

Full Length Research Paper

The effectiveness of a training program for increasing the awareness of the mothers of students with disabilities when dealing with their children in the Kingdom of Saudi Arabia

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Abstract

This study aimed to identify the effectiveness of a training program to increase awareness of the mothers of students with disabilities in both the International Rehabilitation Center and children with disabilities and the Welfare Women's Charitable Society (Down syndrome) schools in Riyadh, Saudi Arabia. The study sample consisted of (120) mothers which was divided into a control and experimental groups. The researcher prepared a test of (63) paragraphs and another oral test was also implemented for specifying the Effectiveness of a training program to increase awareness of the mothers of students with disabilities. The study revealed the validity and reliability at D level; the study concluded the following results: There are no statistical significant differences between the control and experimental groups in the pre-test that both groups are equal, score of mothers in the experimental group on the post-test dimensions is higher than the mean scores of mothers on the pre-test for the post test where mothers have benefited from the program, there is statistical significant in all dimensions of the test taught by between experimental and control groups differences for any advantage of the experimental group that mothers have benefited from the program, there was no statistical significant in all dimensions between the pre-test and taught by differences in the control group, there are no statistical significant differences between the controls and experimental groups for the oral test that is unequal groups, there are significant differences between the oral tests taught by the oral test in the experimental group differences for the benefit of post-test, there are significant differences between the oral tests taught by the oral test in the control group in favor of the post test and there are significant differences between the control and experimental groups for the oral post-test in favor of the experimental group.

Keywords: Training programme, mothers, students with disabilities, Saudi Arabia

INTRODUCTION

The awareness and educated of the families in dealing with children with disabilities is an important element in development and improvement of the performance of these children, where the family is starting to raise awareness to areas of disability process starting from the measures that should be taken to protect the child from

the disability by adapting the appropriate actions which aimed to raise upbringing, education and sponsorship correctly, as well as obtaining the appropriate services in the event of a disabled child in the family, (Regional Office for the Eastern Mediterranean, No. 14.1990), as the disability does not affect the baby, but it also affect

the lives of his family, besides feeling of parents shocked and disappointed, frustration, guilt, anxiety, and cast a shadow on domestic climate, to affect negatively on building relationships and interactions between the child with (Bickman & Weatherford, 1986) disabilities and members of his family,

It is often the family is unable to confront with the problems of disability and realistic in an objective manner, the lack of adequate knowledge and awareness of his condition about his needs, lack of competencies and skills that are required to deal with the disabled, as well as what might taint replies family acts towards disability from negative, neglect, or rejection and ostracism, or pampering or extra protection, or to rely on the interpretations and means of primitive useless in dealing with the situation. (Berger, 1987) where concentration is on the awareness to support and promote these families to increase their work with their children by attending forms of awareness lectures, workshops, seminars, publications and home visits by specialists and conducting regular meetings for these families with exchange of experiences with the families to have the same case or similar cases, (Greenberg, 1983) among the methods that ensure activation of the role of parents and their participation in the care of their child with disabilities include the following factors:

1 - Educating parents on health, cultural and media of the importance of early detection and identification of disability among their children along with developing their skills to participate in the early intervention programs (Warren & Hasenstab, 1986: 293)

2 - Educating parents, including negative reactions to overcome the shock of disability, besides helping them to develop positive attitudes towards their child with disabilities for avoiding negative trends, denial, blame, and the low level of parental expectations towards the child. In addition to information about disability and what they can do about it (World Health Organization / Regional Office for the Eastern Mediterranean / number (1), 1990).

3 – Educating parental child about his disability regarding his mental, social, physical and psychological characteristics, and the Effectiveness of disability and needs implications. (WHO / 0.1989, Regional Office for the Eastern Mediterranean, the number (11) 1990)

4 - Teaching parents about the necessary first aid skills to treat the child from the various accidents and reduce the incidence of emergency situations that may lead to a deterioration of his disability (Buscaglia, 1975)

It is already clear need to educate, guide parents and their participation in various outreach programs, given the vital role that family plays in child care, and the need for coordination and cooperation between what the family of efforts in child service and what is offered by other educational and rehabilitative and community institutions. (Gresham 1982) the outreach programs including the

status of each child and his family and trying to help them psychologically and physically, according to his need, and improving the status of the child socially family, and the definition of the family, in turn, the direction of their child with disabilities, and how to deal with him at home, and to encourage parents to express their feelings about their child with disabilities, and to listen to them, and correct some of the mistakes that control them about their son, and what he needs these children of aids and utilities, as well as children and encourage them to assess, and provide some rehabilitation and academic programs for these children, especially the living skills, social, motor, and the economic, professional, and self-reliance, and how to achieve needs, and the role of the family in the prevention of disability, then attend parents training programs about methods of dealing with their children, and how to care for the family of the child and follow-up to him while he was in the center. (Omran, 1997)

Additionally, mothers training occupies an important role in the stability and adapting the family in general, and children with disabilities in particular, and to identify methods to provide care, and living activities, social, and educational efforts to raise productivity their competence, improve methods with children with disabilities in a systematic fashion (Alnahas, 1995) and the training focuses primarily on trying to make a positive difference in the mothers' skills and their ability to deal with children with disabilities, as well as the development of patterns of behavior that to treat them with their children, (Solis, 1997), is the training of mothers process of investment in the development and capacity-building and improving their performance and provide them skills who they need to treat them with their sons necessitating the need for the software you need mothers to develop their skills planning, and monitoring their performance during operational practices, and educational and social living with their children, and to assess the usefulness of these practices, according to scientific foundations of sophisticated, so check them out positive results expected, (Alhindi 1997), and as a result of the presence of a child with a disability in the family, the family are prone to crises, and various psychological pressures, which requires the intensification of efforts, and provide educational programs, psychological, social, medical, and awareness, to take out a disability and his family from the pressure of psychological crisis and its negative Effectiveness (Smpaoh, 1986), the lack of family awareness of the needs of their child is disabled, and the methods of dealing with it, makes the family do some educational methods is correct, some children need a special kind of attention and care, and so the family can do so in the required manner necessary to take advantage of specialists who work in specialized in dealing with disability categories centers experience (Peter, 1981), and that the family remain in constant

communication with specialized centers, where specialists at the center visits to families of children with disabilities, to create a family of ready to work with a child with a disability, and make them aware of how to deal with their children, and to answer their questions, that home visits by some specialists to families of children with disabilities and the task of great interest and importance for the following reasons:

1- study identifies the methods in which different skills progress of the child, whether living skills, educational or social, and the possibility of a movement with a disability at home (Al-Khatib, Alhadeedi, and Tacist.1992).

2 identify the situation and the level of family living

3 - Specifying the degree of psychological stress among family members, resulting from presence of a child with a disability for helping the family and the child not to surrender to the crisis, and avoiding withdraw from social participation (Maaytah 2006).

4 - Identifying the nature of the relations between family members, and how to deal with the disabled, is there discrimination and social discrimination between him and his brothers, and looks pathetic limit any activity is believed that it is possible to do, and the extent of carrying disabled responsibilities, and the type of these responsibilities (Huwaidi, 1996)

5. Developing some of the views and recommendations to the families of individuals with disabilities to prepare domestic arrangements and the work of some of the improvements that help the disabled to adapt (WHO / Volume: 12.1990).

Consequently, it can be seen from the foregoing the need for family initialized, all of its members to the success of awareness programs through specialists visitors, providing for the family through awareness programs information, and correct misconceptions about the disabled categories and classifications, and their characteristics, and the Effectiveness of disability on them, medical, psychological, social, educational and professional needs, and awareness methods of prevention of disability, and methods to reduce them, and early intervention programs, and so acceptance is achieved, and provide services for families not on the level of education, but to also be a social level, and this is what the current study seeks to achieve a knowledge of the Effectiveness of educating mothers treat them with their children with. Disability, so the independent variable for this study is the training method has two levels training of specialists qualifications within the two associations training of specialists' qualifications through visits to homes.

The dependent variable factor is the output of the enrollment of mothers in the training program Effectiveness to increase their awareness in the provision of living , social and educational skills to their children with disabilities after the completion of the training as measured by test verbally, and test my view, has been

used in this study as a test before me, and test after me, the curriculum used in this study is experimental method, pre and post test experimental and control groups, and to verify the purpose of the study of the training program is applied to the experimental group, it does not apply to a control group.

Significance of the Study

Importance of this research emerges from the idea of practical training for mothers on a mechanism to deal with children with disabilities, along with developing the idea of training to include home visits, besides follow-up procedures for the process to achieve the knowledge that leads to success with the children, therefore, the study on the substance of the idea for the task of what is expected of outputs.

Subsequently, it also lies the importance of the study of mothers consideration for educating students with disabilities is a major goal of family and community rehabilitation, and the importance of this study, they tested the Effectiveness of a special program works to inform and educate mothers treat them with their children and train him. The education of mothers of students with disabilities associated of these children the ability to depend on themselves in living skills everyday family, social, independence, linguistic and motor sensory, self-oriented social and professional socialization importance of this study in an attempt to embrace the success of a training program designed to develop skills mothers so that they can better understand the provision of better services to their children with disabilities and insight to the skills of self-reliance.

This study importance discusses the Effectiveness of a training program to increase awareness of the mothers of students with disabilities in both the International Rehabilitation Center and Children with Association of disability and the Welfare women's charities Society at (schools with Down syndrome) in Riyadh / Saudi Arabia as one of the modern methods, which has many advantages in training mothers, or training by specialists qualified workers in the association, and as a mediator tutorial helps overcome the problems inherent in the process of education (training) mothers how to provide them various skills the right to deal with children with disabilities, as well as highlight the importance of training pattern of pain through specialists qualified workers association, or by specialists who do visit the homes of the families of children with disabilities who have full experience in dealing with such cases, and above them that won their sessions by specialists in this field. The study also seeks to increase the attention of researchers in field of special education and rehabilitation of family and community and take advantage of the results of this study to promote the use of modern training mechanisms, including the training of mother awareness training

programs to increase awareness and treat them in with their children with disabilities.

Problem of the Study

The problem of the study is summarized in training mothers to increase their awareness in with their children with disabilities actively in family and community rehabilitation field, whether training by qualified specialists in associations and centers that deal with care and growing up with disabilities or training through the specialists who do visit homes increase in the level of awareness of pain in the method of delivery of living, social and educational skills with disabilities.

Objectives of the Study

This study started from the principle that learning methods of non-traditional, including (training through meaningful program offers mothers by specialists qualifications enrolled centers therein their children to increase their awareness of the children with disabilities) or training through the specialists who do visits Home for families of people with disabilities to help increase awareness of mothers treat them with children with disabilities to living , social and educational skills and scientific correct, so that these skills do not file independently later at home, in addition to providing them with living , social and educational skills required for self-reliance, and prepare them to deal with different skills and living tasks in the explosive knowledge constantly changing era, the main objective of this study is to investigate the effect method of learning mothers with disabilities with the help of specialists with expertise and efficiency both within the centers or through visits by specialists for families of individuals with disabilities.

The Study Questions

This study attempted to answer the following major question:

1. Is there any statistical significant differences at the level (.05), between training mothers by qualified specialists within the association, and centers that deal with care and education of children with disabilities and trained by specialists of visitors due to the method of training?

Procedural Definitions

1. **Training:** Is the ongoing process by which to provide the trainee with information and skills necessary to be able to perform better specific tasks.
2. **Training of the female specialists:** Training programs are specially prepared by specialists qualifications of capable and experienced experts in this

area and working in associations and centers to educate mothers with disabilities in dealing with their children where specialists visited the homes of the families of children with disabilities and see the reality faced by the disabled and how to deal all members of his family with him.

3. The Disabled Individuals: Every person with a failure in whole or in part for a period of more than one year, or is expected to exceed the year in any of the senses or abilities of physical, psychological, educational which made him unable to secure himself in whole or in part, what will come from non-disabled from the necessities living and adversely affect the potential for education or rehabilitation or work.

4 - Mental Disabilities: the case appear in the stages of living developmental for children from birth to 18 years of age with lack of mental ability , adaptive behavior and suffers from a lack of or slow mental growth leads to a low degree of intelligence and social adaptability.

Limitations of the Study

First, this study was limited to a sample of mothers of children with disabilities enrolled in the Society of disabled children and the Welfare women's charity Society (Welfare Schools Down syndrome) and the Center for International Rehabilitation has been applied to study in the academic year 2006/2007.

Second: This study compared the training method of qualified specialists who visits the homes of the families of children with disabilities and training mothers at their homes and way of skills training of qualified specialists working in associations and centers that deal with care and growing up with disabilities from reality experiences.

Third, this study addressed some of actual, social and educational skills needed by children with disabilities in their lives.

Previous Studies

In a study conducted by Barakat and Lenny .1992) Barakat & Linney) on children with disabilities, physical and mothers interrelationships of social support, marital adjustment and agree a child, and has been in this study examined the internal relations in marital adjustment and the interaction between mother and child and the compatibility of children where the study sample consisted of (29) family ranged in age children between 6-11 years old and suffer from physical disabilities only and did not suffer from mental retardation also included a sample of the study (28) family was her children from misfits which do not have any kind of disability, and the results showed that the mother agrees and child depends on how adapt pain response towards disabled child physically pressures and the ability of the mother to create an ideal environment through interaction between

mother and child and focused on the study examines the relationship between social support related to maternal and compatibility psychiatric Lam, agrees children, has been shown that social support is positively by children my sample study.

Margalit study (1991) aimed to identify the Effectiveness of the program in social skills training and compatibility school with mentally retarded by the computer (program and found the solution I Found solution) to improve social and academic adjustment for the sample of (87) of mentally retarded children backward mean ranged in age from 10-17 years has made teachers training the experimental group on the use of social skills program of social skills package, the results showed that after appreciation taught by social skills by children and teachers, the children showed an improvement in the level of cooperation with colleagues and compatibility school compared to the control group, while not There are significant differences between the two groups in the self-tuning and compassion.

In a study conducted by Varney et al (Varni, Katz, Colegrove, & Dolgin, 1993) focuses on the Effectiveness of social skills training to improve psychological and social adjustment of children who are in the beginning of the cancer program, and through the promotion and development of social support they receive from the size classmates and teachers, through a sample of 64 children, ranging in age from 5-13 years old as well as their parents, have revealed the results of the study for the treatment group that received the program in social skills training showed more a received from classmates, teachers, social support, compared to social support scale before treatment, and their parents decided to drop their behavioral problems, and increase the efficiency of school.

The study of safe Swede (1992) aimed to identify the parent upbringing methods followed by the mothers of children with mental disabilities, and the degree of the relationship between relational socialization techniques and behavioral problems to have. The study sample consisted of 50 children from my school intellectual education of both sexes (males and females) between the ages of 6-15 years old, and (50) of the mothers of these children study used a measure trends parent preparation Imad al-Din Ismail Arab and image of the scale behavior adaptive school's second part the development of Joseph Qaryouti and Jalal tractor. Among the most important findings of the study that the most common trends among respondents is the oscillation, extra protection, bullying, and then there are positive correlation between cruelty and behavior relationship. The study, to hold training sessions to educate mothers with mental disabilities aims to introduce them in method s that normal upbringing and new methods of socialization, and modify their attitudes towards their children with mental disabilities.

Another study of Sherman and others Scherman, et. al. (2003) discusses awareness grandparents problem grandchildren of people with disability Grandchildren With Disabilities In this study, the interview was for children with special categories (with the deficit) has been shown to be a bit of these grandparents to have information about their grandchildren deficit, and most of them gave emotional and physical support for these children, and they were very interest and the future of their grandchildren experience stressful events experienced by parents of these children, they have received more support from family and social support or guidance.

METHODOLOGY AND PROCEDURES

Population of the Study

The population of the study consisted of mothers with mental disabilities Statistics and medium enrolled their children in the Society for Disabled Children and the Welfare Society women's charity (Schools Welfare Down Syndrome) and the Center for International Rehabilitation in Riyadh and the number of mothers (120) either, dispensers as follows Association of Disabled Children (40) The Welfare Society women's charities (schools welfare of Down syndrome) (40) the Center for International rehabilitation in Riyadh (40), while, in the academic year 2007/2008 in the city of Riyadh, and accept these associations and centers for children with mental disabilities Statistics and middle aged from 6 - 16 years within the range of criteria and conditions to enroll in terms of age and level of status and quality of disability and other conditions and is subject to students enrolled in these associations and centers for procedures detection and diagnosis established by the multi-criteria for the disabled definition mentally and Down syndrome that (medical examinations audio-visual and diagnosis of mobility and speech and response and expression) of these associations and work that method since it opened at the beginning of each school year.

Sample of the Study

The study sample consisted of (120) or from mothers of children with disabilities enrolled in children with disabilities and Welfare Society Women's Charitable Society (Welfare Schools Down syndrome) and the Center for International Rehabilitation was chosen manner. Lots, ages ranged between (3055) years, has been the work of a preliminary assessment of these mothers when the enrollment of their children centers to identify skills that mothers in dealing with their children with disabilities (of living skills and social, economic and educational) In light of the pretest were selected to join the training program by specialists qualifications are

employed within the associations that have distinct experiences in dealing with children with disabilities and their long experience in the training of mothers to increase their awareness to deal with children with disabilities in the acquisition of living, social, economic and educational skills to deal with their children with disabilities and to benefit from association centers and services. Table (1) the distribution of mothers with disabilities in the experimental and control groups.

After the distribution of the mothers in both groups were randomly regular skills possessed by every account, according to the equation or skills possessed by pain before training rate + skills possessed by the mother during their dealings with her sons rate + skills gained an mean of Assembly + skills gained from the training rate.

Researcher was achieved equal groups by experimentation where underwent the experimental group as well as the control group to test me in order to achieve statistical adjustment, has not suffered the mothers in the control group to train mothers program in order to adjust the Hawthorne Effect, and show no differences were statistically significant between the mean scores of the control group and between the mean scores of the experimental group as the value of (T) 75, which is not statistically significant at the level of significance (457.).

The Instruments of the Study

The researcher used in this study tests; one theoretical and the other oral instruments has been used by the experimentation Postal pre - test and after the end of the trial period was used dimensional post-test to measure the Effectiveness of training to address in preparing and delivering training programs to increase awareness of the mothers of students with disabilities are able to master the skills living, social, economic, educational, and oversaw a researcher at the correct tests theoretical and oral pre and post and with the help of two of the specialists in the association and two coaches qualifications mothers and women who have already given that attended the sessions in previous times and have experience and high efficiency in the field, The researcher describes the used instruments in this study as follows:

Adaptive Behavior Skills Test: The researcher adopted in the theoretical test a preparation of modified and Arbitrated (63) paragraphs to commensurate with the Saudi environment, in which additions, deletions and addition of the vocabulary and terminology, depending on the views of the arbitrators totaling ten of the faculty in the Department of Special Education at King Saud University and faculty members in the Department of Special Education at Teachers College in Jeddah and specialists in the Secretariat for Special Education and the Society for the disabled children by introducing

paragraphs test on a group of arbitrators to make sure sincerity through estimating the extent of representation and affiliation paragraphs dimensions set for it to judge the suitability, and the exclusion of paragraphs inappropriate ones for finding out whether there is a need to add any clauses in any field to complete coverage and make note of where the safety of the language of paragraphs, and then re-consider the resolution in the light of the observations made by the arbitrators were excluded (9) vertebrae, as well as been modified the language of some of the paragraphs have stayed paragraphs agreed upon by 90% of the arbitrators, which have been classified in nine hierarchical levels depending on the degree to acquire the necessary skills

Means of the difficulty of the previous levels in order correlation coefficient that are reported by the (47 - 47, _56, - 38, - 40.56, - 47, - 40, - 38,). This was equal to the Effectiveness of the three Sixty paragraphs in the Reliability of the test labs and in the Reliability coefficient of the level classified by each of the paragraphs was the Reliability of each test or the level of which were classified by whether or omit any paragraph (62.68), this and the amount of stability Reliability coefficient each test is equal to 72, has been Reliability coefficient was calculated for this test, where he was (8732), which is acceptable stability coefficient.

Oral Test (Observation): The researcher displayed a video scene for a child's behavior with a mental disability, a set of living skills daily since the morning until he entered the bathroom and wash your face and hands even eat breakfast and movement inside the house and asked his mother to bring color pencils and a sketchbook from the library and I asked him to mention the days of the week and during the movement inside the house has not been tampered from home tools did bump and then went with his mother to help her in the kitchen and she was asking him to his mother that some business works was responsive and heard the words of his mother, and then I asked him how old he replied old years and then gave him the money to buy chocolate from the grocery store and return the rest of the money which is behaviors and living skills group carried out by every human being, especially the disabled has been limited to these skills through the scene and the number of behaviors or oral skills that the mother mentioned (25) skills. It has been evaluating the level of mastery of every mother in the experimental and control groups by two of the parameters of qualified and long experience in the field.

Educational Material

First, educational material own training methods for the mothers by specialists working in the association who do visit mothers at home to increase their awareness in dealing with children with disabilities are the same as

Table 1: test results (T) to compare the means of homogeneity between the scores of the mothers in both groups (control and experimental) on the pre-test dimensions is related to the parity between the two groups before the experiment

Dimension	The Group	Number of respondents sample	Mean	standard deviation	(T) Value	level of significance
Independence skills	Experimental	60	28.30	61.9	432,	666,
Sensory Moving skills	Control	60	05.29	39.9		
Economic skills	Experimental	60	93.20	69.8	28.1	203,
Language skills	Control	60	96.22	68.8		
Computational skills	Experimental	60	96.10	43.5	114, -	909,
Skills related to self-orientation	Control	60	80.11	75.5		
Skills to take responsibility	Experimental	60	95.24	56.9	198,	843,
Socialization skills	Control	60	61.24	87.8		
Professional skills	Experimental	60	01.31	79.13	207,	837,
The Total	Control	60	50.30	57.13		

training material for training by specialists qualified workers in associations and centers that deal with care and growing up with Disabilities (a range of living skills and acceptance and skills and sensory economic linguistic and mathematical skills and skills related to self-direction and related to assume responsibility regarding the socialization and professional skills in the sense that the training material content is formed from a material containing the usual skills by the mother in the house to help her son properly. are selected skills be training are given intern definition theory of the term or concept and a statement about the nature of this skill and how to apply the theory and are seeing the skill of an example or more. evident from the example: skill by the child with a disability, and the role required from mother to install such skill when the child scientific method right. even recognize intern skills and appropriate behavior State concerned and then the practical application on her several times after viewing the model of the video and can practice and recording behaviors carried out by comparing it with what has been watching the video in order to correct the behaviors performed by a trainee in dealing with her son with a disability. They can also listen to their mothers already for exercising such behaviors with their children through the registration of these scenes and displayed on the video appearance behaviors carried out by the mothers. The training program by specialists to increase the awareness of mothers treat them with their children with disabilities is one of the family and community rehabilitation programs in place where several countries have proven success dramatically.

Second, the special educational material is a manner that shows parent educators for treating their children in

groups. It is a learning material in the same way that has been employed in the presentation of the material for educational skills in various areas of living , but it is fragmented (using the method of analysis tasks) Any all the skills did not show up but have a nanny a specific plan and implemented according to what is the decree in dealing with children the front of the mothers of any identifying skills theoretically and practically, for example, a sense of mobility is taken, including the goal of skills and is resolved to partial skills so that the student can pass every stage and so on with the rest of the goals, then social skills and self-care skills and so on, listening to educators in how to deal with children. As is explained how to deal with one of the skills by a governess for mothers on the ground, both theoretically and practically to demonstrate the proper scientific method of dealing with these skills, and be treated with the same skill with more than one child and listen mothers and see what the nanny, as well as the one of the mothers do the same the role of the governess for the implementation of skill and is straighten it before the nanny located goals of educational material in three levels, specifically , (knowledge and remembering, understanding and comprehension, implementation of each method for (50) minutes.

The Statistical Processing

According to the design referred to above, the researcher used (T) test t-test to compare the means under study questions after post measurement that took on its members for the two experimental, control group and the theoretical and oral tests

1 – Computing means and standard deviations of the degree of parity between the two sets of evaluation study (experimental and control).

Table 2: shows (T) test results to compare the scores means of the mothers in the experimental group on the pretest and posttest dimensions

Dimension	The Group	Number of respondents sample	Mean	standard deviation	(T) Value	level of significance
Independence skills	pretest	60	30.28	61.9	-68.14 **	000, **
Sensory Moving skills	posttest	60	08.48	24.3		
Economic skills	pretest	60	93.20	69.8	-25.11 **	000, **
Language skills	posttest	60	01.35	57.3		
Computational skills	pretest	60	96.10	43.5	-27.14 **	000, **
Skills related to self-orientation	posttest	60	76.21	25.2		
Skills to take responsibility	pretest	60	95.24	56.9	-97.14 **	000, **
Socialization skills	posttest	60	98.43	67.3		
Professional skills	pretest	60	01.31	79.13	-17.14 **	000, **
The Total	posttest	60	48.56	53.4		

** Means at the level of .05,

Table 3: shows (T) test results to denote the differences between the mean scores of mothers in the control and experimental groups on the post-test

The Dimension	Group	Number of respondents sample	Mean	standard deviation	(T) Value	level of significance
Independence skills	Experimental	60	08.48	24.3	96.14	000, **
Sensory Moving skills	Control	60	80.29	89.8		
Economic skills	Experimental	60	01.35	72.3	90.9	000, **
Language skills	Control	60	10.23	60.8		
Computational skills	Experimental	60	76.21	25.2	14.13	000, **
Skills related to self-orientation	Control	60	80.11	42.5		
Skills to take responsibility	Experimental	60	98.43	67.3	77.15	000, **
Socialization skills	Control	60	65.25	21.8		
Professional skills	Experimental	60	48.56	53.4	94.13	000, **
The Total	Control	60	36.32	60.12		

2 - (T) test to find a sign of the differences in the means according to the time period in which he was to test (before test after test) for the two experimental and control groups.

RESULTS OF THE STUDY

Comparisons was implemented between the scores mean of mothers in the control and experimental groups on the theoretical test previous dimensions to verify the equivalence between the two groups before experimentation as shown in **table 1** means and standard deviations and (T) values of the experimental and control on the theoretical previous test. The results showed the following: The values of (T) tests in all the theoretical test, previous dimensions indicate that there are not any statistical significant differences between the controls and experimental groups differences which means that they are identical groups.

Table 2 shows that mean scores of mothers in the experimental group on the posttest dimensions higher than the mean scores of mothers on the pre-test to post-

test in favor of the theoretical means that mothers have benefited from the training program.

Table 3 shows values of (T) which indicate presence of statistical significant differences at the level of significance (0,05 = T) in all dimensions and in favor of the experimental group means that mothers have benefited from the training program provided them

Table 5 Shows the test values (T) which indicates that there are statistical significant differences at the level (0,05 = p) between tribal oral test and the oral test posttest in the experimental group and in favor of post-test.

Table 6 shows that (T) test values indicated that there are statistical significant differences at the level (0, 05 = p) between the pre-test and post-test in the control group and in favor of the post test to the length of time between the test pre and post test, which led to the acquisition of some of the mothers of some of the skills during this time period.

Table 7 Shows test values (T) which indicates that there are statistical significant differences at the level (0,05 = P) between the experimental group and the control group for the oral test and posttest for the experimental group.

Table 4: shows test results (T) for comparing means of the mothers in the control group on the pretest and posttest dimensions

The Dimension	The Group	Number of respondents sample	Mean	standard deviation	(T) Value	level of significance
Independence skills	pretest	60	05.29	39.9	-80.2	007,
Sensory Moving skills	posttest	60	80.29	89.8		
Economic skills	pretest	60	96.22	68.8	73.01	088,
Language skills	posttest	60	10.22	60.8		
Computational skills	pretest	60	08.11	75.5	-88.2	005,
Skills related to self-orientation	posttest	60	80.11	42.5		
Skills to take responsibility	pretest	60	61.24	87.8	-97.2	004,
Socialization skills	posttest	60	65.25	21.8		
Professional skills	pretest	60	50.30	57.13	-65.3	001,
The Total	posttest	60	36.32	60.12		

Table 5: results (T) for comparing the scores means of the mothers in the experimental group for the oral pre and post tests

The Dimension	Group	Number of respondents sample	Mean	standard deviation	(T) Value	level of significance
Experimental	posttest	60	68.12	06.2	-81.42	000,
	pretest	60	25.22	67.1		

Table 6: shows test results (T) to compare the means of the mothers in the control group for the oral test pre and post

The Dimension	The Group	Number of respondents sample	Mean	standard deviation	(T) Value	level of significance
Control	posttest	60	41.12	84.1	-15.36	.000
	pretest	60	73.19	57.1		

Table 7: results (T) for comparing means of dimensional oral test between the two groups (control and experimental) for dimensional oral test

The Dimension	The Group	Number of respondents sample	The Mean	The standard deviation	(T) Value	level of significance
Posttest Experimental	60	25.22	67.1	49.8		.000
Posttest Control	60	73.19	57.1			

RECOMMENDATIONS

The researcher concludes the following recommendations based on the results of the current study analysis:

- Focusing on training especially for the mothers who have high academic qualifications to enroll in advanced

courses to train mothers' with less qualifications about dealing with their disabled children scientifically and effectively.

- Disseminating training program for experienced mothers by specialists through regular home visits to increase their awareness in dealing with their children with disabilities as a community-based rehabilitation programs.

- Conducting further studies aimed at development of the training program of experienced specialists for making evaluation about the performance of mothers in dealing with their children through the acquired skills.
- Implementing further studies to investigate the effectiveness of community-based rehabilitation program in general and the training of all members of the family in particular programs.
- Executing further studies in this field to investigate the effectiveness for training program of academic specialists with long experience in training parents to raise awareness in dealing with children with disabilities in the level of proficiency.

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