

تقييم الخدمات المساندة المقدمة للأفراد ذوي التخلف العقلي في الأردن

إعداد

عاطف عبد الله مصطفى بحراوي

المشرف

الأستاذ الدكتور جمال محمد سعيد الخطيب

قدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الدكتوراه في  
التربية الخاصة

تعتمد كلية الدراسات العليا  
هذه النسخة من الرسالة  
التوقيع..... التاريخ: ١٦/١٢/٢٠٠٦

كلية الدراسات العليا  
الجامعة الأردنية

أب / ٢٠٠٦

ب

قرار لجنة المناقشة

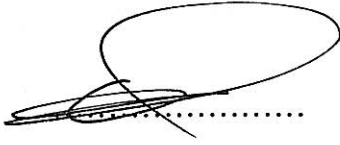
نوقشت هذه الرسالة (تقييم الخدمات المساندة المقدمة لأفراد ذوي التخلف العقلي  
في الأردن) وأجيزت بتاريخ ٧ / ٨ / ٢٠٠٦ .

التوقيع

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أعضاء لجنة المناقشة

الأستاذ الدكتور جمال محمد الخطيب مشرفاً  
(أستاذ دكتور في التربية الخاصة / الجامعة الأردنية)

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الأستاذ الدكتور جميل محمود الصمادي عضواً  
(أستاذ دكتور في التربية الخاصة / الجامعة الأردنية)

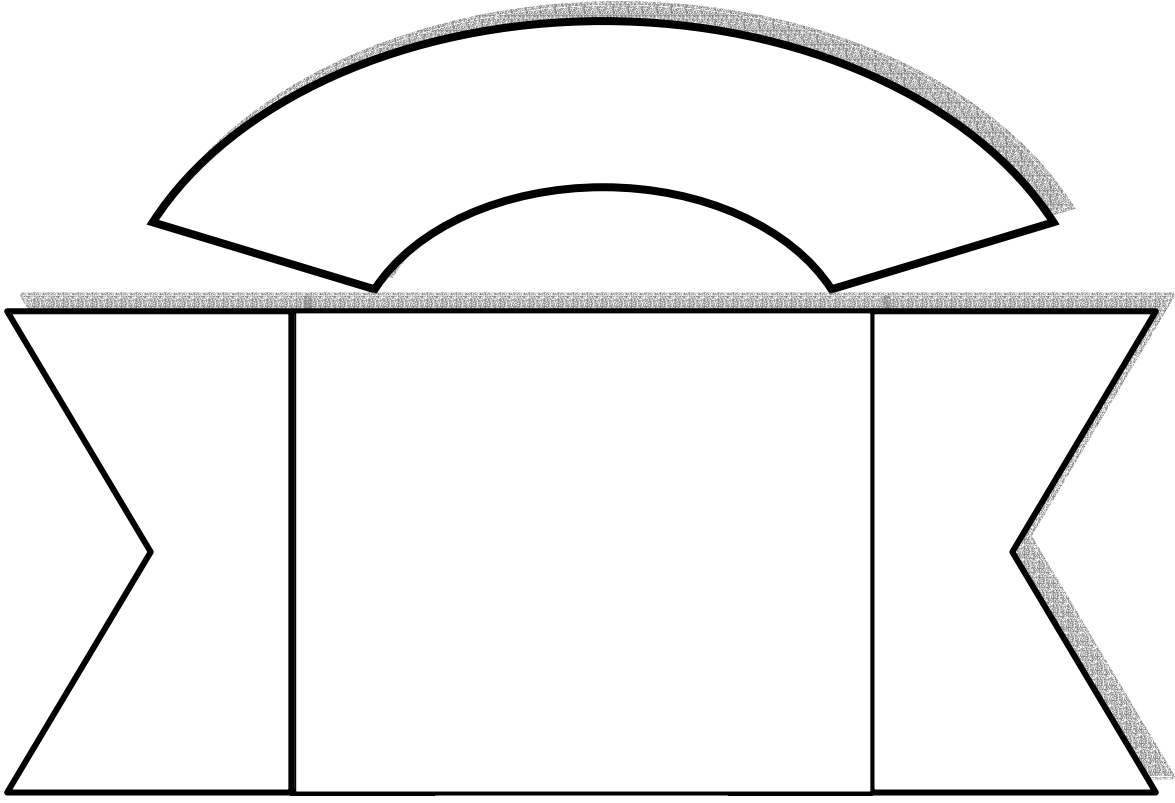
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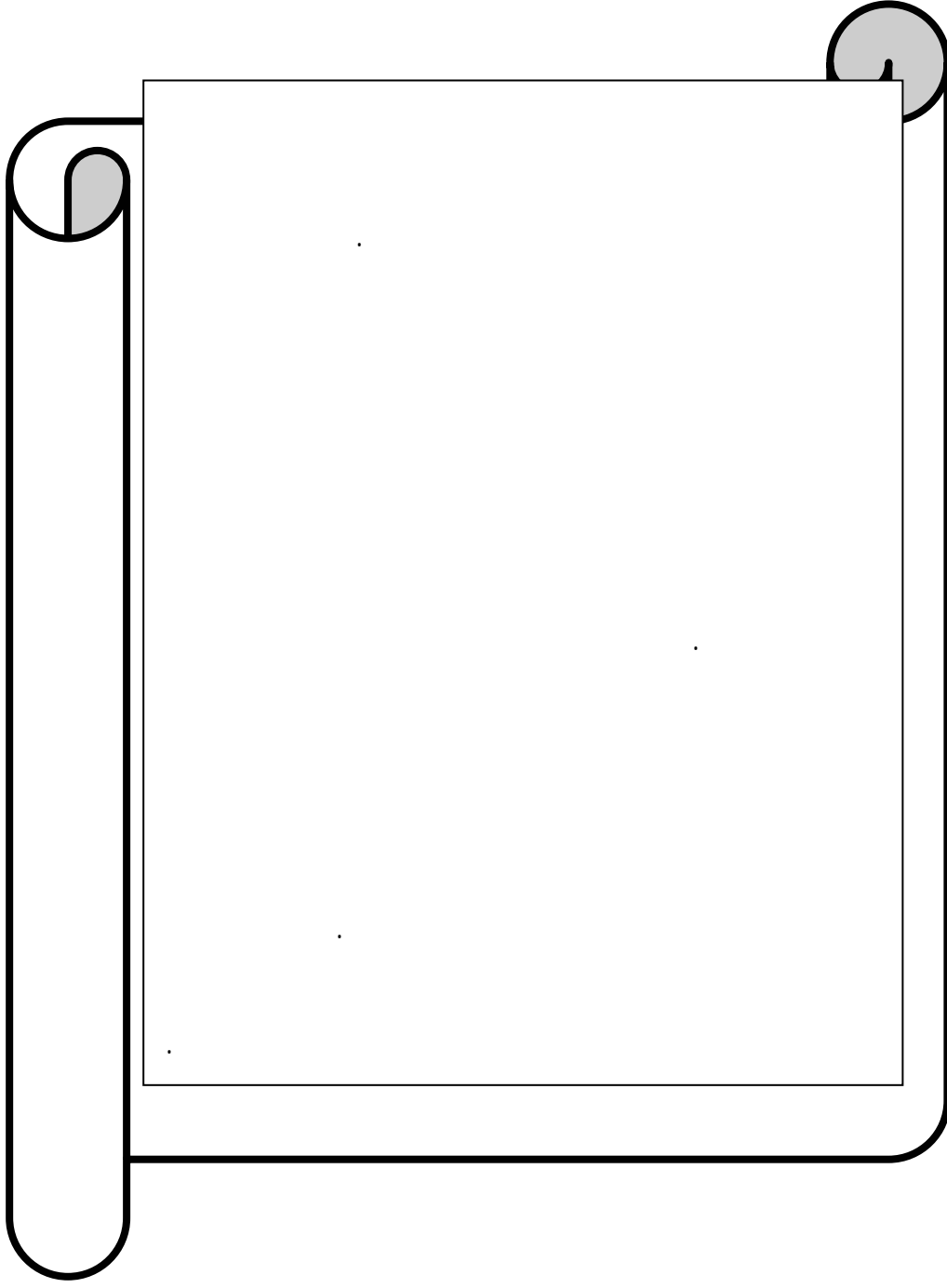

الدكتور إبراهيم عبد الله الزريقات عضواً  
(أستاذ مساعد في التربية الخاصة / الجامعة الأردنية)

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الدكتورة سهى هاشم الحسن عضواً  
(أستاذ مساعد في التربية الخاصة / الجامعة الهاشمية)

تعتمد كلية الدراسات العليا  
هذه النسخة من الرسالة  
التوقيع..... التاريخ.....  










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Diagnostic and statistical manual of mental disorders (٤th ed.) (DSM- IV)

American Psychiatric Association (APA)

Individuals with Disabilities Education Act (IDEA)

Individualized Educational Program (IEP)

Individualized Instructional Plan (IIP)

Individualized Family Service Plan (IFSP)

Activities of Daily Living (ADL)

International Classification of Functioning (IFC)

Traumatic Brain Injury (TBI)

Language Learning Disabilities (LLD)

Qualified Mental Retardation Professionals (QMRP)



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.(Coutinho & Donald, 2005)

Hallahan & Kauffman, 2003)

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(Coutinho & Donald,

.2005)



(Hallahan & Kauffman, 2003)

**Mental Retardation :**

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( Hallahan & Kauffman, 2003)

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Social Demands

Social Competencies .( )

.(Lerner, 2000 )

(Forness, 2001)

(DSM-IV)

American Psychiatric Association APA ( )

.(Hallahan & Kauffman, 2003 )

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(Meijer, .( )

Vermeer, Ader & Diemels, 2000)

(Meijer,

.Vermeer, Ader & Diemels, 2000)

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(Casella & McNamara, 2005)

.(Welch, 2001)

Adaptive Behavior

.( ) Adaptive Behavior Scales

% %

.(Schum, 2004)

(Anthony, 2003)

.(McClatchey-Andrews, 2002)

(National Information Center

.for Children and Youth with Disabilities 2004)

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.(Hallahan & Kauffman, 2003)

.(Casella & McNamara, 2005)

.( Kraijer, 2000)

(Hallahan & Kauffman,

.2003)

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.(Kraijer, 2000)

(Community Alliance for

.Special Education & Protection and Advocacy, Inc, 2003)

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(Gross & Hahn, 2004)

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" .(CASE & PIA, April 2003)

(Early Childhood

) "(Early Intervention)

Special Education)

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(Cutler, 2001)

(Advocacy)

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Lerner, 2000)

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## Direct and Indirect Services :

(Barrow, 2003)

Individuals with Disabilities Education Act 1997 (IDEA 1997)

Participation

Participation restriction

Childress, )

( ) (2004)

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(McCaughey & Strohmer, 2005)

(McCaughey & Strohmer, 2005)

(Bennet, 2000)

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(Consultative Services)

(Direct Services)

.( ) "

**Multidisciplinary Team :**

.( )

Interdisciplinary co-operation

.(Lewis, Nash & Kelleher, 2003)

.( )

(Bennet, 2000)

.(Salvia & Ysseldyke, 2004)

Bennet,

)

.2000)

(Childress, 2004)

.(Barrow, 2003)

Individualized Educational Program (IEP)

Price IDEA 1997

.(&amp; Others, 2001)

**Educational/Instructional Service :** /

(Lerner, 2000)

.(Lawrence-Brown, 2004)

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.(Lawrence-Brown, 2004)

.(Lerner, 2000)

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.(Lang & Steely, 2003)

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(CASE & PIA, April 2003)

International  
Functioning

Classification of Functioning (IFC)

Functioning

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Activity

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Activity

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Limitations

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Cognitive abilities

(Kohn, Kehrer-Sawatzki & Hameister,

.2005)

(Lerner, 2000)

.(Schum, 2004)

metacognition

Metacognition

.(Saldana, 2004)

.(Saldana, 2004 Lerner, 2000)

### **Individualized Educational Program (IEP) :**

Individualized Education Program

(IDEA

.( ) "

1997)

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Lerner, 2000)

.(CASE & PIA, April 2003)

(Lerner, 2000

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(Lerner, 2000)

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Bench Marks

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Lerner, 2000)

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Realistic

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IDEA 97

.(Lerner, 2000)

**Special Educators :**

(Capacity Crisis)

.( )

.(Lawrence-Brown, 2004)

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.(Bristol, Kinzer, Lapp & Ridener, 2002)

" (Gorker & Tuzun, 2005)

Hyperactivity

Thioridazine

.(Gorker & Tuzun, 2005) "



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.(Lawrence-Brown, 2004)

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(Bristol, Kinzer, Lapp & Ridener, 2002)

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.(Lawrence-Brown, 2004)

**Parents :**

.(Downing, 1999)

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.(Geeter, Poppes & Vlaskamp, 2002)

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de Geeter, )

.(Poppes & Vlaskamp, 2002

(Lewis, Nash & Kelleher, 2003)

(Meisels & Shonkoff, 2000)

.(Meisels & Shonkoff, 2000)

(Kaczmarek, Goldstein, Individualized Family Service Plans (IFSPs)  
IFSP .Florey, Carter & Cannon, 2004)

(NICHCY,

.March 2005)

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.(NICHCY, March 2005)

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.(Lerner, 2000)

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**Referral and Classification :**

.(Bennet, 2000)

(Referral)

(Pre-Referral Intervention)

.( ) (Monitoring and Documenting Progress)



Lerner, 2000)

.(Downing, 1999

### Classification

.(Lerner, 2000)

.( ) (Downing, 1999)

(Noncategorical Programming)

(Balkanization)

.( )

### Related Services

(Salvia & Ysseldyke, 2004)

Supportive Services

) .(Salvia & Ysseldyke, 2004)

.(CASE & PIA, April 2003) (

Eligibility

.(Barrow, 2003)

(Eligibility

Decisions)

.( Salvia & Ysseldyke, 2004)

(Salvia & Ysseldyke, 2004)

(Federal Register, 1999, 300. 24)

.(Salvia & Ysseldyke, 2004) Related Services

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.(Anthony, 2003)(

(Smith, 2004)

Special Education

Related Services

.(Smith, 2004)

(Forness, 2001)

Paraprofessionals

(IDEA 1997)

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National ( )  
 Information Center for Children and Youth with Disabilities  
 .2001(NICHCY, 2001)

:

(Education Law  
 (CASE & PIA, April 2003) ( ) Center, 2001)

.(Education Law Center, 2001)

(IDEA 1997)

(Bruder & Dunst, 2005)

.Coordination Service

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.(Strong & Maralani, 1999)

(Education Law Center, 2001)



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.Appropriate

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**Medical Services :**

.(NICHCY, 2001)

Medical services

Specialized

.(CASE &amp; PIA, April 2003)

Medical Equipment and Supplies

(Barrow, 2003)

.(Dunkan, Ginter &amp; Swayne, 1998)

(Dunkan, Ginter &amp;

.Swayne, 1998)

.(Barrow, 2003)

Medical Rehabilitation

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(Dunkan, Ginter & Swayne,

(Dunkan, Ginter & Swayne, 1998)

1998)

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Coordination

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Skilled

(Cutler, 2001)

Nursing

Barrow, )

.(2003

(Forness, 2001)

.(Cutler, 2001)

(Dunkan, Ginter &

School health services

.Swayne, 1998)

(CASE & PIA,

.2003)

.American School Health Association 2005

.(ASHA, 2005)

(IDEA 1997)

(Rodman, Weill, Driscoll, Fetton, Alpert,

( )

.Salem-Schatz & Palfrey, 1999)

.(Dunkan, Ginter & Swayne, 1998)

.(ASHA, 2005)

.(Jansma & French, 1994)

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(ASHA, 2005)

(Bowe, 2000)

**العلاج الوظيفي: Occupational Therapy**

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Occupational therapy

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(CASE & PIA,

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.2003)

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(Yack, Sutton & Aquilla, 2002

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Physical Environment

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(Yack, Sutton & Aquilla, 2002)

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Occupational

Therapy

Barrow, )

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.(2003

Yack, Sutton & )

Physical Aids and Assistive Devices

.(Aquilla, 2002

:

.(Barrow, 2003)

Communication Boards

.(Bowe, 2000)

(Yack, Sutton & Aquilla, 2002)

Balance and Postural

:

Muscle Tone and Strength

Reaction

) Fine Motor Abilities

Body Awareness

Manipulative Skills

Grasps

Pinches

(Handwriting

Pencil and scissors use

(

) Gross Motor Abilities

Initiate and

) Motor Planning

) Visual Perception

(execute a motor act



.(Barrow, 2003)

.(Bowe, 2000)

Gross – Motor

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Tests

.(Lerner, 2000)

Physical Therapy

.(Barrow, 2003)

Physical therapy

.(CASE & PIA, April 2003 Barrow, 2003)

(Barrow,

.2003)



## خدمات علاج الكلام واللغة: Speech- Language Pathology Services

.( )

.(Childress, 2004)

Speech and Language Therapy

(Barrow,

.2003)

.(CASE & PIA, April 2003)

(Nelson, Benner & Gonzalez, 2005)

(Lewis & Penn, 1994)

(Lewis &

.Penn, 1994)

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(Lerner,

.2000)

Nelson,

.( Benner & Gonzalez, 2005)

.(Lerner, 2000)

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(Requesting)

.(Assertion)

CASE &

‘Nelson, Benner & Gonzalez, 2005)

(PIA, April 2003

:Speech-language pathology services

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.(Barrow, 2003)

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Echolalia

.(Bowe, 2000)

(Casella &

McNamara, 2005)

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.(Lerner, 2000)

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(Casella &

.McNamara, 2005)

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.(Casella & McNamara, 2005

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.(Casella & McNamara, 2005)

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Casella &

.(Bowe,2000 .McNamara, 2005)

.(Barrow, 2003)

### **Counseling Services :**

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.(NICHCY, 2001) (

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.(NICHCY,2001)

### **Parent Counseling and Training :**

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.( CASE & PIA, April 2003)

.( CASE & PIA, April 2003)

.(NICHCY, 2001)

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(Brown, Anand, Fung, Isaacs & Baum,

2003)

(Roberts, Stough & Parrish,

2002)

## Rehabilitation Counseling Services :

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(CASE & PIA,

.April 2003)

(Barrow, 2003)

:

Qualified Mental

Retardation Professionals (QMRP)

Support

.(Barrow, 2003) Function

## Psychological Services :

.(Bennet, 2000)

: Psychological services .( )  
(CASE & PIA, April 2003) -

:

.(Schum, 2004)

.(CASE & PIA, April 2003) -

## Social Work Services :

.(Crimando & Riggan, 1993)



(De Jong & Miller, Oliver & Sapey, 1999

.1998)

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.(Oliver & Sapey, 1999)

Community Specialist Services

Interdisciplinary

.(Barrow, 2003) Planning Team

Referral Eligibility

.(Barrow, 2003)

.(De Jong & Miller, 1998)

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(De Jong & Miller, 1998)

(De Jong & Miller, 1998)

Stigma

Stigma

(Dudley, 2000)

: Social work services in schools

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(Oliver & Sapey, 1999) ؛CASE & PIA, April 2003

**Artistic/Cultural Programs : /**

(NICHCY,2001)

(Lerner, 2000)

.Milgram-Lutermn, 2001

Expressive Therapy

/

.(Barrow, 2003)

.(Bowe, 2000)

**Assistive Technology Devices and Services: خدمات التكنولوجيا المساندة:**

Assistive Technology

.Adaptive Technology

.( Howard, 1993 )

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" .(NICHCY,2001)

.( ) "

.(Behrman & Jerome, 2002 York, 2000)

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.( Behrman & Jerome, 2002) (

(Barman & Stockton, 2002)

.(Lang & Steely, 2003)

(Assistive and Adaptive Technology) "

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.(CASE & PIA, April 2003)

) (Computer-Based Instruction)

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IDEA .( )

.(CASE & PIA, April 2003 Salvia & Ysseldyke, 2004)

**Behavior Therapy :**

.(Barrow, 2003)

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.(Barrow, 2003)

(Coutinho & Donald, 2005)

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(Barrow, 2003)

(Barrow, 2003)

.CASE & PIA, April 2003

**Recreation Services :** /

: Recreation

(NICHCY, 2001 CASE & PIA, 2003)

):

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Respite Care ( ) /

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.(Barrow, 2003)

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**Early identification and assessment of :**

**disabilities in children**

(CASE & PIA, April 2003)

Assessment .(Lerner, 2000)

(Lerner,

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.2000)

: Classification -

: Planning Instruction -

.(Lerner, 2000)

.( )

(Meisels & Shonkoff, 2000)

Referral

Screening

Instructional Planning

Classification

.(Lerner, 2000) Monitoring Pupil Progress

.(Lerner, 2000 Schum, 2004)

### **Transportation :**

(IDEA 1997)

:Transportation

.(NICHCY, 2001)

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.(CASE & PIA, April 2003)



.(CASE & PIA, 2003)

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**Audiological Services:**

The Dictionary of Occupational

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Titles

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Audiology

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**Orientation and Mobility Services :**

) Orientation

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Spatial Relationships

Mobility

Movement

.( ) (NICHCY, 2001)

Orientation and mobility services

.(CASE & PIA, April 2003)

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**Nutrition Services**

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**Transition Services :**

: Transition Services

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Individuals with

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Disabilities Education Act 1997 (IDEA 1997)

.(IDEA, 1997, Section 300.29) "

**Personal Care Service :**

ADL .(Anthony, 2003) Activities of Daily Living (ADL)

IADL

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**Environmental Accessibility/ Adaptations :** /

.(Barrow, 2003)

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Ramps

.(Barrow, 2003)

**Physical Adapted Education :**

(Etzel & Mears,

.2004)

(Etzel & Mears, 2004)

(Klein, McHugh, Harrington, Davis & Lieberman, 2005)

(Waugh, 2004)

(Jansma

& French, 1994)

(Waugh, 2004)

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(Etzel & Mears, 2004)

(Etzel & Mears, 2004)

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.(Etzel & Mears, 2004 Waugh, 2004)

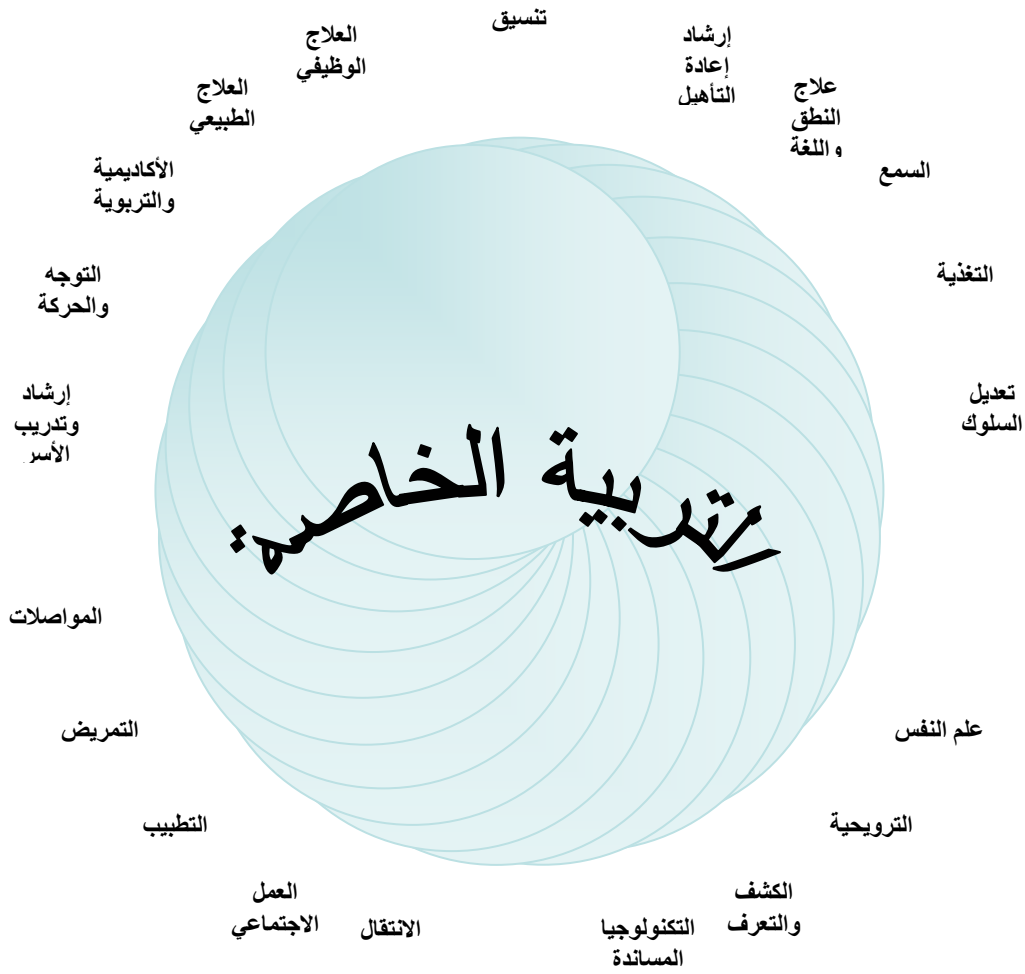
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(Wright, White &

(Jansma & French, 1994)

.Gaebler-Spira, 2004)

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Fung, Isaacs & Baum, 2003)

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(de Geeter, Poppes &

Vlaskamp, 2002)

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(Moulton, 2001)

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(Alderman, 2001)

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IDEA

(Mullen, 2001)

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(Lesko, 2001)

Delaware's Program for Children with

Disabilities (PCD)

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(Harmon, 2001)

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Least

IDEA 1997

Restrictive Environment

Placement

(Pettersson, 2001)

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Traumatic

(Ruoff, 1996)

Brain Injury (TBI)

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.National Head Injury Foundation

Case Management :

Interdisciplinary Coordinating Teams

Flexible School Scheduling

Transition Programs

State-wide

Frequent Reassessment

Program Evaluation

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(Roberts, Stough & Parrish, 2002)

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(Battisti, 2002)

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(Welch, 2001)

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Differential Reinforcement of Other Behaviors (DRO)

Overcorrection

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.resource use

Advance directives

Living Wills

(Rodman & Others, 1999)

(IDEA 1997)

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(Hawke, Thomas,

1999)

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(McCamman & Rues,

1990)

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(McClatchey-

Andrews, 2002)

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(Thoma,

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Rogan & Baker, 2001)

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(Hu, 2001)

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(Stahmer, Carter, Baker & Miwam 2003)

(Parette, Huer & Brotherson, 2001)

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Inclusion (Sabastian, 2000)

:

Social role

Social support

Integration

.Choice

Community agency

staff

(Aluma Kopito, Eliane Alpert, Peter, Linda,

Joanne, Ann, Lynne, Katherine, & JoAnne, 1995)

.Massachusetts

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(Nelson, Benner & Gonzalez, 2005)

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(Kerrin,

2001)

Language Learning Disabilities (LLD)

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(Barnes,

2000)



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.IDEA 1997

(McCarthy, 1996)

Likert

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(Lang & Steely, 2003)

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(Barman & Stockton, 2002)

(York, 2000)

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(Webster, Feiler, Webster & Lovell,

2004)

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Local Education

Authority LEA

.Applied Behavior Analysis ABA

(Starr & Foy, 2001)

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(Seales, 2001)

IDEA

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IDEA

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IDEA

(Downing, 1999)

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(Bruder & Staff, 1997)

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IDEA

Child Find

(Lynch, Lewis & Murphy, 1993)



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(Fell, 2001)

Status-post total knee

arthroplasty

.Mental Practice

(Bartlett, 1996)

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(Wright, White & Gaebler-Spira, 2004)

The Personal and Social

Responsibility Model (PSRM)

(PSRM)

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(Milgram-Luterman, 2001)

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Accountability

.Longitudinal studies

(Hinton, 2000)

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- (Casella & (Bruder & Dunst, 2005)
- (Leiter & Krauss, 2004) McNamara, 2005)
- .(Barnes, 2000) (Dobalian, 2002)
- (Kerrin, (McClatchey-Andrews, 2002)
- (Thoma, Rogan & Baker, 2001) 2001)
- .(Mullen, 2001)
- (Brown, et al. 2003)
- (Lesko, 2001) (Kang, 2001) (Alderman, 2001)
- .(Pettersson, 2001) (Harmon, 2001)
- (Leiter & Krauss, 2004)
- (Roberts, et al. (de Geeter, et al. 2002)

(Dudley, 2000) 2002)

(Lang & Steely, 2003)

(Webster, et al. 2004)

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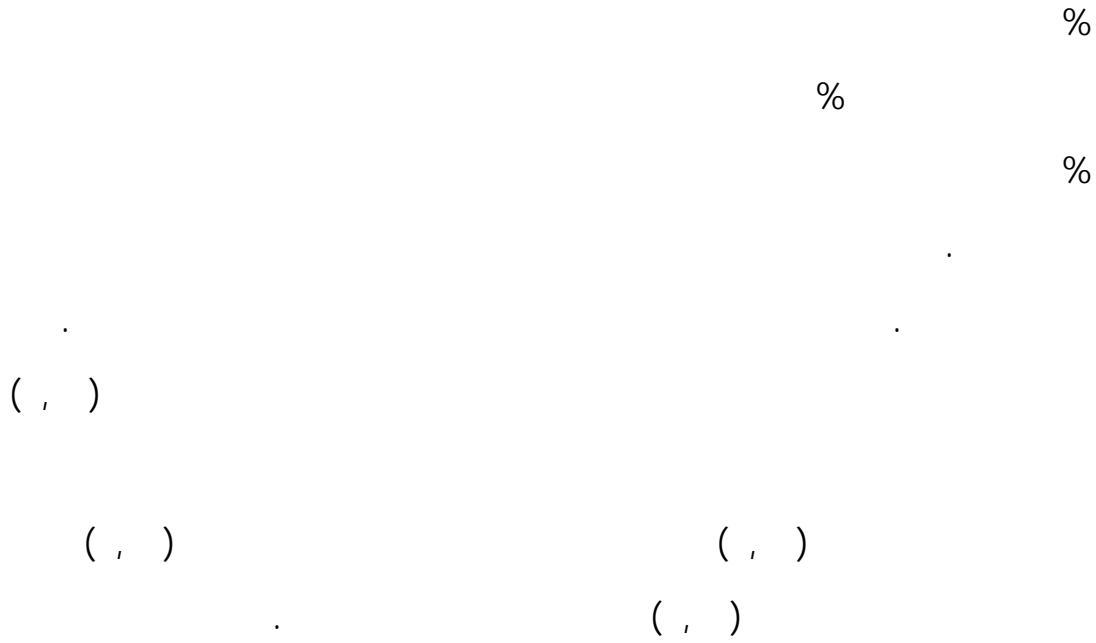
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الموافق: ١٨/١٢/٢٠٠٥ م

السادة مركز .....

تحية طيبة وبعد،

فأرجو إعلامكم أن الطالب عاطف عبدالله مصطفى بحراوي، من طلبة برنامج دكتوراه التربية الخاصة في قسم الإرشاد والتربية الخاصة، في كلية العلوم التربوية، يقوم بإعداد أطروحة بعنوان "تقييم الخدمات المساندة المقدمة للأفراد ذوي التخلف العقلي في الأردن"، ويحتاج إلى تطبيق أداة دراسته على مراكز التربية الخاصة للإعاقة العقلية في مركزكم، اعتباراً من الفصل الحالي ولنهاية الفصل القادم ٢٠٠٥/٢٠٠٦.

أرجو التكرم بالموافقة والإيعاز للمعنيين لديكم بتسهيل مهمة الطالب المذكور أعلاه. علماً بأن المشرف هو الأستاذ الدكتور جمال الخطيب.

شاكرين لكم اهتمامكم بالجامعة الأردنية وتعاونكم معها.

وتفضلوا بقبول فائق الاحترام.

/رئيس الجامعة

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### عطوفة رئيس الجامعة الأردنية

#### الموضوع: تسهيل مهمة طالب

إشارة لكتابكم رقم ١٤٤٨٤/٤/٨ تاريخ ٢٠٠٥/١٢/١٨ والمتضمن تسهيل مهمة الطالب عاطف عبدالله مصطفى بحراوي من طلبة برنامج دكتوراه التربية الخاصة في قسم الإرشاد والتربية الخاصة، في كلية العلوم التربوية الذي يقوم بإعداد أطروحة بعنوان "تقييم الخدمات المساندة المقدمة للأفراد ذوي التخلف العقلي في الأردن".

لا مانع من تطبيق الطالب المذكور أعلاه لدراسته على مراكز التربية الخاصة للإعاقة العقلية اعتباراً من الفصل الحالي ولنهاية الفصل القادم ٢٠٠٦/٢٠٠٥ شريطة الالتزام بالأنظمة والتشريعات المعمول بها بالمراكز، راجياً تزويدي بنسخة من الدراسة للاستفادة منها في مجالات عمل الوزارة.

مع الاحترام ،،،

الدكتور سليمان الطراونة

وزير التنمية الاجتماعية

نسخة/مدير شؤون المعوقين  
نسخة/مدير تنمية الموارد البشرية  
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# EVALUATION OF RELATED SERVICES OFFERED FOR INDIVIDUALS WITH MENTAL RETARDATION IN JORDAN.

By

: **Atef Bahrawi**  
**Dr. Jamal AL-Khateeb, Prof.**

## Abstract

This study aimed at assessing the supporting services offered to mentally retarded individuals in Jordan. It tried to answer the following questions:

1. what is the current reality of the related services offered to the mentally retarded individuals in Jordan ?
  - a- the availability of the centers which offer related services to mentally retarded individuals.
  - b- the types of these services and the centers that offer them.
  - c- the suppliers of these services.
  - d- the categories of persons who benefit from these services?
2. what is the efficiency level of the related services that the centers and institutions of special education offer to mentally retarded individuals from their parents opinions?
3. what is the level of availability of efficiency conditions in these services with regard to the criteria derived from the literature review to satisfy mentally retarded individuals needs ?
4. what is the level of efficacy of the special education teachers in coordinating the tasks of the supportive teams?
5. what are the barriers to implementing the supporting services to mentally retarded individuals?

The population of the study consisted of 80 centers for mentally retarded individuals in Jordan. The sample of the study consisted of 55

centers: 12 public centers, 17 private centers and 26 voluntary centers. The sample equals 70% of the population of the study.

In order to answer the above mentioned questions, the researcher developed a group of tools to cover all the aims of the study. The tools were validated and approved by a jury of specialists in Special Education and related services.

The jury assured that the study tools are appropriate to find out the level of the related services offered to mentally retarded individuals in Special Education Centers in Jordan. Based on that validity obtained by the Jury, the researcher made frequent visits to the different centers to gather data on the responses of the study sample which consisted of specialists in related services, the male and female teachers, the supervisors and the parents of mentally retarded individuals.

T-TEST and qualitative analysis of the data collected through the interviews with the parents of the retardants were used.

In order to identify the level of availability of the supporting services in special education centers, the mean scores of the all pivots of the different services were calculated.

The study revealed the certain places (Facilities) that offer supporting services to mentally retarded individuals at a moderate level are available in the special education centers in Jordan. It also showed that the following pivots of the services are the most widely used respectively: the adapted physical education, entertaining services, services for counseling of mentally retarded parents, the services of psychological counseling, social services, services of speech-language and articulation impairment, transfer services, physiotherapy services, medical and nursing services, occupational therapy services, technology-supporting. On the other hand, pivot of services of developing senses (visually and auditory) were the least applied. It was generally noticed that the availability of related services in special education centers for mentally retardation in Jordan is acceptable according to the answer rating scale.

The mean score of the pivots of related services was generally (2.16).

The pivot of adapted physical education got the highest mean score as it

reached (2.93). The lowest mean score was for the pivot of developing senses as it reached (1.37).

Concerning the suppliers of the related services, the study revealed these services are offered in the special education centers in Jordan at a good level. The mean score for the degrees of suppliers of services ranged between (3.24) for the pivot of social services and (2.70) for the pivot of services for developing senses.

As for the individuals who offer the services, the study revealed that the mean scores ranged from (3.36) degree in the medical services provided by only a specialists, (2.72) degree for the mobility and directionality services provided only by male and female teachers.

The study revealed that there are significant differences at (0.05) for the supervisors and teachers of mentally retarded individuals on the evaluation tools for the performance of the special education teachers in the centers in Jordan.

Based on the above – mentioned results, the researcher came up with following recommendations: supervisors should be appointed for the special education centers, specialists for the related supporting services should also be appointed, and related services for mentally retarded individuals should be expanded to include all the special education centers in Jordan.