

The effectiveness of a training program using play in alleviating Oppositional Defiant Disorder among deaf students and intellectually disabled "Able to learning"

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Abstract

The research aims to find out the effectiveness of a training program using play in alleviating Oppositional Defiant Disorder among deaf students and intellectually disabled "Able to learning". The sample consisted of 23 students, (11) of intellectually disabled students, and 12 deaf students, aged between (13:15) with an average of (3.14) and a standard deviation of (4.1) years. The researchers used Oppositional Defiant Disorder scale, and play program (prepared by researchers), and note card behaviour. The researchers used statistical methods: Mann-Whitney, Wilcoxon, Effect Size, Analysis of Gain Scores. Results indicated the presence of significant differences in post= test measurement at level of (0.01) in the total score and sub-domains (behaviours of anger, tension, and dialectical and revenge behaviour). There were no statistically significant differences in the iterative measurement which indicated the continued effectiveness of the program. There were no significant differences in the amount of statistically significant improvement in any of the groups on the other. The authors discussed the results in accordance with educational literature review and previous studies in the field of deaf and mental disability and they offered number of recommendations for future research.

Key words: *play program, Oppositional Defiant Disorder, intellectually disabled students "able to learning" deaf students.*