

The Assessing the Effectiveness of a Training Programme to Improve the Counting Ability of Intellectually-impaired/Disabled Students from Sudan Centre for Down Syndrome

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Abstract: The aim of this study was to assess the effectiveness of a training programme for improving the counting skills of a group of intellectually impaired students. Employing the experimental method, a test was used as an instrument to collect relevant data; the subjects were a group of students from Sudan Centre for Down Syndrome, constituting the overall population of the study(the sample was made up of the whole study population). The data was then analysed using SPSS.

The results showed that: There were statistically significant differences of performance between pre-test and posttest results, in favour of the latter. Students ability to count was significantly-improved after the subjects took the training course., There were no gender-based statistically-significant differences in the performance of the subjects., There were statistically-significant age-based differences(childhood vs. adolescence/adulthood) in the subjects' performance, in favour of adolescence/adulthood., and There were no statistically-significant differences in the performance of the subjects based on the type of intellectual disability (primary or secondary disability). In the light of the above-mentioned findings, the study recommends that school teachers be trained (in Special Education centres) to improve their intellectually-impaired students' counting ability using the latest and most developed methods. In addition, it seems that an overall reassessment of Basic Education school curricula with a view to catering for intellectually-impaired students, is highly needed.

Key Words: *Intellectually impaired, Down syndrome, and Sudan,*