

*

(238)

247

.()

(Mercer, 1997)

(1998)

Developmental Learning :

-1

.(1998)

Disabilities

(Pre academic Processes)

2008/9/24

.2009/6/3

*

Academic Learning :

-2

Disabilities

Elksnin and Elksnin,)

.(2005

Lowenthal,

.(1996; Lyon, 1996; Fletcher and Foorman, 1994)

Gresham,)

.(1992

(Vaughan, Hoghan, Kouzekanani and Shapiro, 1990)

.(Bryan, 1997; Gresham, 1992 (

(Bryan and Bryan, 1983)

.(Lerner, 2000)

.(1998)

Bryan)

(and Bryan, 1983

Bear,)

.(Mercer, 1997)

(Minke and Manning, 2002

(1987)

.(Gresham, 1992)

(1994) Mercer,)

(1997

(Bryan, 1998)

)

(Hagger and Vaughn, 1995; 2001

(1997)

(Deerin, 2005)

Elksninand)

(Cartledge, 2005)

Elksnin, 2005

(1997)

.1

.2

$(0.05 \leq \alpha)$

(Voeller, 1994)

.3

$(0.05 \leq \alpha)$

(Lerner, 2000)

.4

$(0.05 \leq \alpha)$

(2004)

(Lerner, 1993)

(Sharma, 2004)

(180)

:

:

(Dyson, 2003)

Family)

(Psychosocial Measure

(19)

(66)

:

.1

(2002)

.2

.3

:

(50)

.4

(238)

(16)

(2006-2005)

(1)

(1)

120		
118		
47		
51		
44		
46		
50		
45		
43		
51		
99		
238		

(11 7)

(Deerin, 2005)

(Merrell, 2002)

.(Voughn, Elbaumand Boradman, 2004

-

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-

(2001)

(1995)

(1994)

-

(Dyson, 2003)

-

()

()

()

(Caldarella and Merrrell, 1997)

(

(

:

()

:

:

(260)

:

) 65)

:

:

:

(%20)

:

(65)

27

(10)

(75)

.1 (50)
 .2
 .3 (test-retest)
 .4 .(0.846)
 .5 (0.874) (Cronbach Alpha)

(SPSS).

(One Way Analysis of Variance)

(2)

(238=)

56,3	2,21	
3,43	2,27	
5,13	2,36	
8,70	2,14	
5,91	2,25	
8,47	2,19	

(3)

(2)

()

(t-test)

(3)

(3)

(247)

(3)

(t-test)

(247=)

(238=)

	()			
,000	56,3	2,21		
		3,34		
0,001	3,43	2,27		
		3,16		
,000	5,13	2,36		
		3,49		
,000	8,70	2,14		
		3,01		
,000	5,91	2,25		
		3,31		
,000	8,47	2,19		
		3,03		

(3)

$(0.05 \leq \alpha$ (

2001)

(Mercer, 1997; Bryan, Wener, and Pearl, 1989

.1983;

(Shireen and Richard, 2000) (2002)
 Wiener and) (Demerth, 1994)
 (Harris, 1993
 . (Gresham, 1997; Bryan and Bryan, 1983; Hepler, 1994)
 Sharma,)
 " (2004
 (0.05 ≤ α)

" (Douglas, 1999)
 (t- test)
 .(4)

(4)

					(t-test)
	()				
,000	3,89	2,08			1
		2,22			
,000	4,03	2,05			2
		2,19			
,000	4,27	2,01			3
		2,34			
,000	7,08	2,08			4
		2,26			
,000	7,46	2,01			5
		2,24			
,000	6,60	2,09			
		2,22			

(4)

(0.05 ≤ α)

.(1986)
 (2002)

(1997)

(Center and Wascom, 1986)

(Hepler, 1994)

"
(0.05 ≤ α)

"
(5)
(one way anova)

(6)

(5)

- 00,2)

(6)

(44,2

(7)

(Scheffe)

(7)

(α ≤ 0.05)

(1986)

(α ≤ 0.05)

"
($0.05 \leq \alpha$)

(2002)

(8)
(one way anova)

(Sharma, 2004)

(9)

(5)

0.355	2.05	47			1
0.372	2.07	51			
0.226	2.15	44			
0.226	2.33	46			
0.173	2.44	50			
0.290	2.09	47			2
0.295	2.01	51			
0.255	2.14	44			
0.443	2.28	46			
0.206	2.30	50			
0.338	2.02	47			3
0.320	2.00	51			
0.238	2.16	44			
0.286	2.26	46			
0.226	2.32	50			
0.663	2.08	47			4
0.382	2.10	51			
0.320	2.25	44			
0.295	2.17	46			
0.276	2.41	50			
0.693	2.07	47			5
0.406	2.09	51			
0.298	2.20	44			
0.267	2.26	46			
0.217	2.32	50			

0.399	2.08	47			
0.252	2.11	47			
0.188	2.18	51			
0.209	2.25	44			
0,155	2.36	50			

(6)

0.000	12.813	0.946	3.785	4		
		0.074	17.058	231		
			20.843	235		
000	8.401	0.617	2.468	4		
		0.073	16.963	331		
			19.431	235		
000	7.836	0.754	3.016	4		
		0.096	22.232	231		
			25.248	235		
000	9.509	1.780	7.122	4		
		0.187	43.250	231		
			50.372	235		
000	11.317	2.201	8.803	4		
		0.194	44.923	231		
			53.726	235		
000	13.068	0.951	3.804	4		
		0.073	16.810	231		
			20.613	235		

(7)

*0.3857	*0.2838	0.1021	0.0158			
*0.3699	*0.2680	0.0684				
*0.2336	*0.1817					
0.1019						
0.2031	*0.1915	0.0440	0.0771			
*0.2803	*0.2687	0.1212				
0.1515	0.1475					
0.0116						
*0.2960	*0.2386	0.1422	0.0185			
*0.3145	*0.2554	0.1609				
0.1538	0.0946					
0.591						
*0.5564	*0.3126	*0.3934	0.1147			
0.4399	0.1979	*0.2796				
0.1630	0.0817					
0.2420						
*0.5466	*0.3858	*0.4989	0.1782			
0.3687	*0.2067	*0.3107				
0.0580	0.1031					
0.1611						
*0.3790	*0.2749	*0.2055	0.0300			
*0.2490	*0.2450	*0.1756				
0.1734	0.0694					
0.1040						

 $(\alpha \leq 0.05)$

(8)

0.237	2.07	45			1
0.231	2.10	43			
0.305	2.20	51			
,301	2.18	99			
0.320	2.16	45			2
0.316	2.05	43			
0.251	2.12	51			
0,281	2.15	99			
0.354	2.04	45			3
0.254	2.07	43			
0.364	2.10	51			
0,325	2.14	99			
0.681	2.12	45			4
0.393	2.07	43			
0.507	2.02	51			
0,381	2.14	99			
0.697	2.16	45			5
0.372	2.08	43			
0.535	2.18	51			
0,399	2.10	99			
0.398	2.03	45			6
0.247	2.08	43			
0.322	2.10	51			
0.264	2.15	99			

(8)

- 2.04)

(9)

.(2.18

.3

:

.1

.4

.2

(9)

0.149	1.797	0.158	0.473	3		
		0.088	20.370	232		
			20.843	235		
0.281	1.282	0.106	0.317	3		
		0.082	19.114	232		
			19.431	235		
0376	1.038	0.111	0.334	3		
		0.107	24.914	232		
			25.248	235		
0.091	2.185	0.461	1.384	3		
		0.211	48.998	232		
			50.372	235		
0.058	2.536	0.569	1.706	3		
		0.224	52.020	232		
			53.726	235		
0.187	1.612	0.140	0.421	3		
		0.087	20.193	232		
			20.613	235		

:

1986

1989

1994

2002

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Social and Emotional Skills for Children with Learning Disabilities and Its Relation to Some Variables

*Ahmad K. Khazaleh and Jamal M. Al Khateeb **

ABSTRACT

The purpose of the present study was to investigate social and emotional skills among students with learning disabilities within Ramtha Directorate of Education. The sample consisted of students with learning disabilities (n=238). A social and emotional skills' scale with adequate validity and reliability was developed and administered to the sample by teachers.

Results showed that these students exhibited below average social/emotional skills. A group consisting of 247 students without learning disabilities was used for comparison purposes. T-test indicated statistically significant differences in social and emotional skills among students with and without learning disabilities on the overall scale and subscales favoring students without learning disability.

Additionally, results revealed differences between mean scores of learning disability students by gender in favor of females. Differences were also indicated between mean scores of learning disability students by grade level in favor of 5th and 6th elementary grade levels.

Results, however, indicated no statistical significant differences according to social and emotional learning disability type means. The implications of those findings were discussed.

Keywords: Learning Disabilities, Social Skills, Emotional Skills, Students.

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