

EFFECTIVENESS OF TRAINING PROGRAM BASED ON COOPERATIVE LEARNING SKILLS ON DEVELOPMENT OF SOCIAL RESPONSIBILITY AND REDUCING SOCIAL AND EMOTIONAL LEARNING DISABILITIES AT ELEMENTARY SCHOOL STUDENTS IN TAIF

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Abstract: *The research aims at pointing out Effectiveness of training program Based on cooperative learning skills on development of social responsibility and reducing social and emotional learning Disabilities at elementary school students. The research includes (16) pupils who have social and emotional learning Disabilities , They are divided into two groups: an experimental group and a control one. The experimental group consisted of (8) pupils and the control group consisted of (8) pupils. All the following tools are used: Saleh's Illustrated Intelligence Test (1978), Kamel's The Quick Neurological screening Test (Q.N.S.T). (2001), Kamel's The Pupil Rating Scale for Learning Disabilities (2001), Kamel's Behavior Rating Scale (C.B.R.S) (1987), Social Responsibility Measurement, Emotional and Social Learning Disabilities Measurement, Training Program Based on Cooperative Learning Skills, Noticing Cooperative Skills, and Self-Assessment of a Training Program Based on Cooperative Learning Skills Measurement.*

The experimental group is subjected to the training program about (The training program is consists of (18) sessions (6) weeks; (3) sessions a week. Each session lasts (45) minutes, Mann Whitney's and Wilcoxon's tests are used to verify results and hypotheses. The findings revealed that there are significant differences among the pupils of control group in pre and post measurement for the dimensions of the scale of social responsibility (Self-responsibility (personal), religious and moral responsibility, Group Responsibility, national responsibility and the social responsibility as whole), and the dimensions of social and emotional learning Disabilities scale (Lack of Listening and interruption of Others, Lack of Social Participation of Others, Lack of Social Roles Commitment and not to Exceed it, Lack of Acceptance of Instructions and Directions, Lack of Emotional Communication, Lack of General Ability) in the post measurement in favor of pupils of experimental group. Yet, there are no differences between the post and follow up application in the dimensions of social responsibility scale (Self-responsibility (personal), religious and moral responsibility, Group Responsibility, national responsibility and the social responsibility as whole) and the dimensions of social and emotional learning Disabilities (Lack of Listening and interruption of Others, Lack of Social Participation of Others, Lack of Social Roles Commitment and not to Exceed it, Lack of Acceptance of Instructions and Directions, Lack of Emotional Communication, Lack of General Ability) both in the pre and post measurement.

Keywords: *Training Programs, Cooperative Learning Skills, Development of Social Responsibility, Social and Emotional Learning Disabilities.*