

*

(12.16) (15-8) (40)
 (2011/2010)
 (1.79)
 ())
 ()
 (α =0.05)
 ((×))) : (0.05= α)
 :

(2010)

- -

_____ *

.2012/3/6 2011/11/20

(Wehmeyer; Smith; Palmer
-1990)

2006)
(2005

:
-1
(0.05= α)

-2

:(Mental Retardation)

)

(

)

(

:

:

:

:

:

-1

.2011/2010

:

-2

:

(2003) . /

(The American Association on Intellectual and
Developmental Disabilities, AAIDD)

(Prabhala, (Intellectual Disability)
.2007)

(12)
1993

:
:
(31)
.(2001)

(Bournville) " "

.(Hallahan, Kauffman) 2006)
:

(70)
.(2011)
:

(2003) (The American
(Jenesen) (Mercer) Association on Mental Retardation, AAMD)

()

.(Wikipedia, 2007)

:

:

.(MacMillan, 1985)

(Mild Mental Retardation)

(75 -50)

(%85)

Mental Retardation)

(55 -35)

(Moderate

(%3)

(%10)

(Severe Mental Retardation)

(40 -20)

(%4 -3)

(Profound Mental

(%2 -1)

Retardation)

(Martin, (25 -20)

(%2.3)

.2003)

.(Smith, 2007; Keigher, 2000)

:Educable Mentally Retarded

(65 -55)

:Trainable Mentally Retarded

.(1985)

-

-

.(55 -25)

:Severely Mentally Retarded

25

.(AAIDD, 2007)

.(2012)

()

.(1997)

(Malpass)

(Smith and

(Malpass)

Blackman)

(Parsons)

)

.(1999)

(

(Edyburn,

(Joseph, Theodore, 1995)

2000)

(Jonkoo, 2000)

.(Joseph, Theodore, 1995)

(27) 29
(25) (1988)

(2001-2000) (40)

(2002) (1994)

(21))

(11-7) (

40

(2002)

(2001)

(48) (28)

()

(2001)

(3) (10) (2002)

(10) (12)

(100 .) :

() 2007/2006 .

:

(0.05 $\geq \alpha$) .

(2004)

(0.05 $\geq \alpha$)

(2008)

(16) ()

(8) (8) (0.05 $\geq \alpha$)

()

(0.05 $\geq \alpha$) () (0.05 $\geq \alpha$)

(0.05 $\geq \alpha$) () (0.05 $\geq \alpha$)

() (2007)

()

(Skills in (5)

100 .) English)

(2009)

(Nunes and Moreno,

2002)

(23)

:

(50)

-

(65)

(12)

-

(38)

(25) :

(25)

(James and Lizanne, 2003)

($\alpha < 0,05$)

(5)

:(Malon, 1990)

(Smith and Kortering,

2006)

(32)

(Smith and

Kortering, 1996)

= α)

(0.001 = α)

(0.001

(12)

:

/

) (2011/2010)

.Educable : . (40) (

: . (15-8)

: . (1.79) (12.16)

(7) : • () ()

: () ()

: 20

: (40)

: .1

) .2 ()

.(()

.Word .3 (2011/2010)

Word .4 (1)

.()

.5 (i)

."CD"

"CD"

"CD"

20	12	8	() () :
20	9	11	() ()
40	21	19	

(Cronbach Alpha Equatio)

(Malhotra, 2004, (%60)

(0.87) = (α)
p268)

(✓)

:

:

:

:

(SPSS)

.(Ancova)

" :
 α)

/

(0.05=

)

()

:

.(2)

(×

(2)

()

()		()		
1.59	4.667	2.22	3.733	
1.63	5.667	1.22	5.067	
1.66	5.167	1.89	4.400	
1.36	8.533	2.17	3.133)
1.28	8.733	1.28	4.267	(
1.30	8.633	1.84	3.700	
2.44	6.600	2.18	3.433	
2.12	7.200	1.30	4.667	

(3)

()

0.19	4.959	
0.19	8.841	()

(4)

()

51.87%	0.000	59.273	62.935	1	62.935	
78.81%	0.000	204.506	217.141	1	217.141	
0.40%	0.642	0.219	0.233	1	0.233	
2.89%	0.206	1.638	1.739	1	1.739	*
			1.062	55	58.398	
				59	309.400	

((2)

.

(2) ()
()

(×)) () (3) ()
(4) (4) (3)
(0.05=α) (8.841)
(4) : (4.959)
(0.05=α))

•)) :
) (4) ((×
 () ((%78.81)
 () (Cohen)
 ()
 2000 1988)
 2002 Nunes and Moreno, 2002 2002
 (2009 2007

Malon, James and Lizanne, 2003 1994) :
 Smith and Kortering, Smith and 1996 1990
 .(2001 2008 Kortering, 2006 :
 • (0.05= α)
 :
 α)
 (0.05=

(0.05= α)

(%2.89)

(2007)

(2007)

(2004 2002)

(0.05= α)

(%.89)

(ANCOVA)

2012

2002

2001

()

.195-145

(3) (11)
1994

2010

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The Effect of Using of an Educational Program in the Development of Computer Skills in Children with Mental Retardation

*Mustafa N. Al-Qamash and Fuad E. Al-Jawaldeh**

ABSTRACT

The study aimed at investigating the effectiveness of educational program in the development of computer skills to children with mental retardation. The study consisted of (40) children with Mental Retardation, who are learning at the center of Al-Manar to the intellectual development in the area of Amman and who enrolled for the second semester (2010\2011). Their age ranged between (8-15) years with an average age of (12.16) years and standard deviation of (1.79). They were chosen for the study the sample of direct way, They were divided into two groups which are experimental and controlled. The experimental group that contains two sections (male and female) studied using a training program for Development of Computer Skills. The controlled group, consisting of two sections (males and females) studied by the traditional way. To achieve the objectives of the study, the researcher's initiated a training program for Development of Computer skills and using school environment observation lists. The study found that there were statistically significant differences at level ($\alpha = 0.05$) in the school environment observation lists for the benefit of the experimental group that was exposed to the educational program for the development of computer skills. Also, the results showed there are no significant differences at the significance level ($\alpha = 0.05$) between the averages for improving computer skills in children mentally retarded to respond dimensionally due to the variables of the study (sex and variable of (Interactive teaching style \times sex)). Based on the results of the study, the researchers recommend to carry out more studies.

Keywords: An Education Program; Computer Skill; Retards Children.

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