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(26)  
(13)

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.(Skylar, 2006)

.(Hutinger, at el, 1996)

.(Derer, et al 1996)

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.2009/1/27 2008/10/19

.( 2005 )

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(2001)

Edyburn, 2003)

.(York, 1999

(Hasselbring and Glaser, 2000)

.(2006 )

(Hallahan and Kauffman, 2003)

)

.( 2005

(Deafness)

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(%75)

(CEC, 2003)

(Limited Hearing)

(Hallahan and Kauffman,

(AT)

2003)

(2006)

.(York, 1999)

(2006)

(Bedford, 2005)

.(Jeffs et al, 2006)

(Multimedia)

Lang, and Steely, Lange et al, 2006)

.(Barman and Stockton, 2002; 2003;

(15:1999)

(34)

Lange )

.(et al, 2006

(Everhart et al, 2002)

(2003)

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(78)

Powell (2001)

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(20)

(2000)

(2005)

(49)

(30)

Wilkinson and Hillier (1999)

Butler (2005)

(69)

(81)

(2003)

(1997)

$$(0.05)^{-3} \approx 8000. \quad (34)$$
$$\vdots$$

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(2004)

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$$\vdots$$
$$\vdots$$

.(Hallahan and Kauffman, 2003)

•

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.(Meyers and Jones, 1993)

•

$$\vdots$$

.(1994 )

$$(0.05 \geq \alpha)$$

-1

• •

$$(0.05 \geq \alpha)$$

-2

.2009/2008

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.(1997 )

(38) 2009/2008

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(12)

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(13)

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.(1)

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(1)

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	( )					
0.982	0.022	0.82	14.3	0.92	14.2	
0.629	0.489	10.34	52.61	11.2	50.5	
0.447	0.773	6.9	158.53	3.7	156.8	
0.061	-1.966	4.5	54.7	5.2	58.5	
0.872	-0.163	0.72	6.8	0.74	6.9	
0.673	0.428	6.5	75.6	11.1	74.07	

.(0.05 ≥ α)

\*

.(2001

2005

2007

(1)

-

:

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Wilkinson and Hillier,1999 William and Diana, 2004)

2007 Gemma, 2006) :  
 .(1999 2001 2003

(12)

(0.84) (Spearman – Brown)  
 (10)

(12)

(6)

:( 10 -5)

1997 2005 Carroll, 1994)  
 .(1998

:( 10 -5)

(Data

( )

Show)

:( 20 -15)

:( 5 -3)

(30)

(CD)

(10)

(2)

(2)

*0.84	*0.79	-	1.74	23	
*0.85	-	-	1.39	22.8	
-	-	-	1.89	22.85	

.(0.05 ≥ α) \*

(2)

(10)

(10)

(0.85-0.79)

(3)

(T-Test)

(3)

( )

	( )					
*0.000	16.01	1.57	14.36	1.13	24.19	

.(0.05 ≥ α) \*

(3)

-

(5)

-

(Test - Retest)

(12)

(6)

2009/2008

(0.89)

)

(

" : (Data Show)  
(0.05 ≥ α)

"

)

(4) .(

(4)

3.34	23.76	2.27	9.23	
2.86	18.23	2.69	9.46	
4.15	21	2.44	9.34	

(0.05 ≥ α) (4)  
(5) .(ANCOVA)  
(ANCOVA)

(5)

(ANCOVA)

0.577	0.320	3.190	1	3.190	
*0.000	20.301	202.501	1	202.501	
		9.975	23	229.425	
			25	432.000	

\*(0.05 = α)

(0.05 ≥ α)

(5)



(2003)

(20.301)

(0.05)

(0.000)

.(1)

Al-Varez and Francisco (1992) Thomas (1993)

(2003)

(2005)

McKethan et al, (2000)

" :

$(0.05 \geq \alpha)$

"

(6)

(2005)

(6)

1.71	23.45	1.50	4.40	
3.20	19.30	1.61	4.76	
3.28	21.38	1.54	4.58	

(7)  $.(0.05 \geq \alpha)$  (6)  
 $.(ANCOVA)$   
 (ANCOVA)

(7)

(ANCOVA)

0.060	3.900	22.973	1	22.973	
*0.000	16.772	98.801	1	98.801	
		5.891	23	135.486	
			25	270.488	

$.(0.05 \geq \alpha)$  \*

(7)  
 $(0.05 \geq \alpha)$

(16.772)  
 (0.05) (0.000)  
 .(1)

(2003) (2005)  
 (Everhart et al, (1997) (2000)  
 .McKethan et al (2000) 2002)

(2001)

Partridge 1993)  
Wilkinson and Hillier, Thomas, 1993 and Franks  
2006 Casazza Alhayek, 2003 Powell, 2001 1999  
(2005 2007  
(2003)

" :  
(0.05 ≥ α)

(8)  
(2003)  
(8)

0.45	*0.91	

.(0.05 ≥ α) \*  
(8)

(2003)  
(Reed and Bertelsen 2003)  
(1994)

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(1994)

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- (13 ) 1994 2001
- 2001 2004
- 1( )
- 1 1995 2005
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- 2006
- .133 2003
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**The Effect of the Use of an Educational Software for Teaching the Straight Shoot Skills on Volleyball on the Cognitive Achievement and the Skillful Performance Level of the Special Needs Individuals**

*Khalil Hlayel Al-Balawi \**

**ABSTRACT**

This study aimed at exploring the effect of using an educational software for teaching the straight shoot skills on the cognitive achievement and the skillful performance level of the special needs individuals. The study sample consisted of (26) male and female students, who were randomly distributed into two groups, experimental and control. Each group comprised (13) male and female students. The experimental group received learning through an educational software, and the control group received learning through the normal way.

For realizing the objectives of this study, an educational software was designed to teach the straight shoot skill. Further, the researcher developed the cognitive achievement test and another test to evaluate the skillful achievement level. Results showed the following:

- There were significant differences in favor of the experimental group on the cognitive achievement test and the skillful performance level test.
- There was a significant correlation relationship between the cognitive achievement and skillful performance in regard to the experimental group. Meanwhile, the results did not show a significant correlation relationship between the cognitive achievement and skillful performance with the control group.

**Keywords:** Educational Software, Volleyball, Cognitive Achievement, Skillful Performance Level.

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