

\* " "

(%80) (11-6) (432) (65)

(50= ) (0.91)  
 (%65) (12)  
 (0.76 -0.35)

(0.90)  
 .(0.85) (0.95)

(Attention Deficit Hyperactivity Disorder, ADHD)

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.2008/9/3 2007/12/17  
 .( )

.and Hedayate, 2001; Lerner, 2003)

(DSM-IV-TR, 2000)

)

.(

**:(Inattention) -1**

**:(Hyperactivity) -2**

**:(Impulsivity) -3**

(11-6)

.(Barkley, 1998)

(Fragile x Syndrom)

×

(Arnold and Jensen, 1995)

(Dills, 2001)

. . . .

(Miller, Miller,

(American Psychiatric Association, 2000)

.Bloom, Hynd and Graggs, 2006)

(Diagnostic and Statistical

Manual of Mental Disorders, DSM-IV- TR, 2000)

:

-1

(Attention Deficit Hyperactivity Disorder Test, ADHDT)

:

.(Gilliam, 1995)

-1

-2

-2

-3

(ADHD Rating Scale-IV) (Du Paul, Power and Reid,

.1998)

(%5-%3)

(Conner's Rating Scales)

-3

.(Chu, 2003; Lerner, 2003)

.(Conner, 1997)

(Child Behavior

-4

(1 :4)

.Checklist, CBCL) (Achenbach, 1981)

(Fewell and Deutscher, 2002; Smucker

( )

-

:

:

-

:

-1

-2

-3

-4

( $\alpha = 0.05$ )

(1999)

-5

( $\alpha = 0.05$ )

(2001)

( $\alpha = 0.05$ )

-6

(2005)

(2005)

:

-

(78)

(0.89)

" " ...  


---

 - 0.92) (0.94 (2006)  
 (Conner, 1997)  
 : (Achenbach, 1991)  
 -  
 -  
 (140)  
 (Gadow and Sprafkin, 1997)  
 = ) (18-6) (1753 = )  
 (18-3) (1844)  
 (50 = ) (1.0 - 0.95)  
 (0.82-0.75) (0.97 - 0.78)  
 (0.46-0.25)  
 (0.95-0.93)  
 (Reynolds and Kamphaus, 1992)  
 (Dupaul et al., 1998) (18-4)  
 (1000 = )  
 (3) (0.85)  
 (2000) (0.90 - 0.70)  
 (20-4) (0.80 - 0.70)  
 (0.91) (Gilliam, 1995)  
 (0.86-0.78)  
 (0.86-0.85)  
 (1279)  
 (23-3)



(10)

(11 - 6) (%90)  
= )

(30 = 0.77

)

:

(

:

-1

:

"

"

(10)

(DSM-IV-RT, 2000)

(%80)

(.APA)

(65)

:

( 25)

:

( 20)

( 20)

:

-2

(2005 )

:

(Conner, 1991)

(Gilliam, 1995)

(.50 = ) (0.91)

(Dupaul et al., 1998)

:

-3

(2005)

(1999)

(.2006)

(12)

(%65)

(80)

(26.4)

( 30)

:

(3)

(12.6)

(. 25)

( 25)

(4.3)

(43.3)

:

(0.76 - 0.35)

(0.76 - 0.29)

(0.05)

(2)

(2)

10.97	56.49	10.90	60.18	9.66	61.71	10.22	59.03	
9.69	42.15	12.05	43.57	9.38	42.18	8.41	46.53	
9.30	42.82	11.07	44.90	7.61	44.63	7.75	46.51	
23.98	141.45	28.24	148.65	20.75	148.75	20.96	152.07	

(2)

.( )

(3)

(3)

( )

0.000	3.41	0.93	

(0.01)

(4)

.(3.41)

(4)

(432 = )

0.003	4.65	520.61	3.00	1561.84	
		111.88	428.00	47885.49	
			431.00	49447.33	

0.003	4.62	461.37	3.00	1384.11		
		99.97	428.00	42786.10		
			431.00	44170.21		
0.016	3.48	294.26	3.00	882.78		
		84.58	428.00	36198.39		
			431.00	37081.16		
0.004	4.56	2621.52	3.00	7864.56		
		574.85	428.00	246037.43		
			431.00	253901.99		

(4)  
(0.05)

.(0.05 =  $\alpha$ )

( )

(0.05)

(5)

(5)

(432 = )

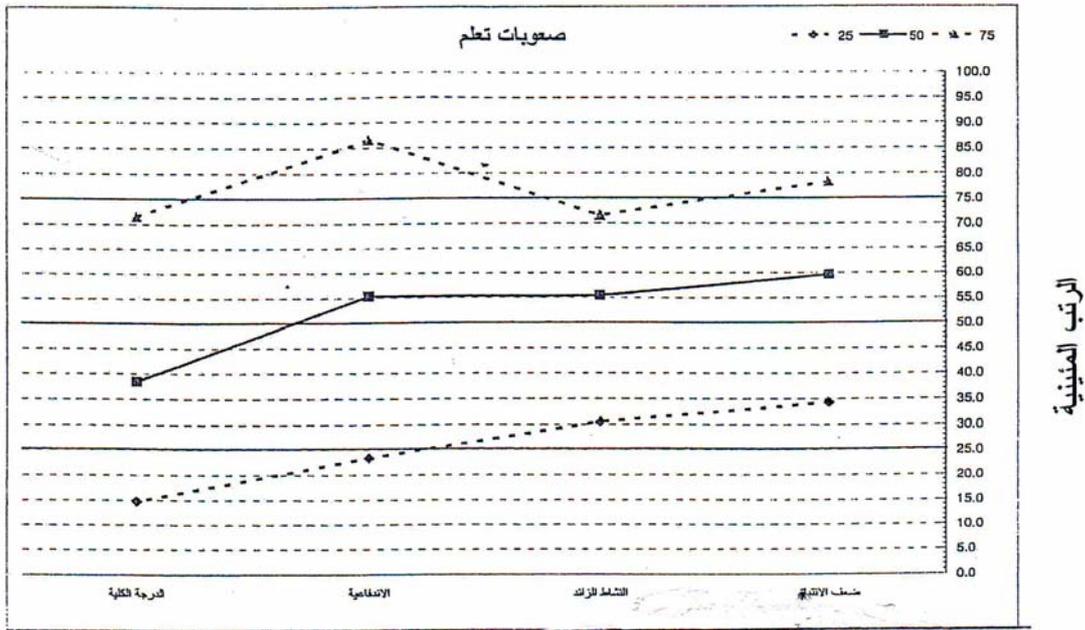
0.002	5.00	537.47	3	1612.41		
0.000	8.09	869.88	2	1739.76		
0.337	1.14	122.90	6	737.41	×	
		107.56	418	44960.53		
			429	49247.22		

0.002	4.89	488.25	3	1464.75		
0.616	0.49	48.40	2	96.79		
0.315	1.18	118.07	6	708.41	×	
		99.89	418	41751.94		
			429	44003.67		
0.013	3.64	308.78	3	926.33		
0.741	0.30	25.39	2	50.79		
0.403	1.03	78.63	6	525.76	×	
		84.81	418	35448.89		
			429	36963.12		
0.002	4.89	2764.72	3	8294.16		
0.056	2.90	1637.36	2	3274.72		
0.179	1.49	843.85	6	5063.13	×	
		565.32	418	236303.92		
			429	252860.70		

(5)  
(0.05)

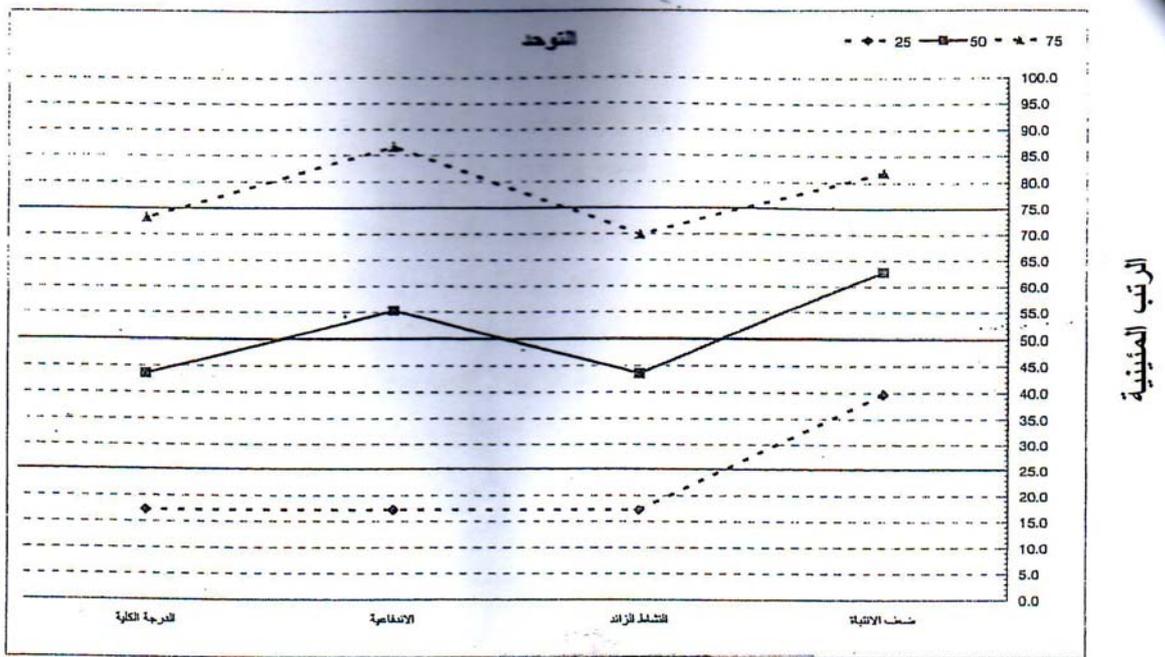
:  
 : -1  
 (0.86) (50 = ) (0.90)  
 (0.73) (0.78)  
 : -2  
 (0.83) (0.85) (7-6) (9-8)  
 (0.82) (7-6) (11-10)  
 (432 = ) (0.81) (11-10)  
 : -3  
 (0.95)  
 (0.93-0.91) (0.05)





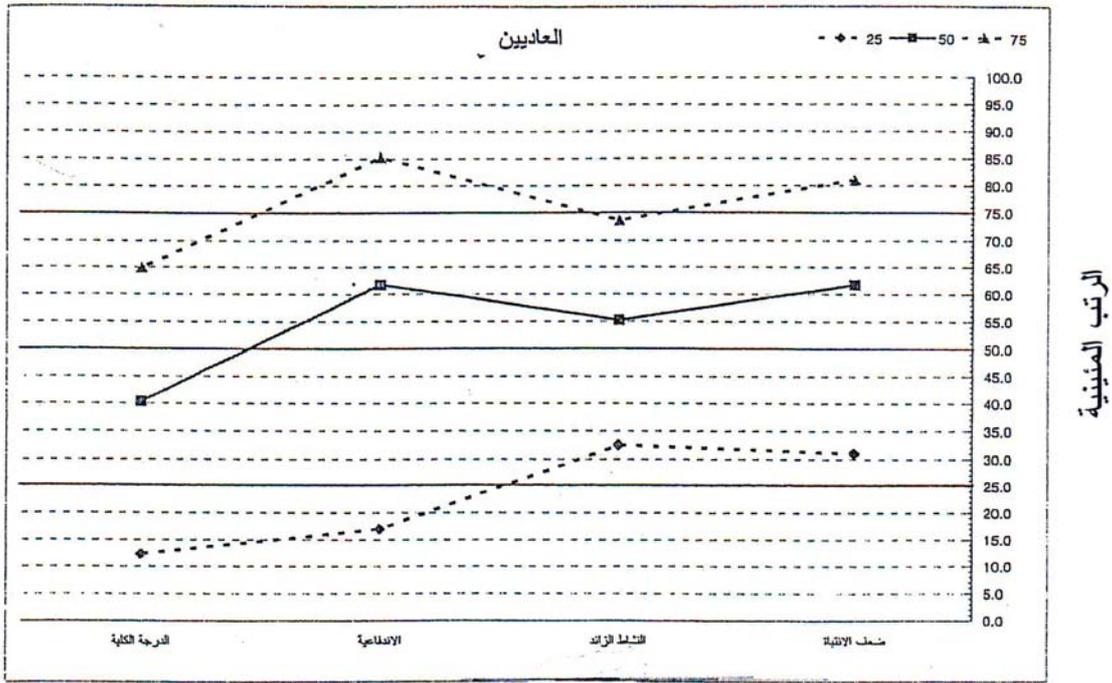
(2):

( )



(3):

( )



(4):

( )

(DSM - IV)

(%65)

(12)

(2006)

(2005)

(Gadow and Sprafkin, 1997)

(2006)

(1999)

(Gilliam, 1995)

( )

-0.27)

(0.76-0.35)

(DSM-IV)

(0.76

(Reynolds and Kamphaus, 1999)

(Gilliam, 1995)

(Dupaul et al., 1998)

(2005)

(0.91)

(Dupaul et al., 1998)

(1 :4)  
(2006)  
(Dupaul et al., 1998)

(2003) (2001) (2005)  
(Achenbach, 1981) (Gilliam, 1995)

(0.95) (0.90) (2001)  
(0.85) (2006)

(1999) (9-8)  
(3-0) (11-10) (7-6)  
(11-10) (7-6)

(354-0) (2003) (Dupaul et al., 1998)  
(2005)

DSM, ) (IV, 2000)

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## Constructing a Scale for Diagnosing Attention Deficit Hyperactivity Disorders and Ascertaining Its Efficacy for Normal, Learning Disabled, Mentally Retarded and Autistic Students in a Jordanian Sample

*Raeda Issa Jerisat and "Mohammad Khalid" N. Al-Tahan\**

### ABSTRACT

The main purpose of this study was to construct a scale for diagnosing attention deficit and hyperactivity disorders and ascertaining its efficacy for normal, learning disabled, mentally retarded and autistic students, by the indications of the scale validity, reliability and effectiveness of its items and the performance levels on the scale. The study sample constituted of (432) participants aging from (6-11) years. The validity of the scale was achieved by using the content validity where the arbitrator's agreement ratio was (80%), the concurrent validity indications of the scale were verified via calculating the correlation coefficient among the performances regarding the study scale and the statement of attention test. The total correlation coefficient was (0.91). In connection to the indications of construction validity by factor analysis procedure, it was found that (12) factors interpreted the ratio (65%) of the difference interpreted by the scale items. Items' effectiveness by calculating the correlation coefficients ranged from (0.35 -0.76) between the item degree and that of the dimension. There were indications on scale discriminative validity. Results of (Two-way MANOVA) showed that there were significant differences due to the mental status and the age variable, and there were no significant differences due to the interaction between both. There were no significant differences due to gender variable. There were indications related to the reliability of the scale represented by raters' agreement procedure (0.90), internal consistency procedure (0.95) and by using the split - half procedure (0.85).

To achieve the performance levels of the scale, means were calculated together with the standard deviations for the raw scores of the study subjects then means of raw scores were transferred to percentile ranks in order to design the diagram chart according to mental status.

**Keywords:** Attention Deficit Hyperactivity Disorder, Inattention Hyperactivity, Impulsivity.

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