

THE SUMMARY OF THE STUDY

Introduction:

The human development is consider the real approach to the progress of nation and societies so the faculties of education do its best to achieve that by preparing teacher who is the source of forming the emotions, concepts and culture of the society as well as it is interested in special education because the care less of the developed society of it is a big crime.

Every society seeks to achieve leader ship and keep it through taking care of human power which is the main center of the movements and change of the society to a best case and it is considered.

The main aim to develop societies, slow learners group is one of special education groups which suffers from deficits in some of the social behaviour forms and follow this a deficit in social skills and this leads to social un adjustment.

To develop slow learners group we must know the methods which enables us to develop their social skills so the researcher depended on the counseling programs, positive reinforcement techniques social skills so the researcher depended on the counseling programs, positive reinforcement techniques, behaviour evaluation, moding, role playing, discussion and dialogue. To develop social skills among slow learners.

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Problem of the study:

Slow learners pupils suffer from many problems which prevent them from adapting with individuals of the society, they suffer from a deficit, in social skills and low level of social interaction with others many studies declared that this group lives in loneliness and isolation, and from this they need to develop their social skills.

The researcher can write the study problem in the next question.

What is the span of the counseling program of developing some social skills among slow learners?

The purposes of the study:

1. Preparing social skills scale among slow learners.
2. Preparing a counseling program to develop some social skills among slow learners.
3. Making sure that the counseling program efficacy develops some social skills among slow learners.

Importance of the study:

1. The theoretical importance:

- The importance of this study increases from theoretical side because of the Arabic studies rare which deal with slow learners
- This study keeps touch with global approaches which is interested in of pupils of special needs.

2. Applied importance:

- The aim of this study agrees with the education aim in modern so cities and this aim obtains individual the social personality.
- The study gives slow learner a program which helps them in obtaining some skills (social acceptance- social interaction – positive cooperation- making friend ship).
- This study supplies slow learners with methods and techniques which help them in developing their social skills.

Hypothesis:

1. There is a statistic difference between mean scores of experimental and control groups on post – test of social skills for experimental group.
2. There is no statistic difference between mean scores of experimental individuals (boys-girls) on post – test of social skills.
3. There in no statistic difference between mean score of experiment and control groups on post – test and follow up test of social skills.

Limits of the study:

1. Subjects:-

The study was consisted of fifth year primary stage slow learners pupils and was conducted on (10) pupils for the experimental group and (10) pupils for the control group aged between 9-12 years and their intelligence percent is between (70-90) in a school in benha.

2. Instrumentalism:-

- Assuit university test of non verbal intelligence – prepared by taha Al- mistkawy (2000)

- Social skills scale for slow learners – prepared by the researcher.
- The counseling program developing social skills for slow learners – prepared by the researcher.

The statistic methods used:

- The researcher dealt with the data which came from the using of statistic programs of social sciences (spss) to measure validity and reliability of social skills scale for slow learners.
- Tests to measure the differences function between the individuals of the study.

Results:-

1. The first hyposes is achieved at the functioned level of 0.01.
2. The second hyposes is achieved when there is no statistic functioned difference between boys and girls of the experimental group in social skill at the functioned level of (0.05).
3. The third hyposes is achieved when there is no between post and follow up test for the experimental group of the social skills at the functioned level of(0.05).