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Faculty of Kindergarten
Department of Main Sciences**

**The Effect of a Proposed Activity-based Programme Grounded
in special Organisation on Developing Psychomotor Skills,
Cognitive, and Affection for the Blind Child.**

**A thesis Submitted in Partial Fulfillment of the
Requirements of the PhD in Education
The Department of basic Sciences.**

By

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1428 – 2007

Research Summary

The researcher presents a summary of research and its findings as follows:

Blind children face a lot of academic and non-academic difficulties in different fields which represent a variety of obstacles in the education of those children in Kindergarten stage; otherwise, organising learning environments, developing programmes, manipulating and employing effective instructional methods and developing appropriate instruments for learning and teaching this category of children would help settle these difficulties. The reason behind that is that the abilities of this category together with their environments are limited rendering them unable to use information, skills and concepts in usual fashions as easily as do normal children.

The education of those children requires special protection, organisation of the educational environment, natural as well as embodied educational realia and various other educational technologies, which would cater for the development of their remaining senses, as well as take into account inter-personal variations. Besides, the education of those children should be based on modern educational trends in order to prepare them to keep pace with their lives. In addition, authorized programmes based on main self-protection and the children's acquisition of concepts and skills should be presented in order to prepare those children to deal with the surrounding emptiness and improve the remnants in their senses in all different aspects of development.

Spatial organization is the cornerstone through which blind children will be provided with a lot of important and necessary concepts, knowledge, and skills and which provide those children with opportunities for discovery which will lead to their social and psychological adaptation.

Despite the importance of spatial organization and programmes related to developing the remaining senses for this category aiming at their preparation for the stage of primary education, there is no actual organisation for the educational environment of those blind children traceable in current blind education institutions. In addition, there are no kindergartens following the Ministry of Education specified instructions for this category in order to present those programmes rich in auditory and tactile stimulants and which lead to developing their remaining senses. This little introduction conduces to the the introduction of the problem of the study.

Problem of the study:

The research problem is identified as the absence of a spatial organization of learning environments in the private educational institutions of the blind children which suit their characteristics and facilitate movement for them. In addition, the absence of Ministry of Education-based kindergartens specified for this category specifically set for developing the remaining senses of the children before the primary stage of education, especially tactile sensation, is considered a basic introduction for later education of this group of learners (as via Braille method). Besides, there is shortage in programmes of activities and educational methods that are appropriate for the characteristics of this category can well induce a full-fledged development. Therefore, the researcher developed a programme for the blind children grounded in making use of spatial organization of the learning environment, and which would be rich in auditory and tactile stimulants in order to develop the remaining of these senses in the blind children, and in order to enhance physical recognition, cognition, and affect.

The problem of the study can tacitly be summarised in the following questions:

- What is the appropriate spatial organization of learning environments for blind children?
- What is the impact of using the proposed activities-based programme on developing psycho-motor skills, cognition, and affects of the blind child?

Significance of The Research:

1) The Theoretical importance:

- Shedding light on the importance of the presence of kindergartens for blind children which must suit their abilities, skills and characteristics to make them ready for the primary stage of education in the Ministry of Education.
- Shedding light on the necessity of developing the senses of blind children (hearing – touch – smell – taste).
- Presenting facilities for the blind child in order to be able to subdue the surrounding emptiness.
- Designing a complete programme of activities helping blind children to develop their psycho-motor skills, cognition, and affects to get ready for the primary stage of education.
- The necessity of the presence of an emptiness-organized activity room supplied with all the requirements suiting the abilities and characteristics of this category.
- The importance of the presence of an emptiness organized yard in the kindergarten which must suit the abilities and characteristics of this category.

Applied Importance:

- Training blind children how to invest their senses (hearing – touching – smelling – taste) through a complete programme of activities inside and outside the activities' room.
- Training blind children how to deal with the surrounding emptiness through helping means of touching and hearing together with providing peace and security factors.
- Providing blind children with opportunities to choose the instruments they desire to use and games they want to play without help from the others which helps in overcoming the negative effects of handicapping.
- Providing the blind with opportunities to practise different activities and games without fear or retreat.

Research Objectives:

This research aims at:

- Designing a programme of integrated activities inside and outside the activities' room and knowing its effect on developing the psycho-motor skills, cognition, and affects of the blind child.
- Determining emptiness organisation suitable for the each of activities' room and the yard of the kindergarten of the blind child.

Research Hypotheses:

- There are statistically significant differences between the mean scores of the pretests and posttests of the blind children - subjects of the study - on the dimensions of the motor-sensory perception development items of the test after the application of the proposed programme to the advantage of posttesting.

- There are statistically significant differences between the mean scores of the pretests and posttests of the blind children - subjects of the study - on the dimensions of the cognitive skills development items of the test after the application of the proposed programme to the advantage of posttesting.
- There are statistically significant differences between the mean scores of the pretests and posttests of the blind children - subjects of the study - on the dimensions of the affective development items of the test after the application of the proposed programme to the advantage of posttesting.
- Enhancement percentage between pretesting and posttesting of the blind children - subjects of the present study - on the psychomotor, cognitive and affective domains of the test were to the advantage of posttesting.
- There are no statistically significant differences between the mean scores of the subjects on posttesting and follow-up testing on all dimensions of the psychomotor, cognitive and affective test.

Population and Sampling:

This study included all the blind children in Cairo Governorate and the children in the Ideal Center for the Blind in Gesr El Sewis, Heliopolis; those comprised the population of the study from which a sample of 27 blind children was purposefully selected. The subjects of the study fall in the age range from four to six years from the original society so as to include the following conditions:

- The age of the children shall range from five to six years.
- The sample shall exclude children who have any handicaps other than blindness.

- The sample shall exclude children who can slightly see.

In consequence, the research sample included eleven children who are completely blind.

Research instruments:

- A Survey Application Form, a Version for The Director and Supervisors of the children in the typical center for the blind, developed by the researcher.
- The form of the child data – Developed by the researcher.
- Stanford Benee measure – 4th edition. Developed by Louis Kamel Milaca 1998.
- Psychomotor Development Survey – Developed by Dayton (1987)
- Cognition Test. Developed by Hoda Kenawi and Adel Abed Allah 1995 and modified by the resrecher.
- Affect Test - Developed by Hoda Kenawi and Adel Abed Allah 1995 and modified by the resrecher.
- The proposed programme. Developed by the researcher.

Statistical Methods:

- Mean scores.
- Skewedness Co-efficient .
- Pearson's Product Moment correlation Co-efficient.
- Wilkinson's non-parametric tests.

Research Results:

This study helped verify the hypotheses of the present study as follows:

- There were statistically significant differences between the mean scores of the pre and post tests of the blind children on psychomotor development;
- There were statistically significant differences between the mean scores of the pre and post tests of the blind children on cognition development.
- There were statistically significant differences between the mean scores of the pre and post tests of the blind children on affective development.
- The improvement percentage in the variables included in the research regarding the post measure is higher than that of the pre measure.
- There was a stable improvement in the variables included in the research after the application within a period of time of 15 days.

Extracts:

In the light of the research results, the following were extracted:

- 1) Using the a spatial organization of learning environments rich in auditory and tactile stimulants had a positive effect on developing psycho-motor skills, cognition, and affects of the blind child.
- 2) Using the proposed programme of activities had a positive effect on developing psycho-motor skills, cognition, and affects of the blind child.

- 3) Using embodied and multi-tactile educational realia had an effective role in the blind children's recognition of a lot of concepts.
- 4) The variety of education methods for the blind children, especially the method of education through both playing and discovering had an effective role in the blind children's recognition of a lot of concepts.
- 5) Using continuous enforcement to consolidate the children's performance had an effective role in augmenting their motivation for education.
- 6) The rate of blind children's development in the post measure was higher than that in the pre measure which indicates the effect of using spatial organization and variable activities in the research.



كلية رياض الأطفال
قسم العلوم الأساسية

تأثير برنامج أنشطة مقترح على تنمية الأداء الحس حركى والنمو المعرفى والنمو الوجدانى من خلال التنظيم الفراغى للطفل الكفيف

رسالة مقدمة للحصول على درجة دكتوراه الفلسفة فى التربية
(رياض الأطفال)

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١٤٢٨ هـ . ٢٠٠٧ م

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿وَمَا تَوْفِيقِي إِلَّا بِاللَّهِ
عَلَيْهِ تَوَكَّلْتُ وَإِلَيْهِ أُنِيبُ﴾

(سورة هود: آية ٨٨)



كلية رياض الأطفال
قسم العلوم الأساسية

تشكيل لجنة المناقشة والحكم

على رسالة دكتوراه الفلسفة فى التربية "رياض الأطفال" المقدمة من
الباحثة / جيهان عبد الفتاح شفيق عزام
المدرس المساعد بكلية رياض الأطفال جامعة القاهرة

القسم: العلوم الأساسية

عنوان الرسالة: تأثير برنامج أنشطة مقترح على تنمية الأداء الحس حركى
والنمو المعرفى والنمو الوجدانى من خلال التنظيم الفراغى
للطفل الكفيف

وافق السيد الأستاذ الدكتور / رئيس الجامعة على تشكيل لجنة المناقشة والحكم
على رسالة الباحثة على النحو التالى:

لجنة المناقشة والحكم:

مناقشاً ورئيساً

مناقشاً

مشرفاً

أ.د/ سيد محمد صبحى

أ.د/ محمد متولى قنديل

أ.د/ إبتهاج محمود طلبه

شكر وتقدير

الحمد لله العلى القدير الذى بنعمته تتم الصالحات، فأنعم علىّ بإتمام دراستى العلمية المتواضعة، والتي أتمنى أن تكون إضافة جديدة فى مجال البحث العلمى.

بدايةً تبادر الباحثة وتتقدم بأسمى معانى الشكر والتقدير لكل يد تعاونت معها فى إتمام هذا البحث وأبدأ بمن تحملت عناء البحث ومشاقه، وكانت مصدراً أساسياً تستقى منه الباحثة القيم الجميلة قبل العلم الوفير، إلى أستاذتى الدكتورة / إبتهاج محمود طلبه أستاذ المناهج وبرامج الطفل بقسم العلوم التربوية . كلية رياض الأطفال . جامعة القاهرة. والتي كانت بمثابة الأم الحانية على ابنتها ولم تبخل عليها سواء بالنصيحة أو التوجيه، وعاشت الباحثة مشقة وعناء البحث منذ وضع لبناته الأولى وحتى إتمام اللمسات الأخيرة فيه، حيث أعطت فأفاضت العطاء، ونصحت فأخلصت، وعلمت فكانت نعم المعلمة المتواضعة واسعة الصدر غزيرة العلم، ولم تبخل قط بعلمها ووقتها فى إرشاد الباحثة لتضعها على هذا الطريق من العلم والمعرفة، فلا يسعنى أن أتقدم لها بخالص آيات الشكر والتقدير والعرفان بالجميل وأن يجزيها الله عنى خير الجزاء.

كما أنه من دواعى سرور الباحثة وفخرها أن يتفضل أستاذين جليلين بالموافقة على مناقشة هذا البحث، الأستاذ الدكتور / سيد محمد صبحى أستاذ الصحة النفسية بكلية التربية جامعة عين شمس وعميد كلية التربية النوعية الأسبق، والأستاذ الدكتور / محمد متولى قنديل أستاذ المناهج وطرق تدريس الطفل ورئيس قسم رياض الأطفال بكلية التربية جامعة طنطا. حيث تضيف مناقشتها ثراءً وعلماً للبحث.

كما تتوجه بالشكر العميق إلى أسرة كلية رياض الأطفال . جامعة القاهرة الأستاذة الدكتورة / هانم محمد سليمان عميد الكلية، والأستاذ الدكتور / كمال الدين حسين رئيس قسم العلوم الأساسية على تعاونه الدائم وتشجيعه وآرائه السديدة التى كان لها أثراً واضحاً فى تذليل كافة الصعوبات أثناء تسجيل هذا البحث فجزاه الله خير الجزاء.

وتخص بالشكر والتقدير الأستاذة الدكتورة / سهير كامل أحمد رئيس قسم العلوم النفسية وعميد كلية رياض الأطفال الأسبق على رعايتها وتوجيهاتها أثناء تسجيل هذا البحث، أدام الله عليها القدرة على العطاء، وجزاها الله خير الجزاء.

كما تتقدم الباحثة بالشكر إلى جميع الأساتذة والزملاء والزميلات بالكلية على مساندتهم لها، وأخص بالشكر الجزيل زميلاتي وزملائي بقسم العلوم الأساسية الذين لم يبخلوا علىّ بأى نصيحة أو مساعدة.

كما تخص بالشكر أسرة المركز النموذجي للمكفوفين بمصر الجديدة على حسن تعاونهم الصادق معها خلال إجراء الدراسة الميدانية.

ولا يسعني إلا أن أهدى ثمرة كفاحي إلى روح أبي وأمي، جزاهما الله عنى خير الجزاء.

وعرفاناً بالجميل تتقدم الباحثة بكل معانى الحب العميق والتقدير إلى زوجها العزيز على عطائه الفياض بلا حدود ومساندته الكاملة لها طوال فترة البحث، هو ووالديه اللذان غمراني بعطفهما ومساندتي ومساعدتي الدائمة، فكانا نعم الوالدين لى جزاهما الله خيراً عن كل ما قدموه وأدعو لهما بالصحة والعافية.

وفى النهاية، فإن كنت أصبت بفضل الله سبحانه وتعالى، وإن كنت قصرت فهذا لأننى بشر يصيب ويخطئ، وحسبى أنى حاولت.

وآخر دعوانا أن الحمد لله رب العالمين

الباحثة

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د	شكر وتقدير
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ط	فهرس الجداول
ك	فهرس الأشكال

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