

The Effectiveness of Training Program in Improving some Artistic skills among A Sample of Educable Children with Intellectual Disability

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Abstract:

The current research aims to verify the effectiveness of training program based on artistic activities to improve some artistic skills among a sample of educable children with intellectual disability. The study sample consists of ten children with intellectual disabilities who are able to learn (4 males - 6 females) whose age ranges from (6-8) years, with a mean age of (6.700) years, a standard deviation is (0.8366), and an average of intelligence Score (IQ) is (62.200). The researchers use the artistic skills scale for educable children with intellectual disability (prepared by researchers), and a training program to improve artistic skills among the sample of research (prepared by researchers). The program is applied in a school of intellectual disabilities in Benha City in Qaliubiya Governorate. The results of the research indicate the effectiveness of training program in improving artistic skills among educable children with intellectual disability, where there are significant statistical differences (0.01) between the mean ranks scores of the experimental group in pre and post assessment on artistic skills scale, favoring the post assessment, and there are no significant statistical differences between the mean ranks scores of the experimental group in post and follow-up assessment (after two months), on artistic skills scale.

Key words: Training Program – Artistic Skills – Educable Children with Intellectual Disability.

فعالية برنامج تدريبي في تحسن بعض المهارات الفنية لدى عينة من الأطفال

المعاقين فكريا القابلين للتعلم

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مستخلص البحث:

هدف البحث الحالي إلى التحقق من فعالية برنامج تدريبي قائم على الأنشطة الفنية في تحسن بعض المهارات الفنية (القيمة الفنية للأشكال، والقيمة الفنية للألوان، والقيمة الفنية من خلال التعبير بالرسم) لدى عينة من الأطفال المعاقين فكريا القابلين للتعلم، وتكونت عينة الدراسة من عشرة أطفال من المعاقين فكريا القابلين للتعلم (٤ ذكور - ٦ إناث)، وتراوحت أعمارهم من (٦ - ٨) سنوات، بمتوسط عمري (٦.٧٠٠) عامًا، وانحراف معياري (٠.٨٣٦٦)، ومتوسط ذكائهم (٦٢.٢٠٠)، واستخدم الباحثان مقياس المهارات الفنية لدى الأطفال المعاقين فكريا القابلين للتعلم (إعداد الباحثين)، وبرنامج تدريبي لتحسين المهارات الفنية لدى عينة البحث (إعداد الباحثين)، وتم تطبيق البرنامج التدريبي في مدرسة التربية الفكرية بمدينة بنها، بمحافظة القليوبية. وأبانت نتائج الدراسة عن فعالية البرنامج التدريبي في تحسن المهارات الفنية لدى الأطفال المعاقين فكريا القابلين للتعلم، حيث كانت هناك فروق ذات دلالة إحصائية عند مستوى (٠.٠١) بين متوسطات رتب درجات القياسين: القبلي والبعدي للمجموعة التجريبية على مقياس المهارات الفنية، وذلك لصالح القياس البعدي، بينما لم تكن ثمة فروق ذات دلالة إحصائية بين متوسطات رتب درجات القياسين: البعدي، والتتبعي (بعد مرور شهرين) لعينة البحث على مقياس المهارات الفنية.

الكلمات المفتاحية: برنامج تدريبي - المهارات الفنية - الأطفال المعاقون فكريا القابلون للتعلم.

Introduction:

Intellectual disability is one of the most important disabilities that increase its size and lack of planning to reduce it leads to a serious problem in a society that depends on its human resources in developing its economy, and on the contribution of everyone in it to this development and progress, and this disability has its negative effects on the family. A child with a mental disability in the family is the cause of many economic, social, emotional and behavioral problems, with negative effects on society. And if the intellectually disabled was deprived of the blessing of the mind, but in the end he is a person who has the right and every right to life, and if he has a mental deficiency that cannot be cured in the medical sense, except that it is possible to shape his behavior and train him in special types of work that can result In it, success in life does not depend on intelligence only, but rather on various capabilities (Khayrallah, 2005, 2).

Hence, the development of some aspects of artistic skills in this group works to compensate for the mental inability to comprehend the study programs. The subject of artistic skills has occupied the interest of researchers for many years and until now, beauty studies still occupy a major place in their studies. Psychologists have also been interested in aesthetic problems since the emergence of psychology as a science, and this interest continued until the first decades of this century and then diminished in recent years. While we find that psychology has made tremendous progress during the current century, however, those interested in the psychology of art and aesthetics diminish in their number and contribution in general. (Al-Fangary, 2006, 158).

Artistic skills are one of the paths of knowledge, and the world of art is a special system of value to the human being, comparable to the world of philosophy and other sciences, and the truth is that we do not begin to appreciate the importance of artistic

skills in the history of mankind except when we clearly see art as a path of knowledge equal to the other ways it is connected. The human being to understand what surrounds him (Reed, 2006, 7). Likewise, Addman (2006, 8) believes that our feelings and memories are interconnected and intertwined in such a way that the colors that when seen in a work of art cause psychological effects through these interconnections that, once they are seen, stimulate the stimulus and the imagination, both of which are essential features in their aesthetic effect.

Abu Hatab mentions that artistic skills are a complex pattern of behavior that in essence requires the issuance of judgments about the value of a thing, idea, or topic from an aesthetic point of view. In this behavior we can distinguish between three processes: aesthetic sensitivity, aesthetic judgment, and aesthetic preference. The subject's aesthetic stimuli are a response that corresponds to a specific level of quality in beauty, and aesthetic preference means a type of aesthetic tendency that is represented by a general behavioral tendency of the subject that makes him love (or accept or are attracted to) a certain category of works of beauty or art and not others, meaning that The aesthetic preference is related to the effect that aesthetic works have in terms of acceptance or rejection (Abu Hatab, 1996, 85).

Also, the artistic skills resulting from seeing the artistic shapes and the interconnected aesthetic colors, gives the educational position strength, vitality, and depth to influence the meaning to be taught by discovering the exciting of the educational position, and the composition of this assembly through the shapes and molds formulated by the ceramic lines and shapes, which are what captures the exciting Sensory (ibid., 8). Also, a study (Muhammad, 2002, 65) showed that drawing and its colors are a stimulus through which the short-term and long-term memory of the mentally disabled adolescents who are able to learn can be strengthened.

The Gestalt theory added to the psychoanalytic theory in its interpretation of artistic sense important points related to the perceptual aspects of artistic aesthetics, as it called that the perception of the aesthetic model of the form as a whole is more than a perception of parts, and it was also interested in studying formal relationships as it established the principle of the unity of artistic work in exchange for its fragmentation from As it is different colors, lines, shades or tones of different sounds for multiple instruments, but in spite of that we are aware of the aesthetic or artistic model as a whole(Al-Fangary, 2006, 161).

The psychoanalytic theory has interpreted the psychology of the individual with artistic skills that while the individual deals with aesthetic or artistic production he transcends his pent-up unconscious energy by venting it and transcends it through the symbolism that characterizes artistic works, and the theory assumed that the secret of the pleasure felt by the artistic sense during Watching him or enjoying the artistic or aesthetic work is due to his oneness with the artistic work that expresses the feelings of the artist, so an individual with an artistic sense, like the artist, must have some pent-up motives and desires that do not find adequate satisfaction, so he performs the process of satisfying my imagination with these motives during his gastronomic experiences and sublimates. With these repressions, using a defensive ploy, which is the reverse configuration. (Othman, 1989, 76).

The study Problem:

It is observed among all researchers and those interested in the intellectually disabled that there are many behavioral and psychological disorders surrounding the disabled due to the nature of his disability, and therefore it is difficult to determine the size of the problem of mental retardation or other disabilities. This is due to the absence of an accurate field survey by bodies and research centers

specialized in this, but this does not prevent the World Health Organization reports that among the world's population (6 billion) there are about (600 million) suffering from various disabilities, and that of these about (180) One million) suffer from mental retardation, or about (30%) of the percentage of disabilities worldwide (Al-Rousan , 1999; Farrag, 2004: 1;Ibrahim, 2005; Al-Rousan. 2007). The need to pay attention to the disabled and their problems arose, especially with the steady increase in the percentage of the disabled in Egypt, where this percentage reached (6%) of the total population, which is a high percentage that raises a lot of concern in light of the lack of awareness and the weakness of the capabilities represented by the lack of associations and centers specialized in caring for the disabled. (Morsi, 2003: 13).

The researchers noticed through repeated visits to the School of Intellectual Education in Benha and with the help of colleagues in the school by asking them about the problems they face in dealing with the intellectually disabled, and there was a lot of agreement from the teachers and specialists in the school that there are many problems. The most important of which is the loss of the intellectually disabled person's artistic sense of the surrounding things, the researcher found himself impulsive to focus on extension programs that work to develop artistic skills by virtue of his original specialization in art education, and this is due to the intellectually disabled who can learn by developing some aspects that would integrate him into The surrounding community, making it easier for him to communicate with the community. The two researchers also believe that early intervention with this group to reduce such disorders and develop their positive aspects will consequently lead to better access to life for the disabled. As well as developing artistic skills, it works to form a relationship between the educator and the child with intellectual disability, based on bonding and conscience, and a constant sense of sophistication, upgrading of taste, good character and positive

behavior, and this appears from the role that all kinds of arts play in the human being. And the extension program, which relies on methods of developing artistic skills through sessions of free drawing and modeling with clay, and presenting some artistic works that are occupied by the components of the environment and their impact on the taste side of the intellectually disabled. Hence, the problem of the current study arises in an attempt to answer the following question: What is the effectiveness of the training program to develop some artistic skills among educable children with intellectual disability?

The research aims:

The main objective of the study is to develop some artistic skills for children with mental disabilities who are able to learn through a program that depends on some artistic activities such as painting, ceramics and some areas of art education such as discovering the exciting, and several sub-goals emanate from that:

- 1- Attempting to verify the efficiency of the training program in improving some artistic skills among the intellectually disabled who are able to teach.
 - 2- To identify the extent of the effectiveness of the various techniques appropriate to this category used in the program and the extent of their impact on children with intellectual disability.
- The importance of studying: The importance of the case study lies in the importance of the subject by addressing it as it seeks to design and experiment with a program, based on the three methods, which are to reveal the artistic value of shapes, then colors, and then artistic expression comes for more artistic skills in order to develop some aspects of the artistic skills of children with intellectual disability, and this involves On theoretical and practical importance.

The research importance:

- 1- **Theoretical Importance:** Theoretical rooting of the variables of artistic activities and artistic skills, which may enrich the Arab psychological library.
- 2- **Practical importance:** Benefiting from the results of the study in improving the artistic skills among educable children with intellectual disability.

Search terms:**(1) Artistic Skills:**

It is the ability of educable children with intellectual disability to discover the artistic value of shapes and colors, or what is beautiful in shapes and colors, as well as discovering what is exciting through artistic expression.

(2) Training program:

It is a planned and structured program that stems from artistic activities, and includes a set of individual and group sessions, as well as a set of techniques and methods such as reinforcement, modeling, feedback, questioning, dialogue and discussion, and homework; To help educable children with intellectual disability to discover the artistic value of shapes and colors, as well as discovering what is exciting through artistic expression.

(3) Educable Children with intellectual disability:

They are a group of children at the School of Intellectual Education in Benha, whose ages range from (6-8) years, and their intelligence level ranges from (50-70).

The theoretical framework of research:***Artistic Skills:***

Artistic skills are defined as the ability of the mentally disabled who can learn to discover artistic value or what is beautiful in shapes and colors, or is the ability to discover what is exciting through artistic expression, through the fields of painting and ceramics

(Hysong, 2017). The researchers know it procedurally: It is all that contributes to the building and formation of the individual from the artistic and aesthetic point of view, the arts include the fields of plastic art such as drawing, photography, sculpture, ceramics, design, weaving, printing and environmental crafts that include shaping with different materials, which in the broadest sense is all the different artistic activities practiced by the child, which is not limited to the plastic arts only Rather, it includes other arts such as music, singing, rhythm and drama, and it is a comprehensive picture related to the nature of the child's activity, and this research is limited to fine artistic activities only in all its fields. The subject of artistic skills has occupied the interest of researchers for many years, and until now their study still occupies a major place in artistic studies. Psychologists have also been interested in aesthetic problems since the emergence of psychology as a science and this interest remained constant until the first decades of this century and then diminished in recent years. While we find that psychology has made tremendous progress during the current century, however, those interested in the psychology of artistic sense diminish in their number and contribution in general (Al-Fangary, 2006, 158-160).

The artistic sense is not limited to man, as there are sounds and colors that bring joy to humans and animals alike, and man is affected by aesthetics through his senses, especially sight and hearing. Sight and hearing are the two senses associated with perceiving aesthetics and feeling it, but a blind person may be able - to some extent - I have to taste certain forms related to beauty, which explains to us that other senses - other than vision - intervene to perform some compensation for aesthetic functions, the artistic sense also includes insight, and this indicates the perception of the aesthetic order in an integrated manner so that joy occurs in our souls. The artistic sense according to Davidbert, for example (in Clement & milne, 1999) is the education of emotions through the arts, and this is consistent with that artistic

sense has a major role in the development of artistic appreciation, and as Khamis (1975) mentions in this field, he considers that artistic appreciation is a process of communication or convenience between two parties: - The first party is the artist represented in his artistic works. The second party is the listener who looks at the works and tries to discover or enjoy them. El-Sayed and Ferman also defined it as the individual's feeling and sense of what he sees of artistic expressions, such as what he sees in painting, colors and sculpture, and expresses it with gestures and behaviors indicating his feeling and sense of these aesthetic values (Freman , 2019; El-Sayed, 2020).

Artistic activities:

Art therapists are considered artistic activities - a tool for art therapy. Art therapists may aim to use spontaneous, nonverbal art for diagnostic, ventilating and therapeutic purposes that help the patient regain self-adaptation and balance with society. Margaret Nomburg remembers that the majority of patients who were treated with a beneficial treatment had never been trained in artistic drawing, but they should be helped in the beginning to understand the significance of these symbolic drawings, and by using free association, and remembering the positions about which he drew may enable the patient to arrive at a meaning. Charts and their significance (Naumberg, 1973; Clara et al., 2021). Artistic activities are a non-verbal means of communication and understanding in the process of psychological therapy. It is also used as a therapeutic method that extends its usefulness to many organically affected patients, the elderly, or those with physical, psychological or mental disabilities. The artistic activities treatment programs have developed a basis to meet the special needs of specific individuals, those with emotional disorders, and the disabled, while art education curricula are designed in education programs for ordinary groups of children and adolescents and have reached the desired minimum level of integration in their

responses and personalities and the development of their creativity and experiences (AL –personi, 2006; Clement & milne, 2007).

Cognitive and gastronomic, as well as the use of arts as a symbolic language that purifies the soul by making room for the expression of what lies within the human psyche in its various activities (Sears& Davied, 1990). Artistic activities achieve this through free repercussions, so that the person is free to choose the subject, the material and the style of artistic expression, as such mechanisms help to release the imaginations and feelings pent up within him and transform them into embodied artistic expressions, that everyone can identify, and thus artistic activities can be considered a method of projection. Therapeutic and psychological at the same time (Othman, 1989, 18- 19). It`s also known (Fahmy, 2008, 59; AL- Henedy, 2016, 12) that it is any activity that the child performs using different materials and artistic tools, where he is excited by the ores of art in various ways, and if he intends to tamper with them and get to know them, which leads to the weight of his knowledge and to provide a new experience that attracts him and provides him with more information about the things he deals with, then Gradually he is able to distinguish between different things and materials and innovate with them.

Artistic activities are also considered among the most prominent activities used in programs for the intellectually disabled, whether to teach them the way to develop their skills, as well as to support some desirable behaviors and to get rid of some forms of incompatible behavior, and to develop artistic sense and aesthetics, due to the simplicity of the artistic activities and the absence of requirements that burden the disabled. It does not require high skills, whether in mental or speech ability (Naeem, 2007, 82).

The role of artistic activities to develop artistic skills in educable children with intellectual disability:

Artistic activities as a medium of expression: The arts are so important to humans that the arts began before they deal with written knowledge. For man, art is one of the tools for expressing non-traditional abilities, and it also represents a kind of balance with facing the problems surrounding the human being, and the relationship between the artist and the viewer is a reciprocal one, in which the two deal with pleasure and emotional participation.

The use of artistic activities helps in the development and upgrading of some personality traits of intellectually disabled, such as self-confidence, and raising the level of self-concept and self-esteem, and this led Burke-Peter (2005) study that artistic activities have a role in developing artistic sense skills, defense skills, self-confidence skills, and self-esteem of People with special needs, especially the intellectually disabled, as the participation of children with intellectual disability in artistic activities helps them express what is going on in their minds, whether in school or society, which helps their supervisors in understanding them accurately and thus how to deal with them to improve them (Naeem, 2007, 82) .

Al-Basyouni states that whenever we leave the freedom for the child to express, he produces for us an art with an artistic character that carries his feelings, imagination, and a distinct view of life that has its own rules and origins. Art deals with the sense area of those whom God Almighty deprived of reason and gave them strong emotion and ability to Creativity. The child with intellectual disability has little awareness, but he feels, loves, hates, and gets excited - art is the greatest way to calm those who are exposed to states of excitement. Also, children's arts are closely related to the psychological, mental and creative development of the intellectually disabled child, and its goal is not to make an artist or to create a beautiful painting, but rather seeks and aims to provide the

intellectually disabled child with appropriate growth opportunities that other subject areas and subjects can achieve for him (Al-Bassiouni, 1984: 19).

This is why resorting to arts was necessary and urgent in the case of the intellectually disabled, and the arts represent two important axes, the first axis is equality with ordinary people in practicing an art from the arts, the second axis is participation and presence within society and the delay in performing a specific activity, art is equal for everyone, and there is no difference between the disabled and the healthy.

The analytical treatment uses art on the basis of venting the unconscious through the projection mechanisms in the process of artistic expression, and this is suitable as a preliminary stage in the treatment of behavioral disorders such as violence, introversion, neurosis and psychosis, and it can also be used with adults, adolescents and children as an auxiliary method in physical therapy. It helps in understanding the feelings of guilt, the dynamics of suppression, projection, information and adaptation, as the basic thoughts and feelings of the human being in the unconscious may be expressed in an artistic form, so a direct symbolic connection occurs between those artistic expressions and the basic feelings towards the artistic subject within the psyche.

Because projecting internal images into external drawings leads to crystallization and fixation of fantasies and dreams in a fixed pictorial record that helps the patient to objectively observe the changes that occur during the art therapy process, and then the likelihood that art therapy will progress more quickly increases (James, 1974) The patient's enjoyment of using drawing for symbolic expression begins with the projection process through artistic work because he cannot express it verbally, so he begins to be free from conflict, and he can consider artistic production as a mirror of the

patient's motives, and at that time the patient feels independent to increase his ability to interpret the meaning of his artistic production. By means of art, the duration of treatment is shortened (Kamel, 1985; Kamel, 1999).

Art therapy is based on the adaptation of plastic art activities and employing them in an organized and planned manner to achieve diagnostic, therapeutic, and psychological development purposes by using possible artistic media and materials in individual or group activities, restricted (directed) or free (optional) in accordance with the goals of the treatment plan, the development of its stages and the purposes of each From the therapist and the needs of the patient himself. The therapists are interested in art in the symbolic expression that reflects the motives, struggles and underlying feelings of the patient, which can only be expressed through such symbolic meanings, which the therapist can interpret and encourage the owner of the artistic activity to understand and seek on his own the implications of this expression and reveal his being (Kramer, 1973a; Al Quraiti, 1995, 241;) asserts, "Art therapists focus on interpreting the subconscious meanings and dimensions of the shapes and symbols involved in expression and observing the close relationship between them and personality, and that the basic rule in art therapy is to accept all responses and outcomes regardless of the issue of artistic quality regarding The patient produces it from various artistic expressions" (Kramer, 1973b, 82; Khayrallah, 2005, 25).

Naumburg (1974), is one of the first American pioneers in the field of art therapy, was interested in the emotional development of the child, encouraging his automatic creative expression, and understanding subconscious motives as a primary source of his behavior. Since the forties, it has been able to set the beginning of art therapy, it has turned to artistic expression as an entrance to the diagnostic and therapeutic directions, it has used art to study the emotional problems of children and adults, so art in general and its

activities is a product of imagination and a fulfillment of desires, and it symbolically reveals the unconscious disguised under the motives, and its projection translates internal experiences Feelings and helps to embody them more easily and easily than verbal expression, and through that a measure of freedom and tension relief is achieved, although the true value of art is an attempt to clarify pent-up fears and emotions and formulate them in a system so that it can be read and analyzed (Naumberg, , 1947; Jackson et al., 2012).

Artistic activities as a therapeutic method:

Abdel Aziz addressed the importance of artistic expression in the therapeutic fields in several points, including: A- That artistic expression shows its importance in cases that do not express themselves verbally. Artistic expression is now considered one of the foundations of diagnosis and treatment for psychiatric patients, and they are two solidarity processes. During the expression, catharsis is carried out and through the results the diagnosis is made. B- Art therapy is a means to satisfy the needs of the patient, as all situations suit the needs and abilities of disabled children in general. Art therapy strengthens the defenses of the psyche and helps the patient to establish the so-called defense mechanisms in constructive behavior as well as learn new defenses. C- The patient's behavior while performing an expression through the means of plastic art is taken into account, as well as his automatic verbal comments, or during his interrogation about what he drew, facial expressions, ways of handling pen and paper, body movements ... etc. It is assumed that this behavior represents the patient's emotional response to relationships and situations. And the needs and pressures he feels (Hassan, 1997, 34; Miller & Miller, 1992).

Artistic activities help in inculcating and developing the characteristics and behavioral patterns necessary for interaction, building fruitful social relations with others, achieving social

harmony among people with special needs and providing them with the skills that enable them to move actively in the surrounding environment and mix and integrate into society, and also give them a sense of respect and social appreciation, as well as satisfy their needs. Psychological (Hassan, 1997, 34; salem, 2005).

Kramer says: "We are concerned mainly in art therapy with artistic activities as the only method, and therefore art appears as a distinctive element in psychological therapy, and the possibilities of its recovery depend on the psychological steps that are practiced in creative work. The work of the therapist as an artist is like the same as the teacher who is aware of the ability." On developing his methods according to the needs of the (client), who is a trainer to convey the therapist, and in her talk about the use of art in treating behavioral disorders for aggressive children, she spoke: Aggression is a destructive violence that makes work impossible, and it is a threat that calls for defense on the basis that it is a destructive force that does not hinder It is only one of the stages, but it threatens the human being as a whole, and reliance on artistic works means that it is an emotional content that has come into effect (Kramer, 1979, 225; Kramer, 1985, 193).

Hypotheses:

- 1- There are a significant statistical differences (between the mean ranks scores of the experimental group in pre and post assessment on artistic skills scale, favoring the post assessment.
- 2- There are no significant statistical differences between the mean ranks scores of the experimental group in post and follow-up assessment (after two months), on artistic skills scale.

Search procedures:

First: Research Methodology:

The experimental approach is the most appropriate method for measuring the variables of the current study, because it includes a study of the variables that appear to cause an intentional change in

some of them, given that the main goal of this study is to improve artistic skills among educable children with intellectual disability, in the field of drawing and ceramics, and its impact on the artistic skills, as this requires certain steps during the application, taking into account the considerations of the experimental method, like other scientific approaches that depend on accurate objective observation, and is distinguished from it at the same time by taking experimentation as a tool to test the validity of assumptions in addition to its ability to control In the various factors that can influence the studied behavior.

Second: Procedural steps for research:

- 1- The Stanford-Binet Intelligence Scale was applied to a sample of educable children with intellectual disability, the researchers with the help of the school psychologist, applied the units of the scale to individual students to determine the IQ levels of these students, the IQ of these students ranged between (55-65) with an average of intelligence Score (IQ) (62.200).
- 2- A questionnaire was applied to measure the economic, cultural and social level, in order to facilitate the identification of the study sample from a close environment, and the upper and lower levels were excluded.
- 3- The researchers applied the artistic skills scale to the study sample, and selected children with low artistic skills.
- 4- The researchers applied the program through artistic activities in the form of artistic paintings or works of art on the experimental group.
- 5- The two researchers applied the artistic skills scale to the experimental group, after two months, to verify the continuity of the program.
- 6- The researchers applied the appropriate statistical methods to extract the results and then interpret them.

Study tools:

The researchers used a number of tools during the study, as follows:

- A- The Stanford-Binet Scale of Intelligence (fourth image), Arabized and prepared by: Malika, 1998).
 - B- A measure of artistic skills of the educable children with intellectual disability (prepared by researchers).
 - C- A training program based on the techniques of artistic vision of some artistic works or their expression through painting and ceramics as a further artistic appreciation (prepared by researchers).
- 1- The Stanford-Binet Scale as Intelligence: (Fourth Image, Arabization and Prepared by: Malika, 1998) The Esternford-Binet Scale of Intelligence (fourth image) is one of the most important measures in this direction, the most widespread and the most objective, to the extent that this scale is used for validity and the stability of other measures of intelligence, due to its high ability to distinguish between high and low levels of mental and cognitive abilities for all Both age levels. The fourth image is based on the cognitive abilities model on three things: • The general factor (8): All research indicates that it is the most reliable predictor of general cognitive performance. • Crystalline capabilities and liquid capabilities - analytical through: Verbal Reasoning: It includes tests: vocabulary, comprehension, absurdities and verbal relationships. • Abstract reasoning: Tests include: pattern analysis, copying, matrix, bending and paper cutting. Quantitative inference: includes tests: quantity, preparation strings, and construction construction. Legalization of scale: Malika (1998) legalized the scale after translating it and making some adjustments to make it applicable in the western environment. Therefore, he relied on an Egyptian sample consisting of two large groups: The first: from the age of two years to the age of 15, 11,

29, and their number is 2,408 individuals, of whom 1252 are males and 1156 are females. Second: From the age of 15, 11, 29 to the age of over seventy years, and their number is 644 individuals of both sexes, and the sample was from multiple age groups and from multiple governorates as well, thus the total number of the legalization group is 3052, and the results reached by the author of the scale indicate The scale gave results that are almost too close to the original application of the scale in its environment. Stability of scale: The results indicate that the scale has relatively high stability when using the Godard - Richardson equation 20, as the reliability coefficients ranged from 0,82 for remembering numbers, 0,85 for verbal relationships, 0,97 for remembering subjects and 0,95 for both pattern analysis and understanding, 0,94 for items, on samples ranging from 380 to 660 individuals (in the vocabulary test), all of whom were under the age of 23 years. As for the calculation of the coefficient of stability using the re-selection method, it ranged between 0.53 for copying, 86 for remembering sentences, 0.64 for visual abstract inference, 0.66 for quantitative reasoning, 0.87 for verbal inference, 0.88 for short-term memory, while it was 0.87, for the combined score, and the method of retesting was done on a sample of 30 pre-school children. Validate scale: All evidences indicate the availability of the apparent validity of the scale, as a measure of intelligence or mental capacity, by calculating a matrix of the correlation coefficients that shows the sub-scores for the two age groups (n = 30) children of preschool age, 280 individuals under the age of 23 years To school age, the correlation coefficients were positive.

- 2- Artistic skills Scale for educable children with intellectual disability (prepared by researchers) and aims to measure the ability of the intellectually disability to discover artistic value or what is beautiful in shapes and colors or is the ability to discover what is artistic through artistic expression and in order to prepare

it, the two researchers relied on the appreciation of the teacher So that it turns away from subjectivity and the scale is objective. The two researchers conducted an exploratory study to link the theoretical aspect (the psychological self) with the practical reality in the field of mental disability, and then the two researchers conducted this exploratory study to identify the artistic sense aspects that characterize the learning disabled children, summarized as follows: 1- Discovering the artistic value of shapes. 2- Discovering the artistic value of color. 3- Discovering the artistic value of artistic expression in the fields of painting. Setting the initial image of the scale: The researchers define the artistic scales as the ability of the intellectual disability to discover artistic value or what is beautiful in shapes, or it is the ability to discover what is artistic through the expression of the fields of painting. This definition reflects three dimensions, namely: 1- Artistic and aesthetic values of shapes. 2- Artistic and aesthetic values of colors. 3- Artistic values of artistic expression through the fields of painting.

Validity of the scale:

The researchers used two methods to calculate the validity of the scale: The first: It is the validity of the arbitrators, as mentioned before, when the referendum was held on the expressions on which the percentage of arbitrators exceeded (80%). As for those that were less than this percentage, they were amended. The second: It is the correlative honesty between the total score of the artistic scale for educable children with intellectual disability prepared by the researchers.

Scale reliability:

The researchers use two methods to calculate the scale reliability: The first: by re-application two weeks after the first application of the scale on the pilot sample, which reached (20) educable children with intellectual disability, through the estimates of the same teachers in the first application. Final image of the scale: Through the previous steps, the researcher was able to put the final picture of the artistic skills scale, after modifying it, and two copies of it were developed as

follows: First: The scale was divided according to its dimensions, each dimension separately. The second: It is the full measure and is applied at the end of the program as a whole.

Third: Training program to improve artistic skills:

Introduction to the training program: The program is a specific and precise plan that includes a set of activities, attitudes and experiences that are interrelated and integrated, with the aim of developing the individuals for whom the program was prepared, and equipping them with specific skills that suit the nature of their sensory, mental, and social development. The plan includes the implementation method, evaluation tools, and the time period required to implement the program. The program is a mental or conceptual planning, for a set of successive actions that include cognitive aspects and trends, and it is also one of the basic topics that achieve the tasks of education. Special Education Program: It refers to the organization that includes all the services that can be provided to the extraordinary child, and includes educational, educational, social and psychological aspects, and they differ between them in terms of content and method of presentation (Abd al-Ghaffar 1996, 163).

The programs are among the most important preventive and therapeutic methods that must be followed in order to care for children with special needs in general and the educable children with intellectual disability in particular, those organized and targeted programs that work to satisfy the needs of the child and respond to his requirements within the limits of his abilities and capabilities, which leads to the development of a positive direction and reduction It is worth noting that the programs work in light of the basic principles of the correct behavioral direction, so that the child is rewarded when performing the activities included in the program, and the necessity and repetition, until the required skill is acquired, and it is necessary Accurate step-by-step recording of skills, so that it becomes clear whether the program is on the right track or not; (Mustafa, 1997, 13) Within the framework of this study, the program refers to “the plan that includes mentally retarded children (who are able to learn) to practice a set of artistic activities, with the aim of helping them to

develop artistic sense, which works to modify their inconsistent behavior and develop their artistic perception." The child practices all his activities as an integrated entity, and when he is able to perform something he misses after that and smiles, or if we push him to learn something that he cannot, the effect does not only back on his mind, but usually affects his whole mental and emotional entity, and this means that our attention is focused on On the personality of the child in an integrated manner, and the development of his thoughts and feelings together, and the researchers took this into account by confirming the intellectual framework for this proposed activity for this proposed program on a set of basic elements, including:

- Maximizing the sensory reception of the child with intellectual disability.
- Diversity in the artistic fields to activate the activities of the program with the disabled child.
- Linking the scientific material with the surrounding environment during the implementation of the program.
- Intimate relationship with children, especially this category, during the application of the research.

The importance of the program and the extent of its need:

The program presented for the development of artistic skills has a great importance as it greatly contributes to building the child with intellectual disability and his formation in terms of the artistic and aesthetics. Fine artistic activities are a tool for many development approaches and art therapy. It has become necessary to use non-verbal spontaneous art for diagnostic, respiratory and therapeutic purposes that help the child with intellectual disability regain his self-adaptation and this is the aim of the research. - The urgent need for a program of artistic activities has become a non-verbal means of communication and understanding in the process of psychological treatment for people with various disabilities, including mental disability. - The importance of the program appears in the plastic arts that were applied with the sample, where plastic art is a great entrance to help the child acquire his perceptions through the visual form. " Othman, 1999" mentions that art, as a mental activity, creates a connection and understanding between the retarder and his environment, and artistic practices do not stop at developing the

artistic aspects only, but rather they are an effective entry point to achieve the child's personal balance with his society and environment. The importance of the program is also that it stimulates the motives and motives of developing artistic sense. The importance of the program through artistic activity that encourages the growth of cognitive awareness and manual skills. - The program helps to acquire the sensory and cognitive skills required for the growth of these children with intellectual disability, whether in their studies or their lifestyle in general. The importance of the program also gives the intellectual disability a method that drives him to more adaptation and withstand psychological pressures, and social characterization. - The importance of the program also lies in the development of various aspects of children with intellectual disability, which helps in self-discipline and behavior modification. - The program works on the importance of linking events, topics, visual and touch discrimination, increasing sensory, physical and motor capabilities, and upgrading various other psychological and social skills.

Program Goals:

The objectives of the program are the first components of the program and the starting point in its operations, whether at the planning or executive level, so they are the most important concepts in designing and organizing the program, as it is the basis for determining and organizing the educational content, its appropriate approval, selection of its methods, and the building of evaluation tools and standards (Sidqi, 1980).

The current program aims to improve artistic skills among educable children with intellectual disability.

General objective:

This program aims to develop some artistic skills for children with intellectual disability who are able to learn, through the discovery of artistic and aesthetic values and the development of some sensory skills through some artistic activities.

Procedural objectives:***An educational goal:***

This is done by developing the artistic sense by: **(A)** Training of the intellectual disability to develop the ability to discover artistic values and artistic sense. **(B)** Training of children with intellectual disability to participate and integrate in the work of a specific artistic activity. **(C)** Training children to upgrade the senses, such as visual, walking and auditory distinction, in addition to increasing physical and motor ability. **(D)** Upgrading the psychological skills, emotional and emotional aspects of the child with intellectual disability. **(E)** Training in remembering and organizing when relating artistic events to each other.

Practical goal:

Through three aspects (A) An aspect of academic work: This is done by following up on the activities presented. (B) An aspect of psychological counseling: In this part, the researchers give children many activities or the goal of which is the development of a positive self in children, which helps them feel at ease and security, and that works to gain confidence in the ability to work and success and this is done by - To develop his visual, auditory and other sensory capabilities. Developing a sense of self-esteem and self-esteem through: Respect others and deal with them in a decent social way through: • Commitment and distance from aggression and refrain from hitting others, harassing them, and spoiling their activities. • Respect for other people's property. • Love others. - Developing skills and preferences through artistic activity. (C) An aspect of enrichment: In this part of the program, various artistic methods are presented, including artistic activities, thinking activities, and artistic activities, including: - Free drawing. Molding with clay.

Techniques used in the program:

The caregiver needs to use a different set of techniques, at different times and from time to time, and the use of these techniques is not related to a specific training. But it is related to the caregiver's appreciation of the behavior of the disabled child who is learnable, and the researchers used techniques, including the technique of reinforcement - the technique of role play - the technique of positive

reinforcement - reward - cooperative participation - reorientation, and what is compatible with the task that the intellectual disability child is intended to learn.

Statistical methods:

The researchers use the Wilcoxon test for statistical significance for the two related samples.

research results:

Table (1)

The value of (Z) to indicate the differences between the mean ranks scores of the experimental group in pre and post assessment on artistic skills scale.

Asymp. si	"Z"	Some of ranks	Mean ranks	distribution of ranks and their number		Std.dev	Mean	number	Measurement type	Artistic skills scale
0.01	2.816-	0	0	0	Negative ranks	0.948	6.300	10	Pre	The artistic value of the shapes
		55	5.50	10	Positive ranks	0.843	13.600	10	Post	
0.01	2.859-	0	0	0	Negative ranks	0.966	6.400	10	Pre	The artistic value of the colors
		55	5.50	10	Positive ranks	0.674	13.700	10	Post	
0.01	2.827-	0	0	0	Negative ranks	1.159	6.300	10	Pre	The artistic value of artistic expression through painting
		55	5.50	10	Positive ranks	0.567	14.100	10	Post	
0.01	2.842-	0	0	0	Negative ranks	1.632	19	10	Pre	Total score
		55	5.50	10	Positive ranks	0.843	41.400	10	Post	

The results of the research indicate the effectiveness of training program in improving artistic skills among educable children with intellectual disability, where there are a significant statistical differences (0.01) between the mean ranks scores of the experimental group in pre and post assessment on artistic skills scale, favoring the post assessment, The following table illustrates this:

It is clear from Table (1) that there are a significant statistical differences (0.01) between the mean ranks scores of the experimental group in pre and post assessment on artistic skills scale, favoring the post assessment.

and there are no significant statistical differences between the mean ranks scores of the experimental group in post and follow-up assessment (after two months), on artistic skills scale, The following table illustrates this:

Table (2)

The value of (Z) to indicate the differences between the mean ranks scores of the experimental group in post and follow - up assessment on artistic skills scale.

Asymp.sig	"Z"	Some of ranks	Mean ranks	distribution of ranks and their number	Std.dev	Mean	number	Measurment type	Artistic skills scale
no statistical significance	1.134-	8	4	2 Negative ranks	0.843	13.600	10	post	The artistic value of the shapes
		20	4	5 Positive ranks	1.197	13.900	10	Follow-up	
no statistical significance	0.632-	10.50	3.50	3 Negative ranks	0.674	13.700	10	post	The artistic value of the colors
		17.50	4.38	4 Positive ranks	0.737	13.900	10	Follow-up	
no statistical significance	0.378-	6	3	2 Negative ranks	0.567	14.100	10	post	The artistic value of artistic expression through painting
		4	2	2 Positiver anks	0.816	14	10	Follow-up	
no statistical significance	0.641-	13.50	6.75	2 Negative ranks	0.843	41.400	10	post	Total score
		22.50	3.75	6 Positive ranks	8.969	39.300	10	Follow-up	

It is clear from Table (2) that there are no significant statistical differences between the mean ranks scores of the experimental group in post and follow-up assessment (after two months), on artistic skills scale.

Interpretation of results:

The two researchers explain the results they reached in the current research that there are some different techniques that contributed to this, such as positive physical and moral reinforcement such as serving chocolate and biscuits, positive interaction, as well as interaction between members of the experimental group with each other, such as playing soccer with the researcher, and engaging parties. The exchange of speech between the researcher and the experimental group so that the researcher avoids the wrong responses from some of them, and the manual and verbal direction that was taking place from the researchers towards the owner of the wrong response. The results obtained by the researcher were in agreement with the results of many studies, including the study Salem (2005), Adel (2001), Jamal's study (2001), and Khairallah study (2005). The researchers' use of the technique of positive reinforcement and positive reinforcement, whether material or moral, in the case of the correct response, and the intervention with manual and verbal guidance after ignoring in the case of an incorrect response, and these techniques led to the spirit of friendliness, security and safety between the disabled child and the researcher, as well as the technique of creating reward and the art of interaction Positive has made the child with intellectual disability try to reach the maximum extent of positive interaction, and thus the reward occurs, and this makes him give his strongest responses. With regard to the continuity of the training program's effectiveness, researchers are due to the fact that the members of the study sample continue to communicate with the researcher, and the researcher communicates with their parents continuously, in addition to the continuation of the members of the study sample in applying what they have learned in terms of techniques and skills in their practical life.

Recommendations:

- Training sessions for teachers should be organized in the use of good paintings and the creation of poor works of art, so that they can be used during classroom demonstrations with educable children with intellectual disability.
- Those who care for educable children must be trained to use artistic activities so that they can be used with educable child with intellectual disability.
- Artistic activities should be used with children with intellectual disability because they help them on emotional catharsis and get rid of stress.
- Artistic activities should be used to improve adaptive behavior in children with intellectual disability.

Suggested researches:

- The effectiveness of a training program in improving adaptive behavior skills among educable intellectually disabled.
- The effectiveness of training using artistic activities in reducing conduct problem among educable children and adolescents with intellectual disability.
- The effectiveness of a training program in improving some social skills among intellectually disabled in general, and educable intellectually disabled in particular.

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Appendix 1

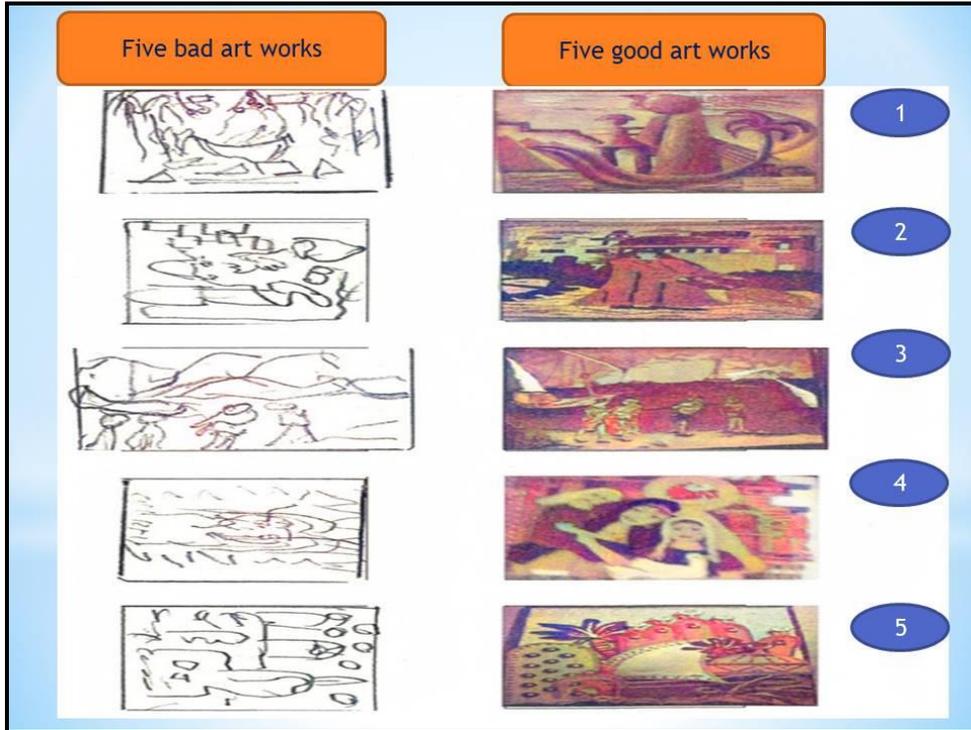
artistic skills among A Sample of Educable Children with Intellectual Disability

- 1- **The artistic value of the shapes:** It means the awareness of the educable child with intellectual disability of the beauty of the form, and this is expressed by choosing the good form, by displaying five good forms, and five other corresponding bad forms. The forms are as follows:



If the child chooses the good form, he will be given three points, and if he chooses the bad form, he will be given one point

- 2- **The artistic value of the colors:** It means that the educable child with intellectual disability expresses his sense of the aesthetic value of colors by displaying five works of art consistent in color, with color value, and five works of poor art, and the child chooses, The forms are as follows:



If the child chooses the good picture, he will be given three points, and if he chooses the bad picture, he will be given one point.

3- The artistic value of artistic expression through painting:

It means that the educable child with intellectual disability expresses a specific situation by drawing five shapes: flower - palm - fish - boat - bird. The degree of the child is estimated, according to the beauty of the drawn figure, and the degree ranges from one to three.