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Recommendations

In light of the results of the study, and based on what was revealed by researchers, they suggest the following recommendations:

1. The necessity of referencing the departments of social development (special education division) by the siblings of children with special needs in order to benefit of the whole information, brochures, and handbooks regarding Intellectual Disability and Intellectual Disability people and their development characteristics for the whole personal aspects of Intellectual Disability people, and also identifying the centers concern about special needs individual and benefit of the services of these centers.
2. Constructing counseling and therapy programs that include modifying the attitudes among Intellectual Disability children's siblings.
3. Conducting studies that address modifying the attitudes among the siblings of special needs children in the categories of hearing Intellectual Disability, visual Intellectual Disability, motor system Intellectual Disability, and emotional disturbance.

From what mentioned above, it is clear that the degree of females' attitudes was generally positive although there were few differences that are attributed to the educational level. Researchers explains the previous findings in terms of the educational level, as those with high educational levels were more aware about Intellectual Disability and their characteristics, and that the Intellectual Disability child do not differ from the other healthy children except for the Intellectual Disability, and they also more acknowledge and have more understanding regarding what is mentioned about Intellectual Disability and Intellectual Disability and about the educative programs presented by media and about the brochures offered by the related ministries and departments regarding the characteristics of Intellectual Disability people and how to treat them, this is consistent with which was indicated in Al-Sartawi's study (1987) about the importance of the offered information and the influence of such information on changing attitudes. The results of this study also are consistent with the results of Al-Rihani (1978) who indicated that the scores on the scale of attitudes had a direct proportion with the educational level, that is, the more the individual is educated, the more is positive toward Intellectual Disability than the less educated individual. Finally, the results of the study are consistent with the positive results which were revealed by (Ta'imih & Al-Batsh, 1984) in favor of those with higher educational levels.

Generally, gender has an influence on the siblings' attitudes as the results Adkidik's study (2002) confirmed that there were statistical significant differences between male and female siblings' attitudes regarding the presence of a Intellectual Disability child within the family and this finding was revealed in the current study.

From tables (5,6,7) it was clear that the degree of attitudes of those with higher education levels was better than those of participants with low educational levels, as table (5) showed that the mean for the participants' responses (males and females) with secondary school level or above was (95.61) whose attitudes were regarded moderate while was (108.95) for those with low educational levels (less than secondary school).

Table (6) showed that the mean for the male participants' responses with less than secondary school level was (158.3) and based on the criteria of the study, it was clear that the degree of their attitudes toward Intellectual Disability was negative, while the mean for the male participants' responses with secondary school level or above was (132.9) which indicates moderate attitudes toward Intellectual Disability.

For table (7), it indicated that the mean for female participants' responses (with less than secondary school levels) was (87.1), and based the criteria of the current study, it was clear that the degree of their attitudes was positive, while the mean of female participants' responses (with secondary school levels and more) was (80.6) which also indicates positive attitudes.

From table (8) it is clear that there was no influence for the interaction between gender and educational level. Also it is noted from table (4) that the total mean of males was (144.93) and based on the criteria for the present study to classify the attitudes included in table (2) their attitudes toward Intellectual Disability were classified as moderate and tend to be negative as they occur on the cut line between negative and moderate attitudes. The total mean for females was (83.53) and based on the same criteria in table (2) their attitudes were classified as positive, and this finding is consistent with what Al-Khatib et.al indication that mothers hood feelings in females make them more attached to the Intellectual Disability child so their attitudes tend to be greatly positive, while male siblings' negative attitudes in this study are consistent with Ztlen's study (1986) which indicated that female siblings were more attached to the Intellectual Disability than male siblings .

The current study also is consistent with the study of Lawenins (1988) which indicated that siblings exhibited positive attitudes toward Intellectual Disability brothers/sisters, and this finding is revealed in the current study for female siblings while inconsistent with Lawenins regarding male siblings, the current study also inconsistent with Stovall Sedlacek's study (1983) in which it was indicated that females attitudes were negative while those of males were positive, and also inconsistent with the study of Masoud (1988) which indicated that male and female siblings' attitudes toward their Intellectual Disability brothers/sisters were positive, while the findings of the current study indicated that male siblings' attitudes were negative.

It is clear from table (7) that there were statistical significant differences in the attitudes of female siblings that are attributed to the educational level. Comparing the means, although they were humble, it was shown that females with less than secondary school level had a higher mean than females with secondary school level and above.

Table (7)

Means and standard deviations of female participants' responses on the scale of attitude according to the educational level

Less than secondary school (122) /females		Secondary school and above (149) /females	
Mean	SD	Mean	SD
87.1	4.56	80.6	2.66

To decide if these differences are statistically significant, the researchers used the bilateral analysis of variance (ANCOVA) for the influence of gender and educational variables and the interaction between them as indicated in table (8):

Table (8)

Bilateral analysis of variance (ANCOVA) of the influence of gender and educational level and the interaction between them

Resource of variance	Total squares	Freedom score	Means of squares	F	Value
Gender	34476.750	1	34476.750	163.938	0.000
Education level	20314.287	1	20314.287	96.595	0.000
Gender X Education	130.891	1	130.891	0.622	0.301
Error	80125.782	381	210.304		
Total	135047.710	384			

For the educational level variable, table (5) shows that there were statistical significant differences that are attributed to the educational level, and it would be clear by comparing means that the attitudes of those with less than high school level had the highest mean on the scale of attitudes.

Table (5)

Means and standard deviations for the participants' responses on the items of the scale of attitudes according to educational level variable

Less than secondary school (176)		Secondary school and above (209)	
Mean	SD	Mean	SD
108.95	32.93	95.61	23.72

Table (6)

Means and standard deviations of male participants' responses on the scale of attitude according to the educational level

Less than secondary school (54) / males		Secondary school and above (60) / males	
Mean	SD	Mean	SD
158.3	11.32	132.9	13.27

From table (6), it is clear that there were statistical significant differences in male siblings' attitudes that are attributed to the educational level. Comparing the means, it would be clear that those with less than secondary school level had a higher mean on the scale of attitudes than those with secondary school level or above.

From table (3) above, it can be seen that the total mean for psychological stresses was (101.71) with a standard deviation of (29.03). Based on the followed criteria in classifying the attitudes in table (1) in the current study, the attitudes score of the Intellectual Disability children's sibling was classified as moderate. This can be explained in terms of the construction of the sample of the study as it included both male and female siblings, in addition to both low and high educational levels. This also can be explained in terms of the attitudes toward Intellectual Disability as they gradually shifting from being negative into positive ones as a result of the ways of changing and modifying attitudes such as interaction and the direct experience about the object, and the influence of media, lectures, brochures, field visits, and the understanding the characteristics of Intellectual Disability people and other related issues.

To answer the research second question: from table (4) it is clear that there were statistical significant differences in attitudes that are attributed to gender. Comparing means, it is clear that male sibling had the highest mean and their attitudes were moderate while females siblings' attitudes were positive.

Table (4)

Means and standard deviations of the participants' responses on the items of the attitudes scale according to gender

Males (114)		Females (271)	
Mean	SD	Mean	SD
144.93	12.74	83.53	3.24

Table (1)***Distributing the scores on the scale of attitude toward Intellectual Disability based on the score of attitude***

Attitude toward Intellectual Disability	The lowest level	The highest level
Positive	40	92
Moderate	93	146
Negative	147	200

After reliability by test-retest, the scale applied on a sample of the siblings of Intellectual Disability children which consisted of (358) male and female in IRBID governorate as table (2) shows.

Table (2)***The distribution of the study sample according to gender and educational level***

Educational level Gender	Males	Females	Total
Secondary school and above	60	149	209
Less than secondary school	54	122	176
Total	114	271	385

Results of the study

The researcher used the means and standard deviations as indicated in table (3) to answer the first question of the study:

Table (3)***Means and standard deviations of the participants' total responses***

No.	Mean	Standard deviation
385	101.71	29.03

attitudes toward Intellectual Disability and reviewing several scales of attitudes such as: Parental Attitude Scale (Kashif, 1989), Parental Attitude Scale (Hamzah, 1992), Children's Attitudes Toward their Intellectual Disability Parents (Al-Kobaisi, 2000 and Al-Haroni & Farah, 1990), The Scale of Attitudes Toward Psychological Illness – a modified version for the Jordanian setting – (Bo-Median, 1989), and the Questionnaire of Measurement of Intellectual Disability Children Parents' Attitudes toward Intellectual Disability (Masalhaf, 1997). After the validity the scale consisted of (40) items, on which respondent checked (X) in the space that belonged to the extent of item confirmation on the brother or sister. Scores on responses were given as follows:

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2	3	4	5

The total score on the scale could be calculated by summing the scores that represented the positive or the negative attitude on the items of the scale and the scores on the scale ranged from 40 to 200 as the (40) score represented the lowest level and the (200) score represented the highest level. Because the current study attempted to identify the positive, the negative, and the moderate attitudes, and after evaluating the difference between the highest and the lowest scores obtained by the responder which reached (160) and after dividing it on the three attitudes, the result was (53), the researchers relied on the criterion shown in table (1) to classify the attitudes of the subjects of the study on the instrument:

By reviewing early studies like Rimmerman (2001) and Idkidik (2002), it could be noted that they focused on the attitudes of parents and teachers and students, additionally, they addressed siblings' feelings with taking roles in assisting, sharing the responsibility with parents, future caring, and emotional support, so it is clear the significance of this study comes from being addresses the attitudes of Intellectual Disability children's sibling toward Intellectual Disability. Since, attitude is procedurally defined as: the group of sever Intellectual Disability children siblings' responses toward various situations which are included in THE Situational Attitude Scale toward Intellectual Disability which was designed for the purposes of the current study, and the total score on this scale indicates the extent of attitudes toward Intellectual Disability.

Amis of the study

In general, this study investigated the Intellectual Disability children siblings' attitudes toward Intellectual Disability. Specially, the study attempted to answer the following research questions:

1. What are the attitudes of Intellectual Disability children siblings' toward Intellectual Disability?
2. Do the attitudes of the siblings of Intellectual Disability children toward Intellectual Disability differ according to gender and educational level?

Methodology and Procedures of the study

To achieve the aims of the study the researchers constructed a scale of attitudes after survey the attitudes toward Intellectual Disability generally, people particularly and through the studies on

Suzan and Rune (1980) investigated peers' attitudes toward their Intellectual Disability students, the subjects of the study and the Intellectual Disability students were allowed to participate in the free group playing time. The results indicated that the opportunities of social interaction works on constituting positive attitudes toward Intellectual Disability children, in addition, healthy children learned a lot about the characteristics of Intellectual Disability or unusual children. Voeltez indicated how to change children's attitudes toward handicapped, and that older children in the basic stage are more positive regarding the attitudes toward handicapped children compared to young children specially females, he recommended with the necessity of constructing programs to mediate children's behaviors toward Intellectual Disability children (Al-Rusan, 1998).

One of the main factors that would influence the change of the Intellectual Disability child siblings' attitudes is the parents' ability to exhibit positive attitudes toward the Intellectual Disability child. Several studies indicated that making efforts for caring about and serving the handicapped is not a difficult task if parents exhibit their acceptance for the Intellectual Disability child, because siblings interact in a similar way as parents do. Families' positive attitudes can be reinforces if enough support is available, and religious beliefs also are very important for the families to accept their Intellectual Disability children. And also the communication between the parents and their discussions regarding the Intellectual Disability child are important factors that encourage siblings' understanding for Intellectual Disability which in turn assists in mediating their circumstances (Simeonsson & Mchale, 1981).

training services, the attitudes of the society still moving slowly to be positive as the majority of these attitudes are negative ones, and the attitudes of the society in general and those of some families in particular serve on changing the disability of the individual into a Intellectual Disability sending him/her away from integration with all its forms, the attitudes toward Intellectual Disability people must be analyzed in an attempt to understand the families of special needs individuals, and the appropriate field for the initial exploration of these attitudes are the special training programs (Seligman & Darling, 2002).

Attitudes are related to social situations and events, and at the same time they are exposed to change despite of their relative consistency, and much literature (Abu Al-Niel, 1984, Zahraan, 1987, A'dasi 1994, and Al-Kobaisi, 2000) has addressed the factors that play a role in changing attitudes, among these factors: the information and facts related to the topic of attitudes, and generating information from books, movies, multimedia, discussion, lectures, group decision, direct communication with the topic of attitudes, and the information offered to individuals among a group, all these serve on changing attitudes when individually offered to them as indicated in this current study. Coleman (1990) sees that the Intellectual Disability child has the ability to learn and performing sport games, and feels comfort when being the center of the family who attract the attention of the family members and when is allowed to share some games and acts. In turn, feeling discomfort by the Intellectual Disability child is resulted from the rejection from the family members and not allowing him/her to share in activities, and when exhibiting undesired and unacceptable behaviors toward him/her.

assist. In this fold, Fahmi (1983) confirms that handicapped need to understand the features of their personalities as they express many aspects of complexity and reticulation, and handicapped also have requirements from the whole personality aspects which are different from the requirements of healthy people, and family has to work on making the Intellectual Disability child to acquire the positive attitudes and directions that assist him/her in adjusting and make him/her feel his/her value within the family and the society .

Gender is regarded as one of the factors affecting the attitudes of siblings toward , Al-Khatib et.al (1992) stated that although males may exhibit a clear concern and attempt to assist the Intellectual Disability child and exhibit empathy toward him/her, maternity feelings within females made females more attached to them as males are more busy with their own matters than the child and so their attitudes described more often as negative while females' attitudes tend to be more positive.

Siblings are affected by their parents' attitudes toward the Intellectual Disability of their brother or sister, Al-Maglouth (1999) indicated that the residence of the Intellectual Disability child in home has negative effects on his/her siblings in many ways, and causes a kind of jumpiness for older siblings, and this depends on the type and the severity of the Intellectual Disability .

For some families, we find that social exclusion may be added to the burdens the family has to borne, and despite the existence of public and private centers that offer academic, rehabilitation and

parents and the Intellectual Disability child and the effect of this relation on the healthy siblings: if this relationship is positive, the siblings' relationship with the Intellectual Disability child will be positive, and the same can be said about the negative relationship. So, the parents' acceptance for their child's Intellectual Disability is reflected on the siblings and hence they contribute in assisting the handicapped child with their parents in search for beneficial programs and services. Identifying the individuals' attitudes toward handicap-positive were or –negative is a base on which depend many handicap and handicapped-related decisions. The importance of identifying individuals' attitudes toward Intellectual Disability / handicap lies in the followings: Success of behavior-modification programs, preparing awareness and family therapy programs for handicapped children's parents, modification of individuals' attitudes toward handicap, awareness in order to adjust the concepts and attitudes regarding some types of handicap, and identifying the services and legislations that might be enacted by the society in favor of the various categories of handicap (Toa'imah & Al-Batsh, 1984).

Yahia (2003) and Salim (1994) stated the family negative attitudes toward the Intellectual Disability child which are represented in: the rejection and not accepting the case and evasion from it, and this may persist for along time, greatly neglecting the handicapped child, and the failure in providing the appropriate health services, so the presence of educative, counseling and media programs is necessary - so there is a need to increase the attention regarding the welfare and care about the Intellectual Disability child and there is a need for the interventions of the multidimensional family therapy to

themselves, and that healthy children who possess specific traits are in risk and need for psychological services. Yahia (1999) indicated Simeonsson & Simeonsson's study in 1981 which indicated negative effects in siblings' adjustment within society especially within the school or college they study in as a result of being afraid of having a handicapped child in the future. Simons' study (1994) also indicated that the existence of a Intellectual Disability within most the families she studied had no negative effects on parents or siblings or even on the extra familial resources specially in the aspect of family relationships with other families and the aspect of marital happiness, the study also indicated that the type of Intellectual Disability somewhat identifies the intensity of the negative effects on the family or on the relationships among the family members.

According to Al-Rihani (1985), the presence of a Intellectual Disability brother or sister in the family brings a great burden for the healthy siblings that may persist for the whole life and also leads to retard their social, cultural and sport activities and makes them under conditions of a great pressure, stress, and anxiety if the family depends on them in raising up the Intellectual Disability child.

Healthy siblings are affected by the attitudes of parents toward the handicapped child as parents have a general acceptance for their child and show responses and attitudes that enable the siblings to response in the same way the parents do toward the handicapped brother or sister and in turn, parents who response negatively, bashfully and with anxiety will not be able positively affect their healthy children. Yahia (2003) indicates the relationship between

a handicapped child exists, and also, the economic, social, and psychological systems are affected, and the family needs a time to adapt with these changes that occurred on its functions and roles. Al-Rihani (1985) stated features that distinguish the life of families where a Intellectual Disability child exists such as: the tendency to overprotection and caring for the handicapped child, a weak familial cohesion and integration, the development of some negative attitudes and thoughts between healthy siblings as a result of being with a Intellectual Disability child, limiting the activity of the family, and the emergence of some emotional and behavioral problems among some of the family members. He also indicated the adaptation stages through which the family passes with its Intellectual Disability child which ends with an attempt to help the child to develop within his/her abilities.

The study of the effects of a Intellectual Disability male or female child on the healthy siblings has emerged as a subject that worth a lot of attention. Studies on siblings suggest that while many siblings face the situation in good manner, others may be at risk of psychological problems, as not all siblings are able to void the negative effects resulted from the Intellectual Disability of a brother or a sister, as Intellectual Disability changes the experience of each member in the family, and also, living with a Intellectual Disability brother/sister may leads to an adjustment problems.

Bosanski & Trivio (stated in Al-Khatib et.al, 1992) indicated that psychologists treat Intellectual Disability children's siblings more often than treating the Intellectual Disability children

other end represents the denial for this object while the distance separates them is the complete neutrality point (Al-Mahamid, 2003). Procedurally, attitude is defined as: the amount of sever intellectual disability children's siblings responses toward various situations which are included in Attitude scale of Intellectual Disability which was constructed for the purposes of the current study, and the total score on the scale indicates the degree of their attitudes toward intellectual disability.

Among the features of attitudes are: they aren't affected by the experiences of the individual and they doesn't affect these experiences, do not form in a space, are related to stimuli and social situations/ attitudes, more subjective rather than an objective. Attitudes have three component, the epistemic component which includes all of the individual cognitive processes, beliefs and ideas related to attitude topic, the emotional component which is demonstrated by the person's feelings and desires about the object, and his/her acceptance or rejection for it, and finally the behavioral component, which includes the practical response towards attitude in some way (Al-Ma'aytah, 2007).

Marsh (1992) believes that the existence of a Intellectual Disability child in the family might be a stressor event that nearly creates a great disturbance for the whole family members as it represents an unexpected event in light of the lack for experience about the nature of such a case among the family members. Turnbull & Turnbull (1997) indicates that there is a change and an alteration emerge in the functions and roles of the family where

high was the severity of intellectual disability the low was the development, their general health conditions also characterized by general weakness which leads them to feel stressed and tired quickly. For the aspects of the motor system, they also suffer from a delayed development according to the severity of the Intellectual Disability. Intellectual Disability also suffer from attention-deficit, the high vulnerability for dispersion, and recalling difficulties compared to their healthy peers (Hallahan & Kaufman, 1991).

It is noted that Intellectual Disability have generally limited imagination and a cognition-deficit (Justen, 1982, P50), and they also suffer from delays in oral language development in general, as Intellectual Disability children learn to talk and acquire language later. Talk deficits are more common among Intellectual Disability Children in addition to the low level of motivation (Al-Qamsh Al-Ma'aytah, 2007). Intellectual Disability Children tend to be weak in social skills that are resulted from the insufficient teaching for some incombustible behaviors and the low experience (Murray, 1996), and the unavailability of the appropriate mental consultation for the individual (Nath & Brokowski, 1991).

Attitude's Concept and its Relationship with Intellectual Disability.

Thurstone (stated in Al-Kobaisi, 2000, P21) defines attitude as “the amount of affect a person has for or against an object” Social researchers conceive the concept of attitude as a straight line extending between two ends one of them represents the maximum acceptance for the object that is related to the attitude and the

Al-Khatib, Al-Hadidi & Al-Sartawi (1992) mention that there is an insufficient concern about the needs and attitudes of the Intellectual Disability children's siblings.

Intellectual Disability Concept

American Association defining **Intellectual Disability (AAMR)** as “Intellectual Disability refers to substantial limitation in present function. It is characterized by significantly sub-average intellectual functioning existing concurrently with related limitations in two or more of the following applicable adaptive skill areas: Communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure and work. Specifically, Intellectual Disability manifests before age 18” (Greenspan, 1999, P6). But from a clinical perspective, Intellectual Disability is defined as “a state of weakness in the mental function resulted from Malnutrition, or a disease that is resulted from an injury at the nervous system before birth or at childhood which leads to a deficiency in the total ability for development which in turn affects adjustment with the environment” (MacMillan, 1987, P32).

The psychometric definition depended on the measurements of intelligence; meanwhile, Intellectual Disability from a social perspective is “a state of deficiency in mental development from birth or from the early years of life with a degree that inhibits the individual from depend on his/herself within the ordinary environment (Greenspan, 1999, P7). Also, from the distinguished characteristics of Intellectual Disability individuals: physical and motion development for intellectual disable children tends to be low generally and the

increase the anxiety and conflicts among spouses and spellings (Seligman & Darling, 2000). One of the challenges that must be studied insightfully is identifying the attitudes of individuals toward handicap wither were positive or negative attitudes, as many decisions related to the development system and philosophy of those with special needs depend on identifying these attitudes. Al- qoriti (1992) refers that positive attitudes toward handicapped may fix the climate for planning, developing, and facilitating the necessary programs to look after them while negative attitudes toward them inhibit these programs to see light, and may burke which proposed for us to be aware to of the positive effects on the handicapped when exist, hence, detecting these attitudes toward handicapped and adjusting the negative ones among them is regarded to be one of the most important educational requirements.

In general, the successful social interaction among the family generates the foundations of successful social interaction within the social system as a whole, however, the attitudes of the family net toward the Intellectual Disability child in the family were positive, this would be an indicator for supporting the autonomous behavior and self-reliance for this child in addition to make him acquires a group of life practices and experiences which generates behavioral values and standards for this child that somewhat assist on personal and social confirmation, contrary to this, the family may feel that it forced to perform its role toward its handicapped child which in turn generates psychological pressures and emotional imbalance and often this situation is associated with worse development of the case and increasing stressful situations (Al-Imam,1999). Moreover,

Abstract

This study aimed to identify the extent of Intellectual Disability children siblings' attitudes toward Intellectual Disability, and to clarify the relationship between these attitudes and gender, and educational level. By applying an instrument for assessing the attitudes on a sample of (358) male and female siblings of Intellectual Disability children. The results indicated statistical significant differences in attitudes toward Intellectual Disability that are attributed to gender as male siblings' attitudes tended to be negative while female siblings' attitudes were positive. The results also indicated statistical significant differences in attitudes that are attributed to the educational level, as the attitudes of those with less than secondary school level tended to be negative compared to the attitudes of those with secondary school level or above which tended to be positive. A final finding indicated that there was no statistical significant effect for the interaction between gender and educational level.

Key words: Intellectual Disability, Intellectual Disability children.

Attitudes of Intellectual Disability Children's Siblings toward handicapped

Introduction and Theoretical Background

Family unity is represented and characterized in the unity of the members who live together and share the basic burdens of life. The main goal of a family as a unit is to create a climate for the growth and maturity of the family members who do their best within the family, and the existence of a handicap child in the family

Attitudes of Intellectual Disability Children's Siblings toward Intellectual Disability

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المملكة العربية السعودية

ملخص الدراسة

تهدف الدراسة إلى تحديد وتعريف اتجاهات أشقاء المعاقين ذهنيا نحو الإعاقة الذهنية حيث أشارت النتائج إلى اختلافات إحصائية في مواقف الأشقاء المعاقين ذهنيا تجاه الإعاقة الذهنية ، وتوضيح العلاقة بين هذه الاتجاهات وعوامل الجنس والمستوى التعليمي . عن طريق تطبيق واستخدام أداة لتقييم المواقف والاتجاهات على عينة مكونة من (٣٥٨) شقيقا ذكورا وإناثا من المعاقين ذهنيا . أشارت النتائج إلى اختلاف إحصائية مهمة في اتجاهات هؤلاء الأطفال تجاه الإعاقة الذهنية فيما يتعلق بجنس هؤلاء الأطفال حيث كانت اتجاهات الأشقاء الذكور سلبية فيما كانت اتجاهات الأشقاء الإناث ايجابية . وأشارت النتائج إلى فروق بسبب المستوى التعليمي حيث أن الأطفال الذين كان مستواهم التعليمي أقل من الثانوية العامة كانت اتجاهاتهم سلبية مقارنة بالأطفال الذين وصلوا إلى المستوى الثانوي أو أعلى حيث كانت اتجاهاتهم ايجابية . نتيجة أخيرة أشارت إليها الدراسة هو انه لا يوجد تفاعل أو تأثير مهم للتفاعل والتداخل بين عوامل الجنس والمستوى التعليمي .

كلمات مفتاحية : الإعاقة الذهنية ، الأطفال المعاقين ذهنيا .