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.1

.2

(18-12)  
(30)

(60)

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(30)  
(15)

(14)

(2-WAY ANOVA)

Approach to Psychiatry)

**-1**

1981  
(Control Theory)

.(1993 )

1965

1996

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"

Glasser 1996  
(Choice Theory)

(Reality Therapy: A New "

(1)

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.(2)  
.2005/2/16

2003/8/24

1998  
: " (The Choice Theory: A New Psychology of " )  
(2000 1992 ) .Personal Freedom)  
( )  
How do we make our choices?

(2000 )

.(Howartt, 2001)

.(Howartt, 2001)

.(1993 )

.(Corey, 2000 1994 )

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.( )

(10-2)

.(Pietrofesa and Hoffman, 1984; Corey, 2000)

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.(1994 1998

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(Kim, 2002)

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1994

.(1998

1993

(1993)

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.(Corey, 2000)

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.2

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.(Pietrofesa and Hoffman 1984 2000

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(WDEP)

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W :

...

(Doing and Direction) :D (Wants)  
P E (Self-Evaluation)  
(Planning and Action)

.(Corey, 2000)

.(Corey, 2000)

.(2001 ) (Corey, 2000 1998)

**-2**

(Allen, 1990)

(30) 1994 )  
(30) .(Corey, 2000 1994 1993

(1999)

(Milligan, 1992)

(2001)

(Demar, 1994)

**-3**

(57)

(90)  
(36)

(8)

(21)

(Nale, 1994)

(52)

( )

(26)

(26)

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**.1**

(Lambros, 1999)

(Frank, 2002)

**.2**

**-4**

(Welch ,2001)

( )

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(57)

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(10)

(18-12)

(154)

(%100-%90)

(37)

(60)

(10)

(30)

( )

(37 33 29 25 21 17 13 9 5 1)

(30)

(15-12)

(9)

(18-16)

(34 30 26 22 18 14 10 6 2)

(64)

11 7 3) : (9)

(111)

(35 31 27 23 19 15

(10)

32 28 24 20 16 12 8 4) : (9)

.(23)

(36

( ) :

(15)

.(111)

(37)

.(1)

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:(Test- retest)

.1

(30)

:

( )

.(2002

2002

1998

)

(0.84)

(0.86)

(0.81)

(0.84)

.(0.87)

:

.(0.01 =  $\alpha$ )

:

.2

:

(0.74)

" "	(50)	(0.86)	(0.84)	(0.75)
α )	(0.001 =			(0.88)
			-	:
		(29)		(1979)
(1979 )	-			-
(.23)	(0)		(23)	
				-
	(1979)			:
(50)		(23-10)		(6-0)
		(9-7)		
(0.78)		(.1979 )		
)				
(.1994	1994		(1979)	
	(.1979)			
				:
( )				%100
				(%80)
( )				(%60)
				(63)

(15) :

(90) (14)  
( ) (22.50)

(18-12)

(90) (2002 ) :

(2002 )

(Kim, 2002)

(Corey, 2000) WDEP

**-6**

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(1)

(2)

(154)

(2)

(2)

(15-12)

(18-16)

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...

( ) (3) (TWO- WAY ANOVA)  
(3)

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(0.01=  $\alpha$

(4)

(4)

(0.05= $\alpha$ )

(TWO-WAY ANOVA)

(5)

(5)

(0.01 =  $\alpha$ )

(Allen, 1990; Demar, 1994; Nale, 1993)

(0.01 = $\alpha$ )

(6)

(TWO- WAY ANOVA)

(6)

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 )  
 ) ( ...  
 ) ( ...

**:(1)**

(14)	(15-12)	15	
(14)	(18-16)	15	
	(15-12)	15	
	(18-16)	15	

:(2)

60.86	58.13	82.13	57.16		
4.5	4.95	4.94	4.59		
13.86	13.16	9.73	13.4		
2.44	2.92	2.30	2.97		

: . . :

:(3)

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0.443	0.597	14.017	1	14.017		
0.937	0.006	0.150	1	0.150		
0.542	0.376	8.817	1	8.817		
		23.476	56	1314.667		
			59	1337.650		

:(4)

( )

0.765	0.091	0.817	1	0.817	
0.898	0.017	0.150	1	0.150	
0.898	0.017	0.150	1	0.150	
-	-	9.019	56	505.067	
-	-	-	59	506.183	

:(5)

( )

0.001	301.418	6784.067	1	6784.067		
0.216	1.567	35.267	1	35.267		
0.705	0.145	3.267	1	3.267		
		22.507	56	1260.400		
			59	8083.00		

:(6)

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0.001	44.075	256.267	1	256.267	
0.594	0.287	1.667	1	1.667	
0.915	0.011	0.066	1	0.066	
-	-	5.814	56	325.600	
-	-	-	59	583.600	

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.51-9

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## **The Effectiveness of Reality Therapy in Developing Social Skills and Adjusting Locus of Control among Children at Risk**

*Ahmad A. Al-Smadi and Belal M. Al-Khaza'li\**

### **ABSTRACT**

This study aimed at examining the effect of a group counseling program relying upon reality therapy in developing social skills and adjusting locus of control among children at risk. The study attempted to answer the following questions:

1. What is the effect of the reality therapy group counseling program in developing social skills and adjusting locus of control?
2. Is there an interaction effect between sample age and the counseling program with regard to developing social skills and adjusting locus of control?

The researchers used the social skills scale and Rotor's locus of control scale. The sample consisted of sixty children at risk from both age groups (12 – 15 years) and (16 – 18 years), all of them were male children. The sample was randomly assigned into two groups; experimental and control. Both groups were divided into two subgroups according to their age, every subgroup contained (15) children. The experimental group received the reality therapy counseling program while the control group didn't. The group counseling program was conducted through (14) sessions. Using 2-WAY ANOVA, the results showed that there were effects of the reality group counseling program in developing social skills and adjusting locus of control. The children became of internal locus of control. The results also showed no interaction between sample age and the counseling program in terms of developing social skills and adjusting the locus of control.

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