THE DEVELOPMENT OF THE LINGUISTIC OUTCOME OF STUDENTS WITH MENTAL RETARDATION

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ABSTRACT

The aim of the current study was to develop the linguistic outcomes of people with simple mental retardation (55 - 70) degree. The existence of a mentally retarded child is a problem facing the family as well as the society due to the difficulty of dealing with this child with limited abilities. The current study is of practical importance in developing the linguistic outcome of mentally retarded children, especially in the classroom where the study is conducted and needs programs to qualify and enrich their language. The proportion of the mentally retarded in Saudi Arabia is about 3%. Using the researcher's experimental approach, to consider the relevance of this research to the experimental design and Study Tools Student data forms Testing the drawing of the man to Godfn - Harris validated this test and verified the validity of the test of the linguistic crop preparation Othman, 2014. Before and after training the program until it took its final form and applied the program with the same number of (17) students in the first three grades of Arar in the schools of Abdullah bin Abbas and Ibn Jubair elementary and indeed was investigated the first purpose of the existence of differences of statistically significance between the performance of mentally retarded students before the training program. The results also showed that there was no significant difference between mentally retarded and mental disabilities individuals and those who were mentally retarded in the linguistic yield test in response to this program according to the results of test.

Keywords: Language Outcome, Mental Retardation, Intellectual Education Program.

INTRODUCTION

The current study aimedto develop the linguistic outcomes of people with simple mental retardation (55 - 70) degree. The existence of a mentally retarded child is a problem facing the family as well as the community due to the difficulty of dealing with this child with limited abilities, and the fact that parents do not understand the nature of the disability, Which in turn affects the child and his linguistic development in particular. (Mohammed, 2019; Karimi et al., 2018; Nur et al., 2019)

This problem is compounded by the others' contemptuous view (Willy, 2010: 1)

this affects children with frustration and hopelessness because they are unable to express their feelings, desires, and needs (Cranel 2001:119).

peripheral conditions and cultural factors play an important role in cognitive processes and patterns of verbal communication, while providing a special type of training that reduces the negative effects of mental retardation (Bank and Banks 2003) Mentally, they need constant

attention and interaction in different areas of life to integrated with their parents and communities and thus enjoy the lives of their healthy peers.

Indeed, society's attitude toward these mentally retarded children has changed in recent years. Morse andSchuster (2000: 65) points out that man through the word can express what is inside them and can integrate effectively into social life and shareexperiences and knowledge Opinions and ideas, and language is the first means by which cultural wealth is transferred to future generations.

Friend and Buruck, (2001) found that a language is a tool for thought and that language is an open-ended skill.

From theis point of view and the readings of the early educators, he stressed (1932: 77) Piaget that thinking reflects on the language of the child and the child's thinking grows during his interaction with those around him linguistically.

Daily (2000: 16) note that one of the mentally retarded features is linguistic delay (Kirksetal., 2003: 113) that language is important because ofthe gateway to many high-value activities, Individuals with intermediate intelligence and above.

Moore (2002: 120) adds that language acquisition is a problem for people withmentally retarded, so language skills need to be developed.

Abdul Latif(2000: 17) note that the mentally retarded child is exposed to many stimuli and that the surrounding linguistic environment is a rich condition for linguistic growth that is the basis of the communication between and around the child. In addition, attention to this group since childhood contributes to the advancement of society making this child a self-reliant person who does not carry the burden those around him.

MATERIALS AND METHODS

Importance of the studying:-

The current study is of practical importance indevelopingthe linguistic outcome of mentally retarded children especially in the classroom where the study is conducted and needs programs to qualify and enrich their language. The proportion of mentally retarded in Saudi Arabia is about 3%.

(49): This category (Mild Mental Retardation) is a simple mental retardation that is given to those who are capable of learning. Their level of intelligence is 55:70, where mental development depends on the level of a normal child aged between 7: 10 years and 21: 9 years. Children in this group can benefit from regular training programs, where they can learn to read and writethe principles of calculation and progress are slow and they have major problems in the field of academic achievement especially in reading and signs of slight mental retardation, Markedly slow learning and delay in most areas of developments, marked linguistic delay, inability in the most common category of mental retardation is the proportion of disabilities and the lowest categories of care programs, although studies confirm that they are most likely to benefit from the Piaget (1932: 55) programs. Studies have confirmed that the period of 7: 8 years is very important in the linguistic aspects of the child, while the period (9: 12) years less questioning the children and their questions not because of their desire to know the cause but to preoccupied with small and large details about with this thing.

(Moawad 2004: 62) as the child's relationship with the child earns him a linguistic development by talking to him and repeating the words, and he takes everything he hears and sees especially the pronunciation ofwords and references by Jamiland El-Guerwani(1999: 110). Mothers and their children are important for developing language skills (Miles, 2004, 25) showing that language gives children a sense of security, helps them understand theirsurroundings, and a tool for expressing needs and desires and enabling one to express what he cannot do.

Yahiya and Obaidah (2005, 90) say that this languageisclosely related to each child's thinking, intelligence, and overall mental development. As a result, any delay or influence on achild's language and acquisition greatly influence their level of thinking and intelligence. Working on language development among the mentally retarded.

(11), Heward (2006) statedsthat the development of the child's ability to converse and teach him/her how to communicate with others in the daily life of the child and that the child's understanding of what is being said to helpthe process of communication, All in the context of a natural environment full of wealth, especially electronic activities such as computer and television and the child mimic the sound of the animal or learn certain skills and training insome games and exposing the mentally delayed child to visual and audio stimuli such as (see pictures with the pronunciation of what) All this will help to grow Language and enrich The mentally retarded child.

Paul and Steven (328: 2001) emphasize the importance of designing programs to assist language training for the mentally retarded child by narrating and responding stories and questions while providing educational aids.

Hallahan and Kauffman (335-2007) point to the importance of artistic and motor activities because they stimulate the potential of the mentally retarded child.

The importance of the present study is to show the extent to which the statistical differences between the mentally retarded children who received the development of the linguistic outcome and the tribal and remote measures in the test of the linguistic outcome were shown.

> To identify the significance of the differences between mentally retarded individuals with down syndrome and mentally retarded adults who are identical to the experimental group in the selftest.

Purpose of the study:-

The purpose of this study was to prepare a training program to develop the linguistic outcome of a sample of mentally retarded children who are capable of learning. Their IQ is between 55:70, which helps mentally retarded peopleto talk to their peers and others and thus improve their social relationships. Stret&Abbededwo 199 understand the importance of reaching mentally retarded children who can learn to a better level when they speaking through the use and development of their abilities.

Barley et al., 1999: 437 states that families should be provided with sufficient information on how to deal with these children and how to develop their abilities. This is achieved by providing the family with some of the activities in the program that are easy for the family and provides them with information on methods to dealing with these children.

Justifications for conducting the study:

1. In addition to the importance of the genetic factor as a major cause of mental retardation simple but the lack of alarm contributes to aggravation, and prove Luria's experiments that

talk to express thinking, and are necessary for problem -solving, and is a tool to regulate behavior and integration, because of lack of environmental stimulation , weakens the first stage for advancement knowledge, and since each stage depends on previous stages, linguistic deficiency tends to continue and thus the linguistic deficits of the mentally retarded are reflected on other aspects of their cognitive advancement(Abbeduto1995, 218 - 234).

Therefore, trying to help these mentally retarded people overcome their language difficulties by exposing them to a training program in this area contributes to improving their level ofintelligence.

1. It is justified to conduct the current study because previous research that focused on the field of development of linguistic outcome has been limited to:
    A. Aspects of growth through various activities in pre-school children.
    B. Some previous Arab studies have been concerned with the linguistic aspect butare related to the theoretical or cognitive aspect or to deal with a particular activity (narrative) and its effect on linguistic development.

Study Problem:

The problem of the study is that there are variables that affect a child's linguistic development. Among these variables are economic, cultural and social aspects. In other words, the richer the environment, the richer the language.

Environmental deprivation is a problem that limits the ability of the child, especially the mentally retarded, to have impaired mentalfuncyioning.

Rosenberg (2002: 329-341) stated that mentally retarded people use language less than their age level and find that the linguistic performance level of mentally retarded children is less than normal and at the same mental age and mental abilities haves a significant impact on the language performance level.

Steven and Abbeduto(279 - 288: 1992) and Assaf (189: 2004) noted that linguistic delay affects the communication of mentally retarded children and that the child has the right to identify people , objects and environmental events. Morsi (1996: 12) that merely encourages the mentally retarded child to discuss, express and provide verbal stimuli helps to the improvement of his or her linguistic achievement by family and the school.

Previous studies have shown that addressing language development activities fornormal and mentally retarded children improve their language yield. Some studies have revealed a strong relationship between the use of (stories, photo cards, the use of puppets, the use of picture books, singing, and drawing) and linguistic growth. Other studies have also addressed this aspect. Karam El-Din(1995) study of Hussein(1998).

Especially the mentally late child needs special treatment by the mother and the family and society, but we find the opposite, everyone cares about proper the right children andcares for them, conversation and manipulation around them, while the mental retardation burden it is up to them, he needs to care more in all respects and hence the goal of this study is to design one of the proposed programs that the family can use in their child in the hope of strengthening theirrelationship.

In light of the above, the problem of the current study can be addressed in the following two questions:

1. Can the linguistic outcomes of mentally retarded children with learning disabilities (55-70) be developed using a program designed for this study?
2. Are there differences betweenmentally retarded andmentally disabled andmentally retarded inresponse to this program?

Study hypotheses:

1- There are statistically significant differences between the performance of mentally retarded students in the first grades of intellectual training programs in the city of Arar in linguistic crop tests before their performance of the proposed training program for the development of linguistic outcome and after the using the dimension measurements.

 2- There wereno statistically significant differences between mentally retarded people with mental disabilities inlinguistic crop tests and mentally retarded people in the degree of response to this program according to program results.

*Terminology of study:

First: Mental Retardation

There are many terms related to mental disability as a result of the multiplicity of definitions from different perpectives. These terms include mental deficiency, mental retardation, mental impairment, and intellectual education.

- Mental disability from a medical point of view, which was interested in describing the situation and its symptoms and causes.

- Psychological disability waspsychologicallyanf intellectually interested in people with less than 75 mental disabilities .

- Mental disability from a social point of view, which focuses on the size of the individual and the extent of success or failure to respond to social requirements compared to peers in the same age group.

Mental disability classification

- External form includingMongolian (Down), metabolic disorders, alopecia large or small brain sizeand cerebral healing cases.

- according to IQ and includes cases of severe, moderate and simple mental disabilities.

- Depending on the educational dimension and include individuals who are capable of education, training, and reliability.

According to the ratio of intelligence and social adjustment, which has divided it into a mental handicap, simple,severe and very deep. This definition was identified by the American Association of Mental Retardation, which classified them according to the following groups.

1- My mental retardation is slight from 70 to about 75 degrees intelligent.
2- Mental retardation is on average from 55 to about 70 degrees intelligence.
3- Average mental retardationless than 55 to 40 degrees intelligence.
4- Deep mental retardation of 24 to 20-degree caterpillars.
5- Uncontrolled mental retardation when there is a prior assumption of mental retardation, but one'sintelligence cannot be passed through relevant tests, for example, for individuals with severe deficiencies and uncooperative children.

Definition of Mild Mental Retardation

People who are mentally delayed have a slightly delayed language acquisition, but most of them acquire the ability to use speech in daily life and conversation. Mostof them also achieve full independence in self-care (eating, hygiene, clothing, and output) even if their growth rate is slower than ordinary (El-Nabarawy, 2011, 79-99).

Second: "linguistic growth"

Massoudi, (2007, 59) indicates that the language of the relevant community is symbols that produce the concept of conceptual communication among individuals within a single society. Language skills include the ability to speak, write and understand the symbols that make a group unique.

Heward (2006: 65: 7) states that this language is composed of sounds, which consist of words and rules, that are divided into grammatical, and organizational rules, which are used to identify, generalize, review ourselves and suppose.

Third: "Programs" Al-Manahi, (2015: 48) defined the program as a standardized method suitable for a particular type of ordinary, depressed or handicapped to achieve the maximum level of training according to their abilities. Types of programs (descriptive, diagnostic, Individually or collectively).

Brik (2007: 34) defines it as a comprehensive and integrated educational experience group that has the level and organization according to modern educational methods and includes the set of skills that the program develops through its content.

The researcher defines him as:

A set of specific activities are practiced by mentally retarded children who can learn from the age of 6-9 years and through specific sessions of number and time, which aim to develop the linguistic outcomes of mentally retarded children.

* Previous studies and comments:

In this section, the researchers examine the historical review of the oldest to the most recent studies on the linguistic problems of ordinary and mentally retarded children and comment on the benefits of these studies. This study was studied by Blank andSalaman (1968) and Sornes (1970). The purpose of this study was to find out the effectiveness of a training program on acquiring verbal communication skills in preschoolers, Whimey (1976, 1978). The purpose of this study is to identify the impact of environmental and family variables on children in the primary grades of language development, and a professional study (MacmLLan, 1979). This study aimedto develop a program for enriching the languagein pre-stage children.The purpose of this study was to trace mental and linguistic development in the light of some family variables such as income level, number of family members, cultural level, and the study of the El-Batouti (1996).Linguistic outcome development for children between 2-6 years.

The study aimed to find out the effectiveness of a narrative program in developing aspects of linguistic growth in a sample of mentally retarded children who are learning. This study aimedto find out the importance of usingmusic and physical and professional education in the development of linguistic behavior in a sample of mentally retarded children able to learn and study Abdel Mohsen (2007) communication skills. The purpose of this study was to learn a training program for integration and isolation system to modify some speech disorders and their effect on behavior modification. In order to determine the effectiveness of therapy in playing, counseling and family in reducing the severity of some speech disorders and its effect

on social transactions of mentally retarded children and Hassan study (2014). Mouloud (2017) aimed at identifying the effectiveness of a training program to alleviate some speech disorders and its effect on reducing withdrawal behavior from a sample of mentallyhandicapped children who can learn and study childbirthThe aim is to learn the difference between the ability to verbal expression in ordinary children and mentally retarded children.

Comment on previous studies and their benefits:

Researchers note that studies of linguistic problems were first focused on those who were late linguists and theninterested in linguistsin the 1990s. This reflects the group's interest in this group after this period to reduce the psychological and social disabilities caused by the inability to express emotions within them. The two researchers used these studies to identify the problem, its questions, and hypotheses, and determine the general framework of the program as well as discussing the results.

* Methodology and procedures:

Research Methodology: - Use the experimental approach of the researcher to consider the relevance of this research following the experimental design of a group by conducting tribal and remote measurementsin the basic research group.

Research community: The research community is as follows:

1. Excellences the faculty members of the program and testexaminers (Annex 1)
2. Speech specialists with at least 15 years of experience in the treatment of speech and speech diseases for arbitration of the program (Annex 2).
3. Teachers of special education schools of application primary Abdullah bin Abbas, Primary Ibn Jubair in the city of Arar in northern Saudi Arabia) to assist implement the program (Annex 3).
4. The first-grade students of intellectual education program in the city of Arar primary school Abdullah bin Abbas and Ibn Jubair mentally retarded in the academic year1438/1439 e (Annex 4).

Study Tools:

Student data form.

1. Testing the male drawing to Godfn - Harris Regulate the rows of Faraj. The researchers know that this test is one of the best tests that are easy to apply and correct that ensure the cooperation and integration of students in the performance, and this test nature of the basic problem of research because it is non - verbal does not depend on the linguistic ability of the performer. This test has been used in many Arab countries, including Saudi Arabia (Massoudi, 2007), Egypt (Hamouda, 2002; and Mohammed, 2019). (Annex 5).
2. Test stability: - According to the stability of retesting after two weeks in the sample of students in the fourth row and fifth primary mentally retarded in the schools of application and the coefficient of stability, 72, and this indicates a lack of differences of performance between the two applications.

3. This test was validated: ~ The test was validated after it was linked to the Stanford test results with an intelligence structure and the correlation between the two tests was 84. Anastasiconfirmed in El-Batouti 1996 that the test for many years had been proven to be credible.

4. Testing the linguistic output of children of intellectual education Othman (2014) Professor of speech diseases Faculty of Medicine at Cairo University The test consists of two main tests, the first special reception skills, which ensure the understanding of the audio heard through.

- Understanding sentences containing two information (act of the present + actor) cat play.
- Understanding sentences containing three information (verb + actor + effective) boy eating sandwich.
- Understanding sentences containing four information (Mama gives the cake to the girl)
- Understanding sentences containing qualities (long apple eats girl)
- Understanding sentences containing the last verb (the boy opened the TV)
- Understanding sentences containing the act of the future (boy jumping in the water)
- Understanding sentences containing the separate pronouns (he eats- they have tickets - they carry their objects)
- Understanding sentences containing Muthanna (boys read)
- Understanding sentences containing the plural (boys play)
- Understanding sentences containing many details (tomorrow Papa Halps black boot, white dress, red chameleon and black headband).
- Understandstrings boot strings (under the bed, the dog close to the car, the pen on the desk)

Second, expressive skills and recognize them by asking this question.

Q: What are these things? (Chocolates) I forget this? Nasur, this Ash color? Green.

- Remind adjective, color, and femininity and collect them rabbit this small but this ...big ..., this time small but this time ..big.,big boys,smallboys, apple this Hamra and pen this .. Red.
- The expression of Methane is a tree, but two trees.
- Express the combination of these butterflies, but butterflies states.
- Express the past act you Ash sweet yesterday.
- Expressing the future girl hungry and apples settled with her.
- Expressing the negation of the boy with him a ball and the other doesn't hate.
- Expression of ownership Ahmed has a cat this cat king of? King Ahmad.
- Expressing the pronouns of the sign (this is a man but this is a woman).
- Expression of absent conscience (boy sitting on the bed) sitting on the bed? He is.
- Expression of Relative pronouns (yesterday the boy ate a sandwich) this sandwich.
- Passive expression (what happened to the girl) what happened to the glasses? Broken.
- Expression of style comparisons detail (this basket has a few islands but the second basket has Islands - manyof them)

- Replacing the audible strings (flying over and the car walking under) (Sultan took his medicine because he tired)

The test: ~ The researchers presented this test in its preliminary form to many arbitrators of speech and language professors to judge the validity of the test in terms of its component paragraphs, instruction and correction weight and then calculate the proportion of agreement and paragraph less than 75% jury members are canceled or redrafted.

Other punches fit the abilities of mentally retarded pupils. And also calculate the apparent truth and the logical truth. The correlation coefficients between the estimates of each dimension and the overall assessment of the test ranged from 73 to 81.

Test Stability: ~ The researcher estimated the stability of the test by returning it after two weeks of starting the application and the same from mentally retarded students (6) and found that the correlation coefficient between the two applications was 88. This shows the stability of the test.

Proposed language training program to develop students' language outcomesmentalretardationearly learning programs inthe city of Arar.

The second dimension cannot be composed of children before the emergence and growth of the first dimension is the language of receptivity (listening and understanding), which appears in children through their ability to accommodate and execute orders that are required of them. The second dimension is the language of expression (speaking) and not just talk like a parrot, but also talking about what reflects his needs and desires and the natural response to the questions posed to him and famous what is your name? how are you? In order to achieve this, the process of building language in many stages may take months or even years, depending on many factors and individual differences between these children, including surrounding circumstances and cultural factors that play an influential role in the growth of cognitive processes simple (attention ~ excellence –). This communication specialist works hard for the child to develop the language in a step-by-step manner, which includes preparing the child's language according to the natural stages:

1. Training in the language of receptivity (implementation of the order).
2. Child's access to a large number of vocabulary through the so-called implicit groups.
3. Employ those words in many words (use and inverse ... etc.).
4. Training the child on a set of three words Graduated Difficulty We start with similar sentences in the first two words and vary in the third word, and then fallso that he can pronounce the sentence of three different words corners, and the sentences are called sentences (simple) and sentences coming next compound.
5. Training the child to pronounce sentences of four words or more (long sentences)
6. Training the child on the correct linguistic context (towards the language) and here must be trained on
    A. Insert F-Pair in the sentences.
    B. Talk about something that happens immediately (present tense)
    C. Talk about something that is over (sucker)
    D. Talk about something old that happens in the future and use it (verb)
    E. Increase linguistic wealth by increasing vocabulary, Muthanna and collection.
    F. Exile training.

    G. Talk about yourself (I), about others (You),about the feminine female about the other male, is (Masculine) about non-existent female (She).

    H. Training sentences with different prepositions.

    I. Circulation of place and time.

7. Training to memorize the songs and short verses of the Koran and conversations and simple prophets.

8. Expressing images as a prelude to the next step, through which these images are arranged to be an event or story.

9. Training on the narrative story begins with simple stories, and then step down to recount a story of many events.

10. Treatment any linguistic errors, if stuttering and bites different.

Program content

1) Speech-language training (listening and understanding) through pre-language skills training.

2) Train him to interact with thevoice near her ears, through attention left, right, up and down.

3) Training audio excellence between the voice of the door and its response to open the door in the ways and respond when hearing his name.

4) Training verbal commands (raise your hand in front of the top, aside, down, successor, clap, clap faster, stand, sit, walk,take a forward).

5) Training verbal commands above the pen, book, open door, open mobile ... etc.

6) Training verbal commands higher take the pen and give it to the Pope, put the key in the door.

7) Training how to access themajor parts of your body through your eyes, nose, ears …etc.

8) Reference training ofbody parts through the sub, Fein cheek, your chin, your eyebrows, your eyelashes ... etc.

9) Training visual excellence between two things such as a cat and a dog.

10) Training visual excellence between three things and so on to distinguish between many things from a group (animals, fruits, vegetables, birds)

11) Training expressionneeded for hunger gestures mm, sleep, Nana, thirst, Ambo.

12) Training the production of sounds intended through the entrance to play and imitation voice with movement such as a hand on face and issuance of the voice of Awa / ways on the table and then lifting hand with trainingvoice to move the tongue with the mouth of the voice of R. Ra and so until the votes Many deliberately.

* Expressionist language training: - Through the acquisition of the linguistic outcome begins with the vocabulary that is employed in sentences and until this is done according to the following steps.

  – Training on implicit groups, including:

  – Identify body parts and start from the main parts then sub.

  – Know the vegetables and start with ease in the pronunciation (lettuce, carrots, pepper), and beyond the similarities (cucumber, zucchini).

- Learn the fruit and start with the most common (apples, bananas, orange, mango).
- Knowing things around him.
- Knowledge abouttransportation means.
- Animals knowledge.
- Bird knowledge.
- Clothes Knowledge.
- Know the colors.
- Know the numbers.
- Knowledge of geometric shapes.
- Knowledge of qualities.

When a child reaches at leastsixty individual and preferably more so to increase the proceeds of language begin in the stage ofsimple sentences, which pass the following:

- Use body parts in a sentence of two words Example eating mouth, drinkingmouth, speakingmouth, seeing eyes, hearing ears.nose, holding hands, walking man, man-made, standing man.
- Use the rest of the other implicit groups in two words, for example: eat lettuce, eat peppers, eat carrots, eat bananas, eat apples, eat mango, get in a car, get on a plane, or put on a bear. Hold a red / light on, under the carpet, Mohammed long, short Fahd,Fat man,small pencil, small ruler - Large ruler, sitting chair, bed sleep, drinking cup,eatingspoon.

Training as follows:

- In the air conditioning of the room- In the closet room where the first two words are repeated and the third and so on in the street .., in the kitchen ...., in the bathroom ....., at home.......
The mouth of eating bananas, the mouth of eating chocolate, the mouth of eating a cup, the eye of a refrigerator, the eye of a washing machine, then a sentence just three repetitions in the first word, for example, a speed car - take a slow placket - take a long train and then a sentence of three different words In all of her words is an example of my name Fahad Saud.
* Then we go on to learn compound sentences
I love my father and my mother, wear a dress and insole.
* Then we move to the training of sentences composed of four words and more (long sentences) for example:
I break morning, oil and thyme - I ride a white car - I fast. I have breakfast - my room has a bed, a cupboard, and a table - I have dinner and sleepat night.
* Training in the correct linguistic context (towards the language

- Introducing Fowl in sentences I love my father, my mother, my brother and my sister.
- Talk about something happening now (the present tense), the boy is now wearing his clothes, the boy is taking off his clothes now.
- Talking about something finished (last act), my father rode in the car and went to work.
- Talk about something that will happen in the future I will go to righteousnesstomorrow.

- Increase the linguistic wealth by increasing the vocabulary and Mthna and collection pen
- Kalman - pens, door - Baban - doors, notebook - notebook - notebooks.
- Exile training do you have a big car like your father? I do not have a big car.
- Training to talk to strangers Remember Tiji from working and talking to parents.
- Training conversations with others (Feminine) that you can eat while visiting the mother.
- Training to talk to others (masculine) Abi Rahi Yagi at work.
- Training to talk about others (feminine) is my sister's school today.
- Training on table pain and notebook - I walk slowly on the street - taken by Abu Floss.
- Train character with (I eat with my father, mother, and sisters).
- Training about the circumstance of the time place I live in Arar / I go to school in the morning/sleepingin the night / Learning lessons in school.
- Training to memorizeshort lines, songs, prophetic traditions and simple adverbs such as (sincerity, chant, and anthem-like (We are vegetables ... Min Zena Min... Vina minerals...Vina Vitamin...Lettuce tomatoes ... Pepper Islands. Protect teeth ... Protect look).
- The Prophet (peace and blessings of Allah be upon him) said: "Allah is beautiful and loves beauty" and prophetic decrees such as "Allah, grant us goodness in this world, and in the Hereafter, we will be good and steadfast in the torment of fire."
- Training a narrate story in which the dialogue willinteract with the Saudi blindness environment of coexistence was in a boy named Hussein - Boys'name? .... Hussain, Hussein Riding horse - AchsiHussein riding? .... A horse

Riding behind his brother Yahya - who rode behind? ... his brother greets
Hussein pulled the horse rope to be - Ash only Hussein in the horse? Tightening the rope
The horse was quick - a horse's nose? Quickly.

- Restores horse impact- Ash became alive? Signed by the horse
- Hussein laughed when he signed Yahya - Ash Hussein only after signing Yahya? Laughed Hahahhahy.

Treatment of speech defects if any such as:

Stuttering in ways such as lengthening and preparation.
The bites are the ones that pronounce L, O, O, and SIN, and they pronounce W and T, which pronounce T and J, and D and K, which are pronounced T.
And open and closed and mixed, and first medical intervention and then intervention speech through exercises blowing and suction training to adjust the airway from the nose to mouth and to trainvoice and movements and uttering the sounds of the mouth in an exaggerated manner such as Aa and then spoken in a supernatural manner such as (Baba - Tata - Nana - Bobo - BP - TT - To - To - Ni - Nu - Nu -) and then integration of phantom sounds into an exaggerated example (Kabada - Dakava - Chalaya).
Then utter phantom sounds with nasal sounds in an amplified Natasa-Kamada.
And then pronouncing phantom expressions with anaphylaxis (about - Tammam - Kmkm - Tan)
And then pronounce the nasal passages as opposed to the previous step (tandendmmmb).

Then words with phantom and nasal sounds or vice versa such as hazelnuts - sandwich - Hotel - potatoes

And then pronouncing sentences with nasal and phantom words and vice versa such as (River Nile - Vanilla Nabil - elephant horn)

A sentence of three words with nasal and phonetic characters such as Nabil, the Nile, then a story, then an automatic speech, first corrects the mistakes.

Steps to prepare the program:

* The program was designed for students of mental retardation in first grade of the ability to learn and presented to the excellences experts in the faculty of specialized in the field of diseases language and speech for people with special needs, as well as to experts in this field of speech specialists with great practical experience in this field and its initial form has been modified to fit the survey sample according to the requirements of this category.

 The man drawing test was applied to the quality of the nose in order to ensure that the sample is located in the class that can be learned from (7 - 11 years and a sample of15 students in the program of intellectual education schools Abdullah bin Abbas primary and Ibn Jubair primary city of Arar enrolled in the first, second and third year of the academic year 1438/1439 e.

* This test was conducted by Othman (2014) before using the program:

* The researcher implemented the proposed training program and with the help of some teacherseducation for the two schools of the application according to the content of the program and according to the specified in each session of the sample of the research and divided bytThe researcher sought an experimental group in order to benefit all students with the content of the program and especially to their needs for such programs at this age. Three students were expelled from the program during its application for frequent absence.

* After completing the program as a whole, the language test was used to evaluate the effectiveness of the program.

* The researchers divided the program into the following sessions: -

Table 1. Date of the training sessions and activities performed in each session.

Date of the session	Time	Training content
21/1/2018 (Sunday)	45 min	-Training attention to different voices and distinguishing audio between different voices and responding to hearing his name and some verbal commands (raise your hand in front of - successor, run forward- successor) -Training in Take-Hat-Put Verbal Top Orders - Training on the reference to parts of the body and between your mouth - nose - eye –and the rest of the body's basic parts.
24/2018 (Wednesday)	60 min	- Training on the reference to parts of the body and sub-cheek and your chin - your eyelashes - your eyebrows - your teeth - your tongue. - Training on visual excellence between two things (group animals such as Cat and Dog Hat Image Cat Hat Image Dog. -Training on visual discrimination between three things and increasing until it reaches to distinguish between many things from one group (Animals - fruit - vegetables - birds).

28/1/2018 (Sunday)	45 min	- Training visual excellence between different things for sets of pens/car / cup. - Training in the production of deliberate sounds through the entrance to play and imitation - Training on expressive language through implicit groups. -Main body parts then sub.
31/1/2018 (Wednesday)	45 min	-Training on fruit group. -Training on vegetables
4/2/2018 (Sunday)	60 min	- The previous groups are reviewed before starting in the new groups - training on the transportation group. - Training on the surrounding set of things.
7/2/2018 (Wednesday)	60 min	- Before you start new groups, we review previous groups. - Animal group training. - Training of birds.
11/2/2018 (Sunday)	60 min	- Before starting the new groups, review the previous groups. - Color group training. - Training on the set of numbers.
14/2/2018 (Wednesday)	60 min	- Before starting the new groups, review the previous groups. - Training in geometric shapes. - Training in qualities.
18/2/2018 (Sunday)	45 min	- Training in the recruitment of body parts in a sentence of two words.
21/2/2018 (Wednesday)	45 min	- Training in the recruitment of fruit group in two words - Training on vegetables in two words.
25/2/2018 (Sunday)	45 min	- Training in the transportation group in two words. - Training on animals in two words. An example is a cat, a dog, an elephant, and so on.
28/2/2018 (Wednesday)	45 min	- Inversions Training in a sentence of two words example fan over - rug under - long pop - short brother - fast car - slow - fat man - a fine pen. - Training to uses surrounding objects (eg bed-pen-pen type)
4/3/2018 (Sunday) 7/3/2018 (Wednesday)	45 min	- Training on a three-word sentence - begins with similar pregnancies in the first two words and differs in the third example in the jar .., in the street
11/3/2018 (Sunday)	45 min	Training on a three-word phrase Just the same Example Takes a quick car / install a slow peskel / train a long train.
14/3/2018 (Wednesday)	45 min	- Training on three different words, such as my name Fahad Saud
18/3/2018 (Sunday)	45 min	- Training in sentences composed of four words and more
21/3/2018 (Wednesday)	45 min	Training Singles, Muthanna and Collective - Training in Exile - Training to talk about himself - Training to talk to others - Memorizing - Training to talk to an unmarried woman.
25/3/2018 (Sunday)	45 min	- Training on sentences with the letters drag (Ali - from - in)

28/3/2018 (Wednesday)	45 min	Save images (Samad - Alfalq - people - Kawthar light) Save some songs - Save some of the supplications of the Prophet peace be upon him
1/4/2018 (Sunday)	45 min	Training story-telling
4/4/2018 (Wednesday)	45 min	Treatment of speech defects in cases of bites
8/4/2018 (Sunday)	45 min	Treatment of speech defects for cases of stuttering
11/4/2018 (Wednesday)	45 min	Treatment of speech defects for cases suffering from scoliosis.

The reinforcement is given to students during the program:

- Moral reinforcement through the stars of painting gives each student and the best at the end of the program offer him a grand gift - some words of praise and applause
- Physical strengthening (sweet - juices - toys gifts).

Survey Study:

The purpose of this study was to ascertain the validity of the tools, as well as the number of sessions and the duration of the sessions. The sample consisted of6 students aged 7-11 years and their intelligence ratio was 55-70 years. The survey began with 5 and the number of sessions to 10sessions on Sunday and Wednesday of each week to implement the activities of the program in the Resource Room. The researcher applied the activities of the training program and the test wasconducted before and after the program and the researcher applied the Matteini test for the difference between the two applications for the occasion of the few numbers and results indicated that there arestatistically significant differences at level 5. The benefit of the post-application indicates that the program with the survey sample trained has been effective in the program.

* Basic study:

The study tests were applied toa sample of 17 students from the mentally retarded 55-70. The number of pupils in Abdullah bin Abbas and Ibn Jubair primary schools were 23 students in the first three grades, (11) years and excluded (6) students were applied the survey to be the number of those who started the program (17) students and excluded the number of (3) students due to repeated absence to become the final number of the (14), students.

Table 2. Basic research sample data.

Group	No.	Average lifetime	Average IQ ratio	Significance
Mental retardation	7	9.7	61,1	There wereno statistically significant differences
Autism	7	9.8	60.8	

The tribal measurements were started on the study sample to test the linguistic crop during the period from 11/12/2017 to 23/12/2017. The program was implemented over12 weeks with two sessions per week on Sunday and Wednesday. These sessions ranged from45 to 60 days. At

the rate of 24 sessions during the period 21/1/2018 to 11/4/2018 and began measurements of the period from 15/4/2018 to 26/4/2018.

DISCUSSION AND INTERPRETATION OF RESULTS:

First Display Results:

1 - The first hypothesis.

Herearestatistically significant differences between the performance of mentally retarded students in the first grades of intellectual education programs in Arar city in linguistic crop tests before and afterprogram training for the benefit of telemetry.

After reviewing previous studies evaluating the effectiveness of the program in developing aspects of the receptive language, expressive language, linguistic context and speech health in the sample of the study was calculated the rate of earning rate of black and the ratio of 1: 2 and believes that if this BlackBerry has reached 1.2 to be effective,note that the average gain rate = (x-y) / (x-d) + (x-y) / r where X = the average of the sample scores in the tribal measurement,

Table 3. The rate of black rate gain and its importancealongside the receptive language.

Application	Average	Great end of the test	The average rate of earning	Statistical significance
Tribal	25.83	62	1.40	Function
Post	57.95			

Table 3 shows that the average gain rate of black is statistically significant (1.40). This ratio is a function of this level according to the indicators set by Black.
This indicates the effectiveness of the program in developing the receptive language aspect of the basic research sample.

Table 4.The rate of black rate gain and its importance in the expressive language side.

Application	Average	Great end of the test	The average rate of earning	Statistical significance
Tribal	143.91	286	1.21	Function
Post	258.32			

Table 4 shows that the weighted rate of the gain of black is statistically significant (1.21). This ratio is a function at this level according to the Bilal's effectiveness indices that indicate the effectiveness of the program in developing the expression language aspect of the basic research sample.

Table 5.The percentage of the rate of gain rate and its importance in the context of linguistic and speech health.

Application	Average	Great end of the test	The average rate of earning	Statistical significance
Tribal	20.88	34	1.21	Function
Post	32.33			

The above Table 5 shows that the weighted rate of the gain of black is a statistical function (1.21). This ratio is functional at this level according to the indicators set by Black for efficiency, which indicates the effectiveness of the program in developing linguistic context and correctness of speech in the basic research sample.

From the above, the effectiveness of the program in its three aspects is evident in receptive language, expressive language, linguistic context, and correctness of speech among the mentally retarded pupils. The percentage of gain in three aspects, respectively (1.4) (1.21) (1.21), indicate that the linguistic outcome of first- Intellectual education in the city of Arar has been accepted at an acceptable rate according to the rates of earning for Black.

~ The second hypothesis:

In response to this program, according to the results of the test, There wereno statistically significant differences between mentally retarded people with mental disabilities and those who were late in autism on the linguistic yield test.

Table 6. The difference between the mentally disabled and the autistic in the test of the linguistic yield of the post-measurement after the proposed training program.

uMicroprocessor	uGreat	uTable	N	Level of significance	Significance
31	48	22	N 1 = 7	0.05	There was no statistically significant differences
			N 2 = 7		

From Table 6, it is clear that there areno statistically significant differences between the results of teachers and students with intellectual disabilities (mentally handicapped and autistic) in the results of the research in the linguistic crop test, where there is no differencein their response to the program.

Second: Discussion and interpretation of results:

Discussion according to the first loan, "There is a statistically significant difference between the performance of mentally retarded students in first-gradeintellectual education programs in the city of Arar in the test of the linguistic crop before training on the program and beyond for the benefit of telemetry.

The researcher hypothesized the effectiveness of the program and its ability to increase the efficiency of the research sample in the linguistic crop in terms of receptive language, expressive language, linguistic context, and speech correctly. This is explained by the above-mentioned resultsandthe El-Batoutistudy (1966). These studies aimed to investigate the effect of language programs in the light of the family variables on income and cultural level as well as the impact of the program on linguistic growth of children in pre-school age as well as the agreement of the current study with the study of Hamouda (2002). Recognition The current study agreed with the study by Assaf (2004), which aims to determine the effectiveness of a narrative program onlanguage development in children who were late. The study also agreed with the study by Abu Zeid, (2010), which aimed to know the effectiveness of a therapeutic program to play in reducing the severity of speech disorders and its impact on social interactions in children with mental retardation. The results showed that the effectiveness of the program in reducing the severity of the disorders, which led to stuttering and exhaustion

during the speech as a result of training the category in the proposed program reducedspeech disorders, and this result is consistent with the current study. Aspects of the language of independence, expressionism, linguistic context and treatment of speech and speech defects. The researchers explain the reason for the program effectiveness for the following reasons:

1) The content of the program came in line with the needs of these students and the effort of the team was clear at the end of the program where the improvement was noticeable and the statistical results were also explained.

2) The children in this group do not pay enough attention to their parents and their surroundings at school enough attention to even language of the natural course and receive training in a timely manner and the attention of the team and focus on the continued good training of these children came at the end of the proposed program.

3) Various reinforcement methods while using the program have had immediate reinforcement of verbal, moral and material, have a magic effect on the success of the program and obtain current results.

4) The results shown by the post-measurement of the rate of gain for black ranged between (1.21- 1.4) and the results are satisfactory where the rate of gain ranges is between (1-2) and Black access to the rate of gain if reached (1.2). The program is effective and here show the researchers that the rate of gain is not very high that this mentally retarded group needed early intervention from childhood and before entering school to reach normal. It was very difficult to reach the age of seven and eight, but the language was difficult, so the results were within acceptable limits.

5) Discussion of the results according to the second hypothesis (There areno statistically significant differences between mentally retarded and mental disabilities people and those who differ in the linguistic crop test in the degree of response to this program according to post-testresults).

The results showed that there was no difference between the handicapped and the autistic in the test of the linguistic yield of the post-measurement after training of two mice in the proposed program. This result is consistent with previous studies, one of which was to identify the difference between male and female mentally disabled in their interaction with the language program. KaramEl-Din (1995), who explained that differences in school-age entry fades between males and females, and there are other studies of comparisons between mentally disabled in the language program, but all focused on the difference between males and females, while only one study that worked,the results were consistent with the current study, where there is no difference between the two in the skills acquisition of the program and here the researchers are because the most important test is the degree of intelligence and not type of disability, whether mental disability or autism, as long as the degree of one's intelligence or close to the limits of the results of the interaction is veryclose to the extent of the existence of statistically significant differences.

Recommendations suggested raised by this study:

1) The importance of discovery and early intervention of the category for mentally retarded in the aspects of the shortness of language, which is reflected inother aspects of human

social and psychologicalpersonality,since early intervention helps greatly to achieve positive results.

2) Considering positive enhancements to raise the moral of these children and preventing theirfrustration with the inability to agree with people around them linguistically and socially.

3) Extend their courses and provide them with the charm of different colors and shapes and models.

4) Develop a program to help the families of these students in how to deal well with their children in the category of mentally retarded.

* Studies proposed as a result of the current study:

1) A comparative study of mentally retarded children who were trained in a language program at an early age and otherpeoplein the same class who did the same program after age seven.

2) The effectiveness of a training program to help parents of children who are delayed to increase their language behavior.

3) Study the effect of combined classes on the growth of linguistic behavior and its effect on undesirable behaviors of withdrawal and aggression in mentally retarded children.

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