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15

18 6

"18"

(9)

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(9)

(30)

7

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(Faller, 1989)

(Finkelhor and Diuba-

.leatherman, 1994)

2009

(468)

(10)

(87)

%34

(869)

(1039)

2011/9/28

.2012/5/7

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 : - (759)
 (92) (294) (316)
 (57) (60) (72)
 (Kilpatrick , Ruggerio, Acierno, Sanders, Resnick and) (10) (12)
 .Best, 2003) .(2009
 - :
 (Yates,
 .Dodds, Sroufe and Egeland, 2003)
 -
 (American Humane, 2006)
 (Silverman, :
 .1996)
 - (USDHHS, 2008)
 (Mian ,1996)
 .(Bojkova,2007)
 (Whetsell-Mitchell, 1995) -
 :)
) ()
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) ()
 ()
 .(Leeb et al., 2008) .
 (Elders, 1999)
 .(Griffith, 2006)
 .(Scuchman and Muscarelle, 2000)

(Taylor, 1991)

443

144

299

(McKee, 1997)

46

(Kraizer, 1991)

-1 :

-2

-3

10-3

(Tutty, 1997)

%10

400

(Sarno and Wurtele, 1997)

40

75

(Counts, 2003)

Smart

(What if

Kids /safe Kids

.Situations Test)

13-6

911

%76

25

%82

(Tellijohnn and Everett,

1997)

3

20

431

The Smart Kids

Retention Test

(Kim, 2008)

(2008)

(Kim, 2008)

" "

The Smart
(McKee,

(Counts, 20003)

Kids Retention Test
(Kraizer, 1991) 1997)

Personal Safety Questionnaire (PSQ)
What If Situation Test

.(WIST)

(Sarno and Wurtele,
" "

1997)

(McKee, 1997)

(Kim, 2008)

7-5

(2008)

30

(19-13)

(11-6)

3

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(50)

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G1 R O1 X O2

G2 R O3 O4

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 : G1
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 : O2
 : O3
 : O4
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(7)

(9)

(30)

(9)

: (6-4)

“What if “Situation Test” -

Personal Safety -

.Questionnaire

:

" " :

6-4

2011/5/1

2011/3/13

“What if “Situation Test” "

Sandy Wurtele ,

1,2,6

6

3,4,5

18

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18

18-

.34-)

(05. = α)

(.74

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9

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(50)

60-84 .

(0.94)

(Saslowsky and Wurtele

75 -.90 .

.,1986)

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18

18

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18

Washington

Palouse Garfield
(Saslowsky and Wurtele, 1986)

(18)

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6-4

Personal Safety Questionnaire

Sandy Wurtele

1986

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15-0

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50

0.35 -)
(05.= α)

(0.72

(.,1 $\geq \alpha$)

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.,74.

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.T. Retest

(50)

(0.89)

6

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(15)

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(14)

(7)

(30)

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.(Taylor, 1991 and Showalter, 2007)

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18

(50)

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2011/3/13

(14)

2011/5/1
(30)

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" "

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(1)

(0.05= α)

1.225	3.00	.972	3.22	
1.225	3.67	.882	12.44	

.2
(0.05= α)

:

α)

(1)

(0.05=

(1)

(2)

0.29	1.19	1.34	1	1.3	
0.00	300.51	338.30	1	338.3	
		1.13	15	16.9	
			17	364.9	

(3)

0.35	12.42	
0.35	3.70	

(2)

(2)

α)

(3)

(0.05 =

" "

(4)
(4)

(4)

1.269	4.11	1.453	4.11	
1,269	4.11	1.000	15.33	

(5)

0.13	2.58	3.07	1	3.1	
0.00	476.97	566.72	1	566.7	
		1.19	15	17.8	
			17	587.6	

(5)
(5)

(6)

(0,05 = α)

(6)

0.36	15.33	
0.36	4.11	

0.05)

($\alpha=$

(Sarno and Wurtele, 1997)

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-

(What if Situations Test)

(Counts, 2003)

Smart Kids /safe Kids

13-6

-

(Kim, 2008)

Personal Safety Questionnaire (PSQ)

.What If Situation Test (WIST)

-

(Showalter,

2007)

(Tellijohnn and

8-4

Everett, 1997)

-

(Taylor, 1991)

(Kraizer, 1991)

10-3

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(Kim, 2008)

(Tellijohnn and

Everett, 1997)

Personal Safety

What If

Questionnaire (PSQ)

.Situation Test (WIST)

(Counts, 2003)

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The Effect of a Prevention Program in Increasing the First Grade Female Student Awareness of Sexual Abuse and Enable them to Acquire The Concepts of Self-Protection

*Musa Abedalkhaliq Jibril and Muntaha Ali Nimer Al-Harasis**

ABSTRACT

This study aimed to identify the effect of a prevention program in increasing the first grade female student awareness of sexual abuse and enable them to acquire the concepts of self-protection.

Members of the study consisted of (50) students in first grade, primary school at Lila Alfaria school in Jabel Al-naser of the fourth Directorate of Amman. The members of the study responded to personal safety Questionnaire: which was translated into Arabic by the researcher, and consisted of (15) items and to 'What If' Situations Test Which was prepared to measure the capacity of children to recognize and resist and report inappropriate touches and which was translated into Arabic by the researcher, and consisted of (6) situations with (18) questions.

The selected sample consisted of (18) students who received the lowest scores on the personal safety Questionnaire, and the lower scores on the 'What If' Situations Test. They were randomly distributed into two groups, experimental group which consisted of (9) students who received the counseling prevention program, in order to increase their awareness of sexual abuse, and enable them to acquire the concepts of self-protection, for a period of 7 weeks, with two sessions per week, each session lasted (30 minutes). The control group consisted of (9) students who did not receive the counseling prevention program.

Data were analyzed statistically to know the effect of experimental treatment on each of Increase the acquisition of concepts of personal safety and awareness of sexual abuse.

The results showed the following

- 1- There are significant differences between the experimental group that received counseling prevention program and the control group. For the experimental group obtained the ability to raise awareness of sexual abuse.
- 2- There are significant differences between the control group and the experimental group that received counseling prevention program, by increasing acquisition of concepts of personal safety.

Keywords: Prevention Program, Sexual Abuse, Self-Protection.

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