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ABSTRACT

This study aims to evaluate the efficiency of early intervention on developing and treating some aspects of language communication impairments of autistic children. The researcher applied the experimental method in carrying out this study. Purposive method is applied in selecting a sample of (50) male and female autistic children from three daylight care centers for children of special needs in Eastern Area (Dammam) of Saudi Arabia Kingdom. Data collected by applying TEACCH and DSM-4 for Autistic Spectrum disorders, and Cars, and a questionnaire for families applied in this study in addition to bibliography sheet information. Data manipulated by using statistical package for social sciences (SPSS) by applying (T) test, Pearson Correlation Coefficient,. The most important results of the present study can be summarized in the following points:

1-Language of Autistic children is statistically improved in all dimensions of all Teaach inventory.

2-There is a significant difference in Attention and concentration and expressive language of autistic children according to the degree of disability in favor of intermediate state.

3-There is a significant difference in Attention & concentration and receptive language of autistic children according to the gender in favor of males?

4-There is a significant positive Correlation between concentration & attention with mother education among autistic children

There is a significant positive Correlation between concentration & attention, receptive language, and expressive language with father education among autistic children

5-There is a significant negative Correlation between concentration & attention with the age of autistic children

Finally, recommendations and suggestions for further studies, and references were cited at the end of the study.

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الفصل الأول

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- 2- مشكلة الدراسة
- 3- أهمية الدراسة
- 4- أهداف الدراسة
- 5- فروض الدراسة
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- 7- المصطلحات والتعريفات الإجرائية

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Fourth Edition – Text Revised).

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Behavior Scales Communication and Symbolic

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The Parental Stress Index PSI
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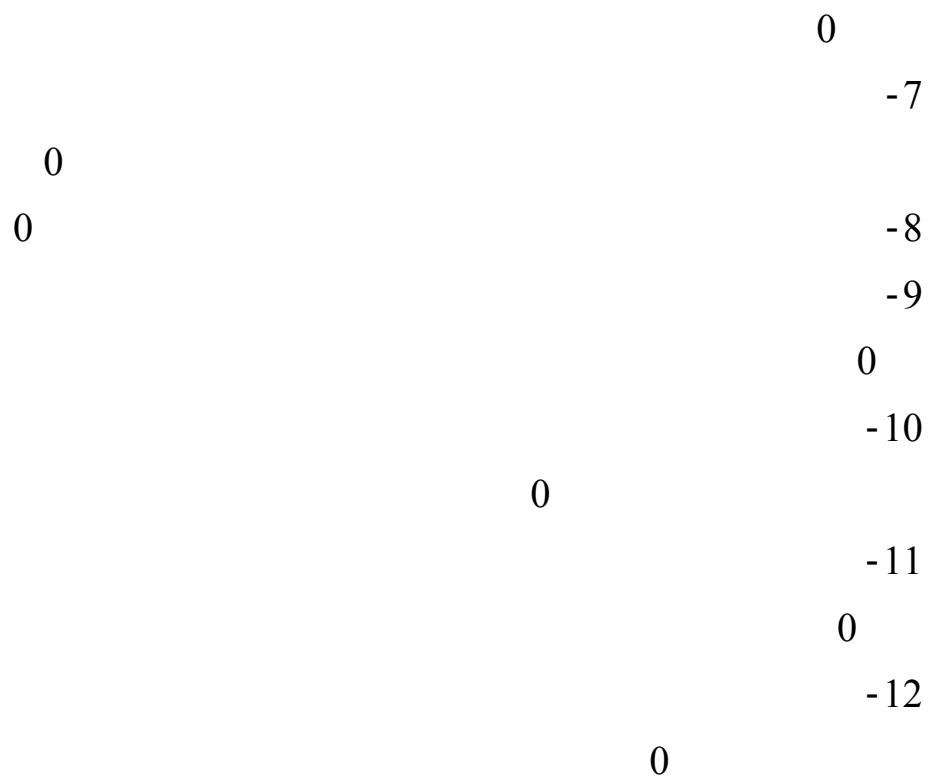
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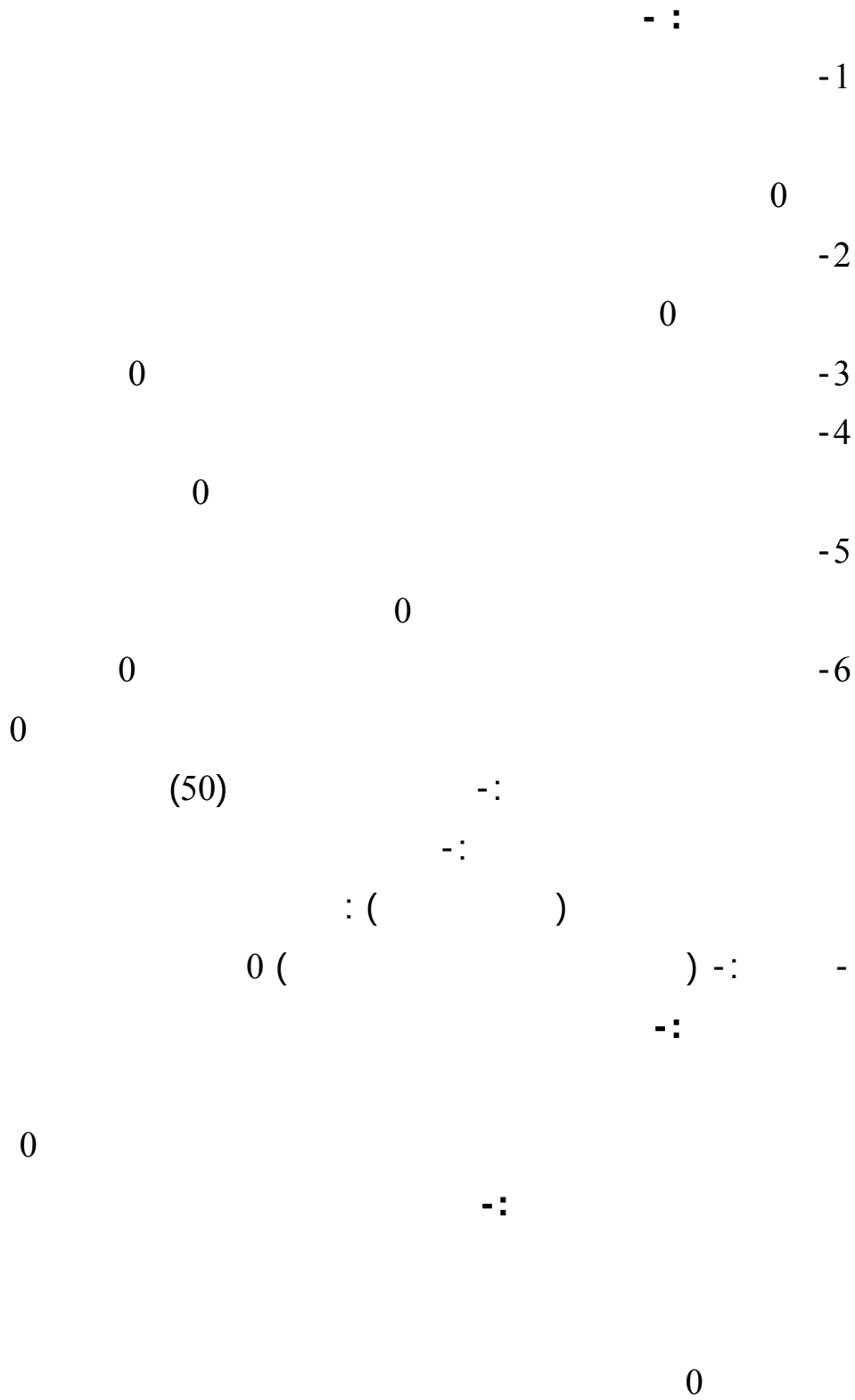
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Pervasive Developmental Disorders

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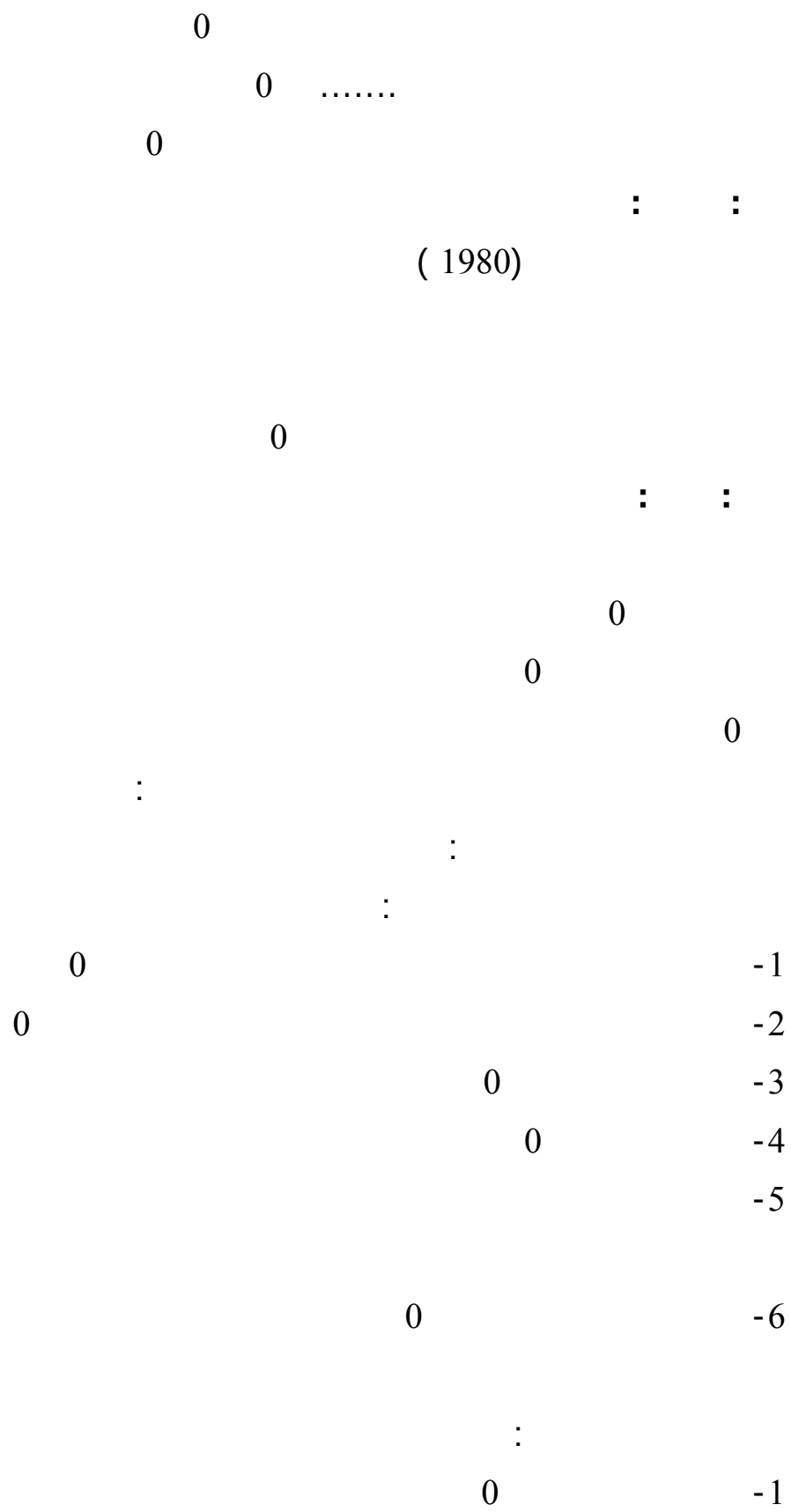
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				.45
			-	.46
				.47
			-2-1 -	.48
			-	.49
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			(-)	.55
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			(-)	.57
			-) (	.58
			- ()	.59
			(-)	.60
			(-)	.61
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			-	.64
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			-	.66
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			(-)	.71
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			–	.78
			–	– .79
			–	– .80
				.81
				.82
				.83

			.	
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			.	.87
			.	.88
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			3	.90
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			) (	.100
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			-	.103
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				.118
				.119

(12)

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(13)



To wash



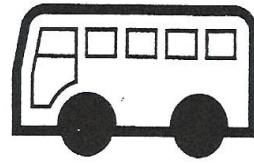
Maid



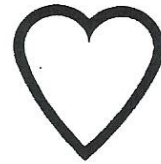
To give



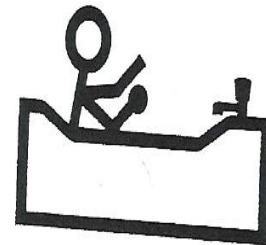
To drink



Bus

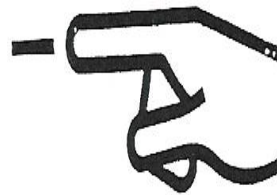


To love

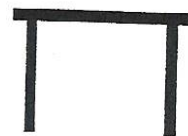


To bath

(18)



To go



Table



Girl



Cold



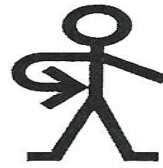
Door



Sad / Miserable



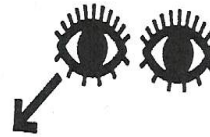
/ Mother
Mammy



I / Me



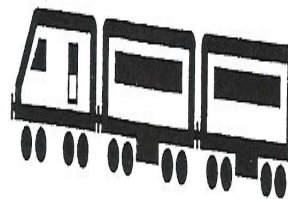
/ Father
Daddy



To Look



Hot



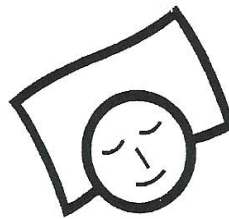
Train



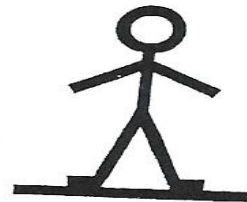
To brush hair



Happy / Pleased



To sleep



To stand

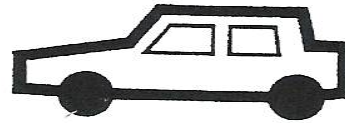
To stand up



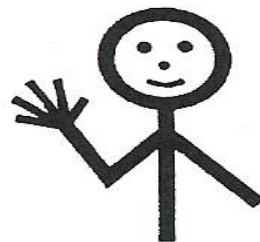
Sheep



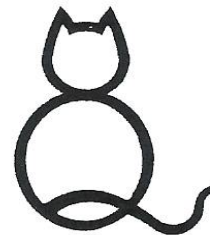
Doll



Car

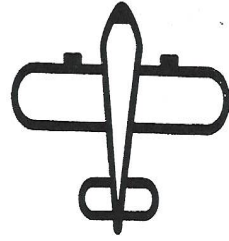


Good morning

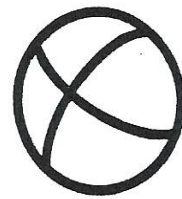


Hello/ Hi

Cat



Aeroplane



Ball



food



No



chier



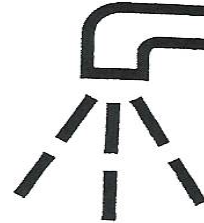
Toilet



Yes



Good bye



Water



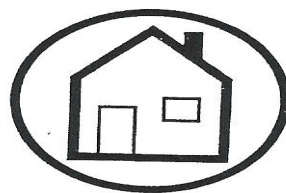
bed



Boy



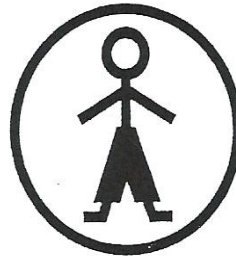
To eat



Home



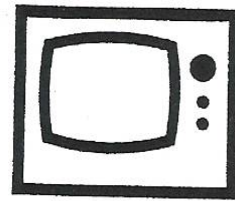
To sit



/ Father
Daddy



Telephone



Television

(14)