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***EFFICIENCY OF COUNSELING PROGRAM
TO MODIFICATE SOME BEHAVIORAL DISORDERS
FOR PUPILS WITH LEARNING DISABILITIES AND
WITHOUT LEARNING DISABILITIES***

THESIS SUBMITTED

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For

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INTRODUCTION:

The present study deals with knowledge on range of efficiency of the suggestion Counselling Programme in modification some behavioural Disorders such as (**Aggression and Hyperactivity**) for children with learning Disabilities and who are without Learning Disabilities, because, in fact, pupils with Learning Disabilities in primary Schools are more apparent, Frequent of perceptual, schoolistic Problems and many of behavioural disorders such as aggression, Hyperactivity, escape tendency of school, and social- Emotional disturbances such as social withdrawal, school Phobias...etc. Leading to pupils with learning disabilities academic underachievement, lower self- concept and Social, personal and school maladjustment when they are Compared with pupils without learning disabilities.

In fact, the rate of learning disabilities is 1-3% of school pupils *Kirk, Kalfant , (1993: 397).*

So that, the researcher saw that intervention with counseling program to modificate some behavioural disorders for children? and does the efficiency of counseling Program show different results to moderate some behavioural disorders for pupils with Learning disabilities, than for pupils without Learning disabilities, and Do the remains of therapeutic effectiveness that counseling program achived to moderate some behavioural disorders for children - if it were found after finishing following up period ? or will they unexpectedly decrease or increase?

AIM OF THE STUDY :

It aims to identify the knowledge of range of efficiency suggestion counseling program to modificate ome behavioural disorders for children with learning disabilities and withot Learning disabilities.

SAMPLE OF THE STUDY:

The Sample of the present sudy consisted of (40) pupils from the fourth grad. of Zagazig city schods, and the researcher will divid the sample to the following groups:

1. The frist experimental group : Includes (N=10 Boys) pupils behavioural disorderd, with Learning disabilities.
2. The frist control group : Includes (N= 10 Boys) pupils behavioural disorderd, with Learning disabilities.
3. The second expermental group : Includes (N= 10 Boys) pupils behavioural disorderd only.
4. The second control group : Includes (N= 10 Boys) pupils behavioural disorderd only.

And the sample will be the same in all conditions, “ the age, intellegence, the social and economic Level, behavioural disorder Score and Learning disabilities”.

HYPOTHESES OF THE STUDY:

1. There are statistically significant differences between the first experimental group pupils and the first control group after conducting counseling program on behavioural disorders scales for the first experimental group.
2. There are statistically significant differences between the second experimental group pupils and the second control group after conducting counseling program on behavioural disorders scales for the second experimental group.
3. There are no statistically significant differences significant between average scores of the two experimental groups after conducting the counseling program on behavioural disorders scales.
- 4- There are statistically significant differences between average scores of the first experimental group pupils and the first control group after the following up period on behavioural disorders scales for the first experimental group.
5. There are statistically significant differences between average scores of the second experimental group pupils and the second control group after the following up period on behavioural disorders scales for the second experimental group.

6. There are no statistically significant differences between average scores of the two experimental groups after the following up period on behavioural disorders scales.
7. There are no statistically significant differences between average scores of the first experimental groups on behavioural disorders scales between after and the following up period.
8. There are no statistically significant differences between average scores of the second experimental groups on behavioural disorders scales between after and the following up period.

TOOLS AND STATISTICAL METHODS:

1. Diagnostic learning Disabilities Questionnaire for primary schools pupils in Arabic Language : by Shirin Dosokey (1996).
2. Recognition Skills Test in Arabic Language for Primary Schools Pupils. By Rema Saad El Gorf (1994).
3. Intelligence test by Ahmed Zaky Saleh (1978).
4. Aggressive Behavior Ain Shams Scale for Children by Nabil Hafez & Nader Kassem (1993).
5. Hyperactivity Scale for Children. By Abd El Aziz El Shakhes(1993).
6. Using Spss/pc 8.0 statistical Program to identify the differences between the averages of the degrees for the sample members.
7. Using T-Test method to identify the Significants of the differences.