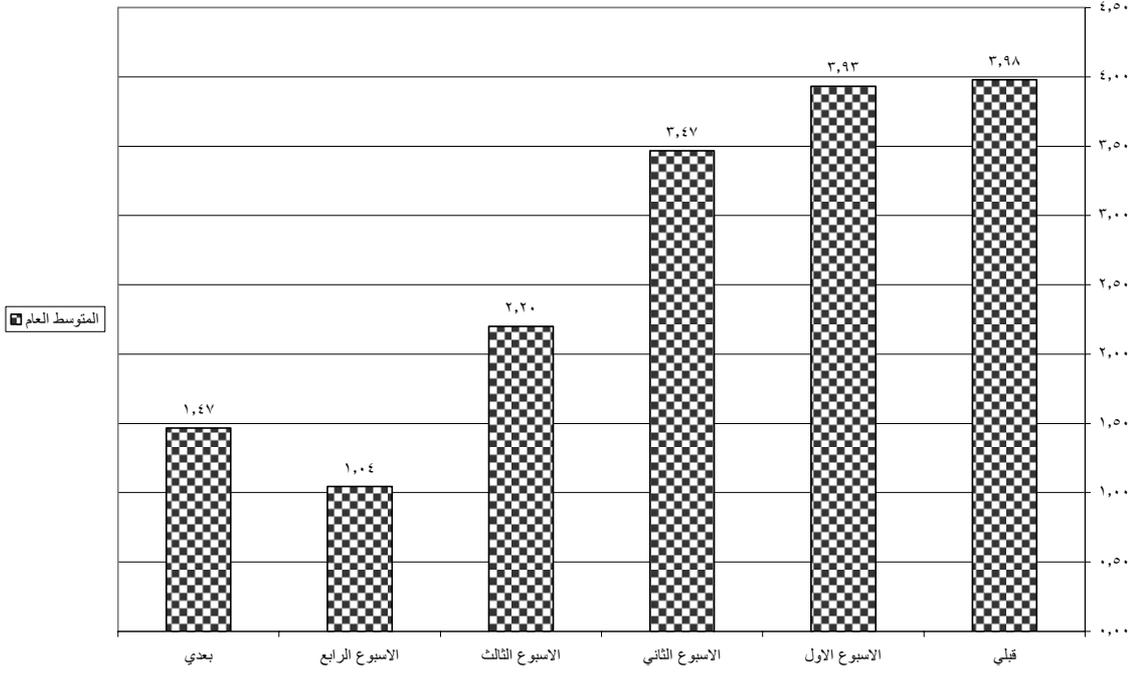
(2.4)

(3.8)

.(3.2)

الرسم البياني رقم (٢)

المتوسط العام للمشكلة السلوكية الثانية ومدى التطور الذي حدث أثناء التطبيق ومرحلة المتابعة



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(17)

(t)

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(t)

							/
0.0001	8	8.87	0.92	9	4.44		
			0.28	9	1.69		

: (17)
(4.44)
(1,6) (0,92)
(0.0001) (8.87) (t) (0,28)

(18)

(18)

()

	9	8	7	6	5	4	3	2	1	
4.44	3.8	4.2	4.8	5	4.6	4.8	6.2	3.2	3.4	
4.07	4.4	4	3.8	3.6	3.2	4.4	6.2	3	4	1
3.27	4	3.6	3.4	3.4	2.6	2.6	4.6	2	3.2	2
2.16	2.2	2.2	2	2	1.8	1.8	3.2	2	2.2	3
1.13	1	1.2	1	1	1	0.8	2	1	1.2	4
1.69	1.4	1.4	1.8	1.4	1.4	2	2	2	1.8	

(15)

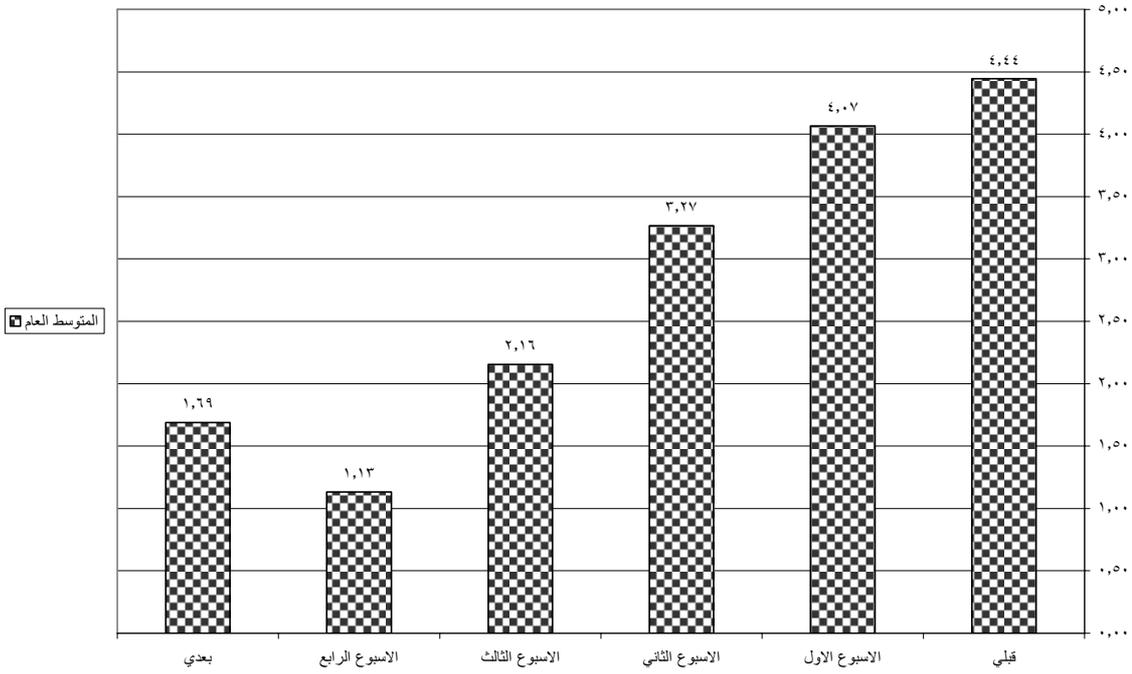
(1)

(3.2)

(2)

(3)

الرسم البياني رقم (٣)
المتوسط العام للمشكلة السلوكية الثالثة ومدى التطور الذي حدث أثناء التطبيق ومرحلة المتابعة



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(19)

(t)

(19)

(t)

0.0001	8	15.03	0.42	9	4.20		
			0.36	9	1,62		

(19)

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(0.42)

(4,2)

(15,03) (t)

(0,36)

(1,62)

.(0.0001)

(20)

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()

	9	8	7	6	5	4	3	2	1	
4.20	4.4	4.2	4.2	4	3.6	4.6	5	3.8	4	
4	3.8	3.4	4.8	3.8	4.8	4.2	5	3.2	3	1
3.53	3.4	3.6	4	4	4.2	3.2	3.8	2.8	2.8	2
2.2	1.8	2	2.6	2.4	2.8	2.2	2.4	1.8	1.8	3
1.18	1	1	1.6	1.2	1.6	1.2	1	1	1	4
1.62	2	1.4	1.6	2	1.6	1	2	1.2	1.8	

(20)

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(4)

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(3.8)

(4.4)

(1)

(1.8)

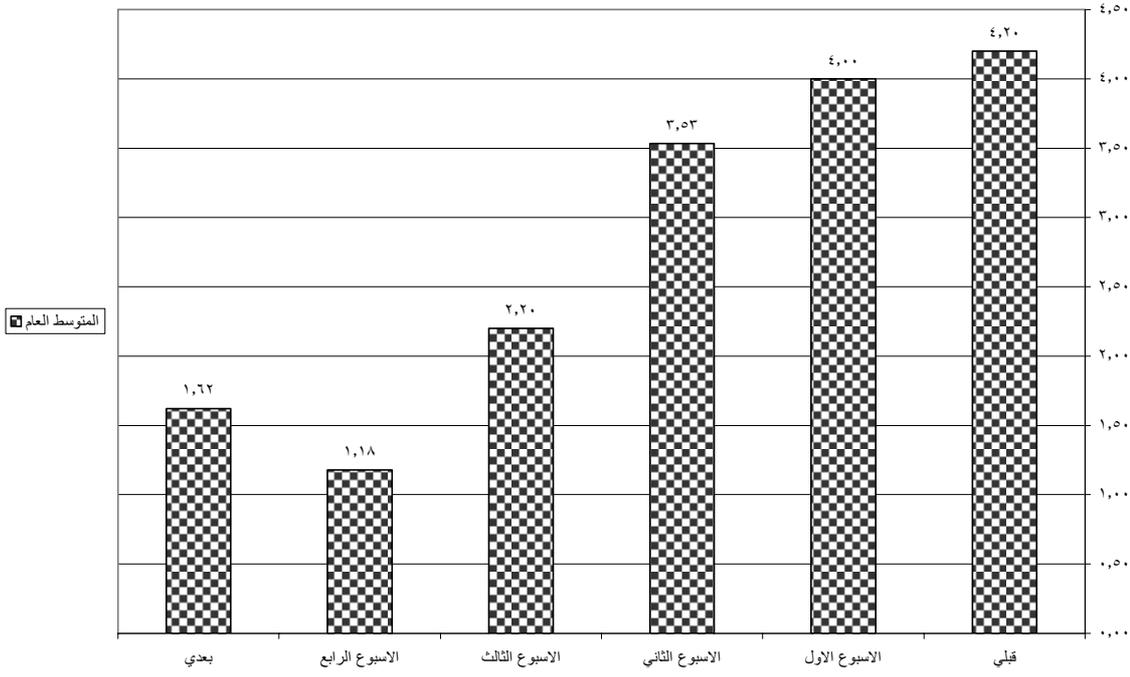
(3.4)

.(3.4)

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الرسم البياني رقم (٤)

المتوسط العام للمشكلة السلوكية الرابعة ومدى التطور الذي حدث أثناء التطبيق ومرحلة المتابعة



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(t)

(21)

(21)

(t)

0.0001	8	10.5	0.79	9	4.04		
			0.21	9	1.17		

(21)

:

(0,79) (4,04)
(10,5) (t) (0,21) (1,17)
. (0.0001)

(22)

(5)

(22)

()

	9	8	7	6	5	4	3	2	1	
4.04	3.2	3.6	5	4.6	3.6	4.2	5.4	3.6	3.2	
3.31	2.6	2.6	4	3.8	3	4	4	2.8	3	1
3.2	2.4	3.2	3.8	3.8	2.8	3	2.6	3	2.6	2
2.02	1.8	2	2.8	2.2	1.8	2	2	2	1.6	3
1.04	1.02	1.02	1.02	1	1	1	1	1	0.8	4
1.18	1.04	1	1	1.04	1	1	1.4	1	1.04	

(22)

(4.6)

(3.8)

(2.2)

(1.04)

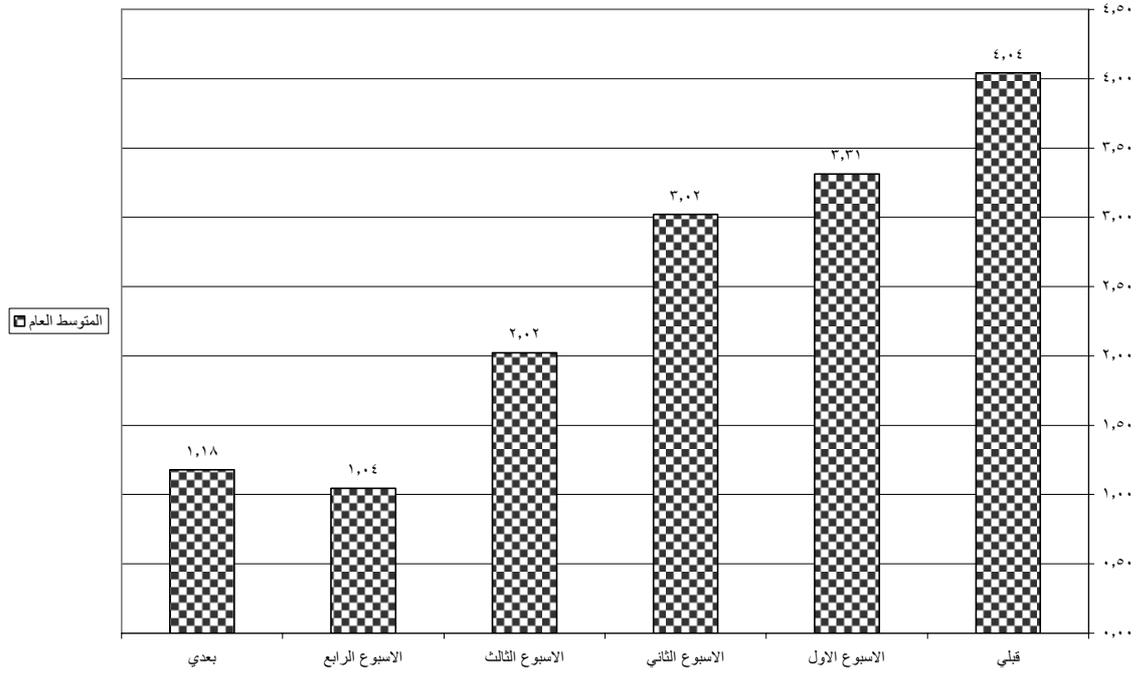
(1)

(3.6)

(4.6)

الرسم البياني رقم (٥)

المتوسط العام للمشكلة السلوكية الخامسة ومدى التطور الذي حدث أثناء التطبيق ومرحلة المتابعة



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(23)

(t)

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(t)

0.0001	8	10.8	0.33	9	1.22		
			0.00	9	0.00		

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(23)

(1,22)

.(0.00)

(0.00)

(0,33)

.(0.0001)

(10,8)

(t)

(24)

(6)

(24)

()

	9	8	7	6	5	4	3	2	1	
1.22	1	1	1.4	1	1.2	1.4	2	1	1	
1.16	1.2	1	1	1.2	1	1.6	1.4	1	1	1
0.04	0	0	0	0	0	0	0.2	0.2	0	2
0	0	0	0	0	0	0	0	0	0	3
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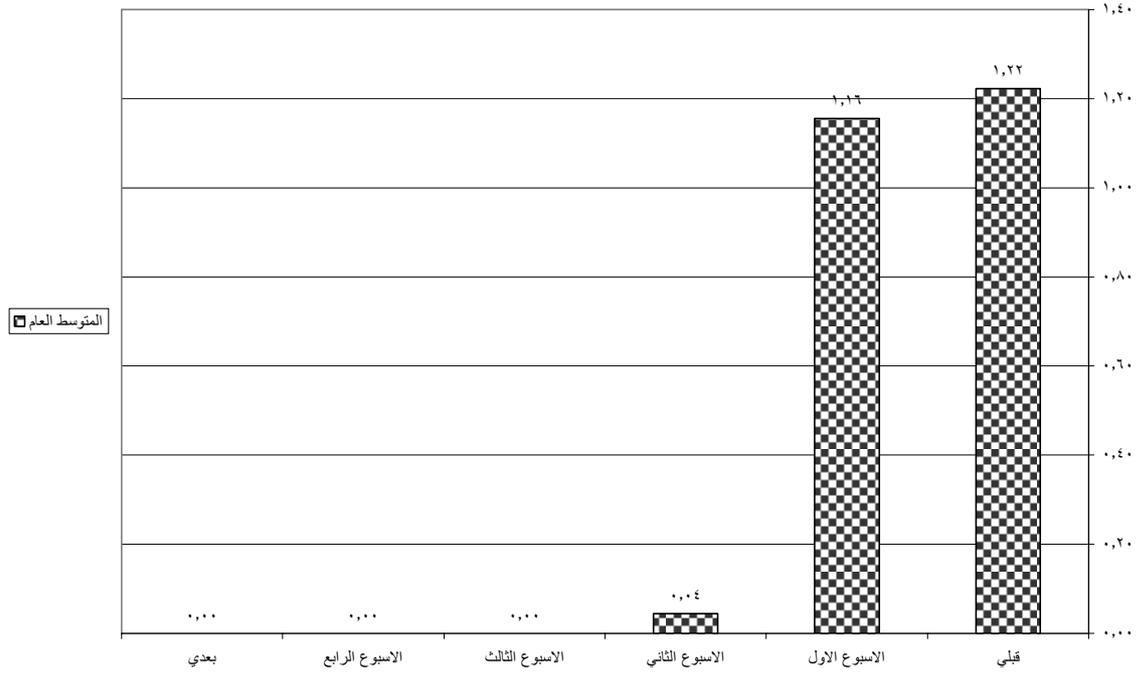
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الرسم البياني رقم (٦)

المتوسط العام للمشكلة السلوكية السادسة ومدى التطور الذي حدث أثناء التطبيق ومرحلة المتابعة



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17.20	16.40	16.80	19.00	19.20	17.00	17.60	20.60	13.40	14.80	2
10.93	10.00	10.60	12.60	10.80	11.20	10.80	13.00	9.80	9.60	3
5.84	5.20	6.00	6.40	5.40	6.00	4.60	7.40	4.40	5.20	4
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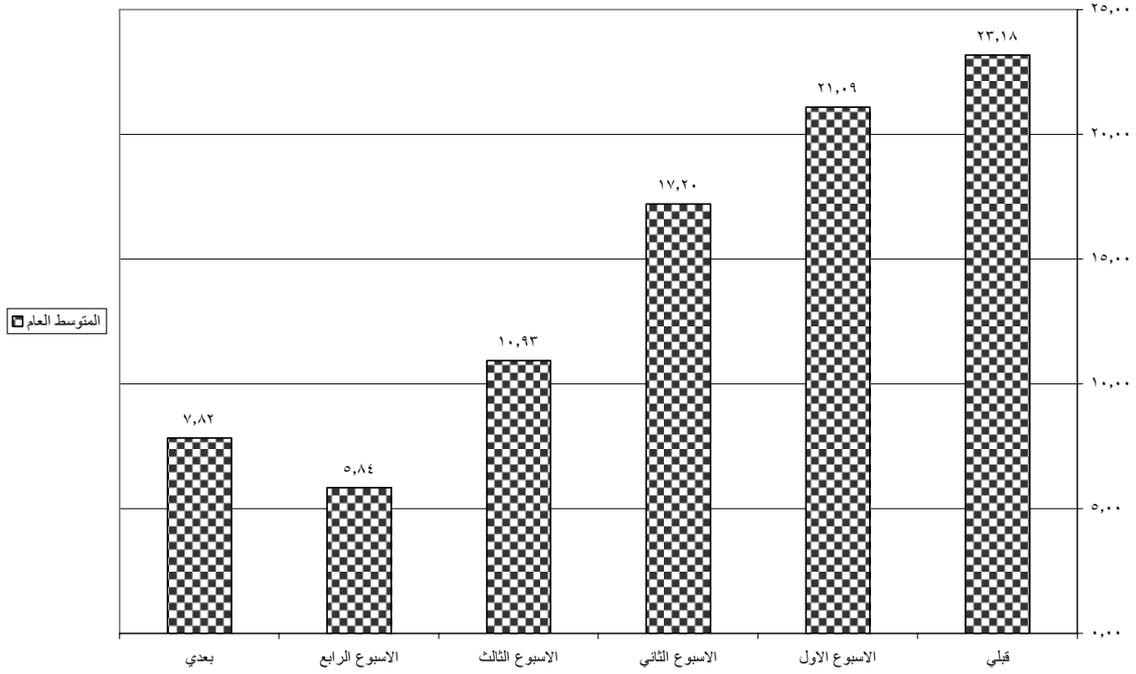
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الرسم البياني رقم (٧)
المتوسط العام لمجموع المشكلات ومدى التطور الذي حدث أثناء التطبيق ومرحلة المتابعة



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0,34	1,417	1,104	3	3,312		()
		0,779	5	3,897		
			8	7,209		
0,47	0,98	1,14	3	3,419		
		1,163	5	5,817		
			8	9,236		
0,56	0,75	0,71	3	2,116		
		0,933	5	4,667		
			8	6,782		
0,60	0,67	0,138	3	0,413		
		0,21	5	1,027		
			8	1,440		
0,81	0,31	0,27	3	0,81		
		0,86	5	4,30		
			8	5,102		
0,82	0,29	0,46	3	0,140		
		0,16	5	0,78		
			8	0,92		
0,66	0,56	10,54	3	31,61		
		18,613	5	93,067		
			8	124,68		

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0,31	1,45	1,18	2	2,35		()
		0,81	6	4,86		
			8	7,21		
0,78	0,26	0,36	2	0,73		
		1,42	6	8,51		
			8	9,24		
0,77	0,27	0,28	2	0,56		
		1,04	6	6,23		
			8	6,78		
0,21	2,04	0,29	2	0,58		
		0,14	6	0,86		
			8	1,44		
0,97	0,03	0,03	2	0,06		
		0,84	6	5,05		
			8	5,1		
0,66	0,45	0,06	2	0,12		
		0,13	6	0,8		
			8	0,92		
0,70	0,38	7,06	2	14,13		
		18,42	6	110,55		
			8	124,68		

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		0,67	6	3,99		
			8	7,21		
0,18	2,28	1,99	2	3,99		()
		0,88	6	5,25		
			8	9,24		
0,12	3,14	1,73	2	3,47		()
		0,55	6	3,31		
			8	6,78		
0,56	0,64	0,13	2	0,25		()
		0,19	6	1,19		
			8	1,44		
0,15	2,65	1,2	2	2,39		()
		0,45	6	2,71		
			8	5,1		
0,46	0,88	0,1	2	0,21		()
		0,12	6	0,71		
			8	0,92		
0,11	3,25	32,43	2	64,87		()
		9,97	6	59,81		
			8	124,68		

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0,24	1,82	1,36	2	2,72		()
		0,75	6	4,49		
			8	7,21		
0,83	0,19	0,28	2	0,56		
		1,45	6	8,68		
			8	9,24		
0,77	0,28	0,29	2	0,57		
		1,04	6	6,21		
			8	6,78		
0,5	0,79	0,15	2	0,3		
		0,19	6	1,14		
			8	1,44		
0,78	0,26	0,2	2	0,41		
		0,78	6	4,7		
			8	5,1		
0,82	0,21	0,03	2	0,06		
		0,14	6	0,86		
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