

Summary of the Study

Introduction:

Caring with children is considered one of the most important standards by which a society's advance and development are measured. This care represents the care of the nation with its future, so it increased recently concerning childhood and how to face various problems that may hinder a child's appropriate growth and providing the needed requirements for this stage of growth. This is because its importance in forming a strong Egyptian citizen who does not represent a burden for society and family. Hearing impairment is a complicated social problem that faces society in general and family in particular. The existence of a child with hearing impairment in the family plays a major role in language acquisition which is the main means of communication to interact with those who surround the child and by losing it the child loses his ability to socially interact. This affects one of the important personality's aspects.

The aggressive behavior is the most important psychological and social problems that took scientists' attention; especially psychologists as their efforts were directed to studying it, uncover its reasons and know the methods that can control and reduce this behavior. Therefore, the teacher chose a counseling program to deal with this aggressive behavior regularly. In the light of scientific principles, to offer services to students in a direct and collective way aiming to reduce their aggressive behavior. The counseling program is more important and appropriate to reduce this behavior as it is easy to apply and it contains many counseling sessions divided into various activities including sport, culture, artists and social ones.

Problem of the Study

The main question of the study is determined by studying:
How effective is a counseling behavioral program in reducing the aggressive behavior of a sample of the hearing impairment.

The following secondary questions emerge from this main question:

1. Are there any differences between marks of the control group and empirical one for children with hearing impairment in the aggressive behavior standard after program application?

2. Are there any differences between marks of the empirical group for children with hearing impairment concerning pre- and post-aggressive behavior standards?
3. Can the effectiveness of a counseling program last after a period of following the program?

Objectives of the Study:

The current study aims to prepare a counseling program to reduce aggressive behavior for children with hearing impairment.

Importance of the Study:

Importance of the study is clear from both theoretical and applied aspects: Empirical examination of how effective this counseling program is.

Theoretical importance: it is represented in rare studies that tackle counseling programs to reduce aggressive behaviors for children with hearing impairment in the Libyan environment.

Applied importance: It is represented in the benefit from this study in offering a practical conception of what this counseling program should be to help families, caretakers, teachers and specialists on how to deal with those children and design a new and suitable measuring tool that can be used to measure this aggressive behavior for children with hearing impairment.

Methodology:

The current study is using the experimental method based on designing control and experimental units.

Sample of the Study:

The sample of study consists of 24 students in primary education stage at Al Ayham School for children with hearing impairment.

Tools of the Study:

- 1- Basic data form (by the researcher)
- 2- Aggressive behavior standard (by the researcher)
- 3- Counseling program (by the researcher)

Statistical Treatment:

The researcher used statistical programs (pss) for data discharge and treatment as follows:

- 1- Mann – Whitney test to count difference significance between two independent communities.
- 2- Wilcoxon Test to count difference significance between two relate groups.
- 3- Effect range using (n2) method.

Hypotheses of the Study:

- 1- There are statistically significant differences between child marks for both control and experimental groups on the aggressive behavior questionnaire after program application.
- 2- There are statistically significant differences between children of experimental group in the pre-measure and marks of children in the same group in post-measure of aggressive behavioral standard.
- 3- There are not any statistically significant differences between children of experimental group in both post and repeated measures after two months from program application on the aggressive behavior standard.

Results of the Study:

First Hypothesis' Result: There are statistically significant differences between child marks for both control and experimental groups on the aggressive behavior questionnaire after program application on the side of experimental group's children as there was a big effect after program application.

Second Hypothesis' Result: There are statistically significant differences between children of experimental group in the pre-measure and marks of children in the same group in post-measure of aggressive behavioral standard on the side of post-measure.

Third Hypothesis' Result: There are not any statistically significant differences between children of experimental group in both post and repeated measures after two months from program application on the aggressive behavior standard.



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**“Effectiveness of a Counseling Program to Reduce Aggressive Behavior
for Children with Hearing Impairment”**

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