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(284)

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(Coie and Dodge,

.1983; Coie and Kupersmidt, 1983)

(Hepler, 1990) (Dodge, 1983)

.(Hepler,1994)

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.(2)

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.(Parker and Asher,1987)

.(Coben and Zigmond, 1986)
(Mercer,1997)

.(Gresham, 1988)

(Gresham,1982)

.(Mercer, 1997)

(Gresham,1992)

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(Vaughn, Hogan, and

Shapiro,199)

(Gresham,1992)

(Mercer,1997)

.(Vaughn et al., 1990)

.(Guralnick and Groom, 1988)

(Peterson, Peterson

and Scriver, 1977)

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.(Gresham,1982)

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.(Hepler,1994)

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(41)

(15)

(26)

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(Demerth,1994)

(27)

(99)

(Coben and Zigmond,1986)

(120)

(7)

(180)

(43)

(137)

(18)

(Wiener and Harris,1993)

(51)

(63)

(Albinger, 1995)

(Wiener, Stciber

and Eisert, 1990)

(90)

(12-9)

(94)

(Roberts and Zubrick, 1992)

(97)

(Hepler, 1994)

(97)

(Fryxell and Kennedy, 1995)

(Sale and Carey, 1995)

(Kennedy, Shukla and

Fryxell,1997)

(8)

(Guralnic and Groom, 1988)

(8)

(40)

(24)

(16)

(8)

(3)

(4)

(3)

(1995)

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(721)

(Evans, Salisbury, Palombaro, Berryman and Hollowood,
1992)

(2003)

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.2

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1993

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1993 1995)
(Carlson, 1987;Caldarella and

(1991
.Gresham, 1997)

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15 14 13 9 6 5 4 3 2 1 :

.25 23 16

: (19)

21 20 19 18 17 12 11 10 8 7

.32 31 30 29 28 27 26 24 22

.6

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(2.06) ()

(2.54) (3) (4)

(0.05 ≥ α)

(1.40)

(Demerth, 1994) (4)

(Vaughn et al., 1996) (0.005 = α 3.768 =)

(Scheffe)

(Hepler, 1994) (1.97 =)

(2.26)

5

(0.000 = α 7.809 =)

(2.36 =)

(2.02)

5

(0.05 ≥ α)

.1

.2

-7

(2.10)

(2.03)

.1

(2.08)

(2.02)

.2

(2.09)

(2.06)

.3

(1.97)

(1)

%48.6	138		
%51.1	145		
%0.4	1		
%27.8	7		
%26.4	75		
%24.3	6		
%10.6	30		
%8.5	24		
%2.5	7		
%7	20		
%5.3	15		
%3.9	11		
%83.1	236		
%0.7	2		
%73.2	208		
%26.8	76		
%54.2	154		
%29.9	85		
%15.1	43		
%0.7	2		
%100	284		

(2)

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0.66	2.54	(...)	8
0.65	2.49	*	19
0.69	2.43	*	30
0.68	2.42	*	24
0.76	2.40) *(...	7
0.74	2.40	*	17
0.72	2.33	*	21
0.72	2.27	*	28
0.68	2.27	*	27

0.82	2.23	*(...)	18
0.75	2.21	*	20
0.79	2.19	*	32
0.73	2.19	*	26
0.76	2.14	*	29
0.70	2.12		3
0.75	2.11	*(...)	22
0.69	2.07		13
0.77	2.05		2
0.77	2.02	(...)	6
0.76	1.99		1
0.74	1.98	*	31
0.70	1.97		9
0.77	1.91		5
0.71	1.90		4
0.73	1.89		15
0.70	1.80		25
0.70	1.79		23
0.67	1.70		14
0.73	1.66	*	10
0.69	1.66		16
0.72	1.53	*	11
0.68	1.40	*	12
0.36	2.06		

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(2)

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(3)

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0.112	1.595 -	2.03		
		2.10		
0.265	1.117	2.08		
		2.02		

(4)

*0.005	3.768	0.466	1.864	4		
		0.124	33.642	272		
*0.000	7.809	0.937	2.811	3		
		0.120	33.358	278		
0.152	1.896	0.242	0.484	2		
		0.128	35.612	279		

(0.05 ≥ α *)

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Level of Social Interaction Among Students with and without Learning Disabilities in Regular Schools in Light of Some Variables

*Jamal Al-Khatib and Murad Al-Bustanji**

ABSTRACT

The current study aimed at exploring the level of social interaction among students with and without learning disabilities and its differences according to gender, nature of school, academic grade, and type of learning disabilities in regular schools in Amman. It also aimed at studying the differences in the level of social interaction according to the type of learning disability, and the number of years the student attended a resource room.

The sample of the study consisted of 284 students with learning disabilities attending regular schools in Amman, and receiving the services of resource rooms.

A rating scale to assess the nature of social interaction among students with and without learning disabilities in regular schools was prepared and applied.

The results revealed that the social interaction among students with and without learning disabilities was positive in a moderate degree.

The results also showed that statistically significant differences in social interaction existed according to the grade level and type of learning disability. But there were no significant differences in the social interaction according to gender, nature of school and number of years the student attended a resource room.

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