

**PREPARING EDUCATIONAL COUNSELING PROGRAM FOR  
DEAF STUDENTS AT Public SECONDARY SCHOOLS**

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**Abstract**

The aim of this study is to prepare an educational counseling program to help deaf students at public secondary schools in their psychological, and educational development processes.

The researchers have depended on choosing samples from a group of counselors, to inquire them about the physical, mental, and psychological problems that face deaf students in central Kirkuk secondary schools, in the academic year (2007-2008).

The researchers reviewed some studies related to the current study .The sample of this study consists of (19) counselors selected randomly from some secondary schools in addition to ‘‘Amal’’ which is a special institute for deaf students.

The items of the program were introduced to psychological and Educational specialists to limit the phenomenon reliability of this program by assigning the extent ,either the content of the program is suitable or not , which contained (7) areas which are concerned with counseling needs among deaf students in the public secondary schools. The researchers also set some recommendations and suggestions in this st

**1: Section One:**

**1:1: The Problem:**

In addition to individual differences among pupils in secondary schools, there are also differences in the characteristics of the problems they face like social, psychological and physical problems .

The researchers in their surveys and interviews with educational counselors in secondary schools in central Kirkuk , found that there are many physical difficulties concerning hearing sensory organs among students who attend public secondary schools ,since the school is considered a powerful social context to one’s identity, and particularly, also critical for deaf identity (Nikolarazi & Kika, 2006, p:477-492). Visual and sensory organs play a great role in dealing with learning tasks, which lead to



educational failure in the school. (أبو حطب، صادق، ١٩٩٤ص:٧٧٦).

The researchers agree with Meadow & Schlesinger (1972) that deafness is not only medical diagnosis, but it also includes social, emotional, linguistic, and intellectual patterns and problems. It is a multidimensional issue. So we must look at it through counseling services, programs and other concerns.

Theo Von & et al. (2006, p:122) indicate that deaf students between (12-18) years suffer from anxiety, frustration and many different social problems who do not like to take part and work with peers, (Stephen & Quingly, 2002; p:97). And that deaf students do not work as hard as students in the classroom (Cristina, 2002).

Kent & Smith (2002; p: 477-498) emphasize that deaf students suffer from negative experiences and they feel isolated and often offended by others.

So any educational counseling programs must be directed to remove the sense of isolation and prevent the offences among deaf students.

Ronald Irvin, (1972) uses the behavior problem checklist rated (327) students (ages 6-20). The results of this study showed immaturity isolation and communication problem among these students (p: 93-104).

Durgamba & et al. (2004) also indicate that deaf persons are segregated from the rest of world due to the lack of communication, which can isolate the person from his /her family, peers and community and those who do not understand this disability may subject the victim to extremely negative attitudes (p:393-398).

The educational constitutions must share in preventing such students from the lack of social skills which facilitate for them to deal with various lives situations inadequacy.

Instructors noticed other areas of difficulties which are faced by deaf students in educational setting that lead to lack of performance such as:

1- Lack of preparation. 2- Lack of motivation. 3- Over reliance or dependence on support systems.

4- Inability of deaf students to get full information because of interpreter's difficulties, poor note taking, and poor language skills. 5- Lack of practice in pronunciation and utterance. (Foster Gary, Karen, 1999, P: 231).

These problems among deaf students may exist in our schools, and they need multidimensional educational counseling programs to help them on the following:

1- Ability of preparation. 2- Learning motivation. 3- Decreasing overreliance on others. 4- Encouraging educators to improve their skills in using sign language and different modes of communications with deaf students to get full knowledge and understanding of the subjects. 5- And encouraging the educational counselor in the schools to take an active role in performing a

special educational counseling program.

In this respect, Alvarez & Josefina (2006, p: 45) refer to the secondary school of deaf students deficits ability to get services, because of their poor knowledge and less information about the culture and language communication with others comparing with normal students . Lerman & Gulifoyle (1970; p: 97) refer to the lack of professional information in hearing disability students.

Therefore, the secondary schools, as the researchers thought ,must pay a great attention to give them specific information about the health institutions establishing modern school, or contacting with others in public classroom to improve their language to develop communication with others.

Power, (2002, p: 302-311) Indicates that deaf students in public classes showed that they have less academic participation, less independence and poor social participation. Bromberg ,Bostrom,& Berglund, (2008,pp:324-335) in their studies showed that the hard -of- hearing adolescents reported considerably higher scores for mental symptoms, school problems .Bisol & et al. (2007,p:349-356) concluded that deaf adolescents reported high rate of sexual abuse. And Berke, (2009))states that deaf students are especially vulnerable to being abused by older children (p: 21).

The educational counseling programs must include activities for deaf students which deals with to their academic share in classroom and to develop the independency and mixing them in different school social activities, particularly there is no any apparent specific program in our schools to deal with this kind of problem among students. This leads to more failure among deaf students in public schools.

Solmon & Quarington, (1975; p: 92) indicate that the oldest disability ages dealing with social levels less than with their peers in school contrasting in social maturation between normal and abnormal disabilities students increasing with the age progress. The information gap increased between them in social maturity, because of the lack in knowledge and adopting various forms of language standard with them.

When normal students face any difficulty in their schools, the deaf students will face much more difficulties than them. Foster, Susan; Gary, Karren (1999) Show that an instructor has little or no responsibility to facilitate the

## Kirkuk University Journal- Humanity Studies

inclusion of deaf students within their class and that learning is solely the responsibility of the students.

In this respect the researchers in their survey of the opinions\* of the educational counselors in secondary schools in central of Kirkuk city indicate that deaf Students are facing different problems such as the difficulties in school adaptation (%85), Weakness in listening ability (%60), difficulties in understanding others (%25), little participation in school activities(%30), and the difficulties in understanding the curriculum( %30), the weakness in the school achievement 9%40), avoidance in speaking, discussing with their peers(% 30), difficulties understanding them by others(%20) weakness of reading aloud (%20),weakness in ability of writing (%10).(see table,No.1).

*Table No. (1)*

*The problems that face deaf students from the counselor's viewpoints*

<i>No.</i>	<i>Items</i>	<i>Percentage</i>
1.	Difficulty of understanding others	%25
2.	(difficulty of Receiving information.)	%95
3.	Weakness of school adaptation (shyness	%30
4.	Social Isolation.)	%30
5.	Little participation in school activities	%60
6.	Difficulties of understanding school	%40
7.	subjects.	%30
8.	Weakness of listening ability to others	%30
9.	speech	%20
10.	Weakness of standard of learning	%10
	Little speaking, discussion with others (avoidance	
	Of talking with others).	
	Weakness of reading aloud	
	Difficulties of understanding others by him.	
	Weakness ability of writing.	

In this point ,the school must play a great role in developing the personal identification of students by setting a programs dealing accurately with various problems including the deaf human beings especially deaf students .(Davidson et al. (1996); Grievant (1992);Leigh ;1999 ;pp:477-492).

1:2: The importance of the research:



## Kirkuk University Journal- Humanity Studies

The importance of the current research lies in highlighting the role of counseling program and the efforts of participants in teaching secondary schools through finding the scientific program and well established principles to minimize the bad efforts of hearing difficulties among deaf students in the regular secondary stages in social, academic, psychological fields. In this respect, it is important to remove the hearing deficits of the deaf students perfectly to co-operate through these programs and educational procedures between work team inside and outside school, so we can reduce the problems of deaf students, and prevent occurrence of more and more accidents in the frame of preventive counseling to increase.

The importance of the current research due to the lack of available special Program which deals sufficiently with this problem.

Because of scarcity of studies the researches shed light on the problem of deaf students in public secondary

Schools, as well as the lack of designers of such programs which increase the skill of school managements and

Non-availability of teaching staff to deal with deaf students well in our schools .

The new issues warn stimulate propagate to incorporation of the deaf students with normal students in public

schools instead of isolating them in special schools .And the role of secondary schools is to find the methods

that make better dealing with this kind of students (ثابت، ٢٠٠٨).

The educational counseling devotes part of his yearly plans focus on helping the deaf students in our public secondary stages.

This research provides the educational institutions with means of educational counseling to assist the counselors

to deal with these types of problems in our public secondary schools.

### 1:3: The aim of the research:

The current study aimed to prepare a program to help the educational counselors and class counselors

co-operate with different persons for the purpose of better dealing with the students who are suffering

from the problem of hearing difficulties in public secondary schools.

### 1:4: Limits of the Study:

This study includes program of counseling for deaf students in secondary schools and also the

educational counselors in center of Kirkuk city in the Academic year 2008-



2009.

1:5: Definitions:

A- Deaf students:

1: Nicolosi & Harriman (1981): One in whom “the sense of hearing” is nonfunctional with or without amplification, for the ordinary purpose of life due to injury or disease (P: 59).

2- Black Hurst & Berdine (1981): A generic term indicating a hearing disability that may range in severity

from mild to profound .It consists of two groups, the deaf and hearing: A deaf person is one whose hearing disability precludes successful processing of linguistic information through audition, with or without a hearing aid. (P: 164)

3- Frehlinger .Vira J (1981): Hearing impaired is the generic terms which include both 'deaf ' and 'hard

of hearing' Deaf-A hearing impairment as severe that the child may not understand what is being said with

or without a hearing aid, which may adversely affect education performance. Hard of hearing- A hearing impairment whether permanent or fluctuating, which may adversely affect a child's educational performance but isn't as severe as deafness. (P: 20-21).

4- Mandell & Fiscus, (1981): Hearing impairment is a generic used to identify anyone with a hearing loss, regardless of the degree of impairment. (P: 247).

5- Quigley & Kmetschmer (1985): a generic term covering all of hearing loss, regardless of when and how it

was sustained. Individuals (persons) who have a hearing impairment no greater than a marked loss (less than

70 db) are generally considered hard of hearing, whereas those who have a profound loss

(greater than 90db) are considered deaf. The fourth category, severe loss is a transition category between

hard of hearing and deaf. (P: 1)

6-Gallaudet University (2007): Any one who cannot understand speech (with or without hearing aids or

other devices) using the sound alone. (Web, Site, HTM).

B- COUNSELING PROGRAM:

1-Murray (1970):

Series or groups of activities and processes must be achieved to get the specific goal through the relation-

ship arrangement between planning aims to their projects and achievements (Osipow&Tony, 1970, p: 3).

2- الساعدي(٢٠٠٦) :

States those groups or series of psychological and social activities include the counseling devices built on the bases of achieving psychological and social agreement and the happiness introduced individually and socially for sake of getting the general aim(p:26).

## **Section TWO:**

### **2:1: The theoretical background:**

### **2:2: Causes and factors of Hearing Loss:**

William H. Berdine (1981) identified the hearing loss into five major types: conductive, sensor neural, mixed, functional, and central.

To this point we considered the nature and process of hearing and its importance the development of speech /language and auditory learning. Those of us with normal hearing pay little attention to the complexities of this process .It is more difficult for a person with a hearing impairment to deal with them.

Hearing losses can result from a number of conditions and illnesses (p: 165) which are the following:

**A. Conductive:** a conductive hearing loss results from problems in the structure of the outer or middle ear, generally a blockage in the mechanical conduction of sound. Sound must be amplified to overcome the blockage.

The leading cause of conductive hearing loss is in the middle ear infection, or otitis media. This condition usually results from a malfunction of the Eustachian tube. If this organ doesn't allow enough air into the middle ear to equal the air pressure on the outside of the eardrum, the oxygen in the ear trapped in the middle ear is gradually absorbed by the middle ear cavity tissue. This causes a partial vacuum, which pulls the eardrum into the middle ear cavity. Next, the tissues of the middle ear secrete fluid to fill the void created by the absorbed oxygen. This fluid may become infected. If the condition is unchecked, the fluid

may build up sufficiently to rupture the eardrum. Children have smaller, more horizontal Eustachian tubes than adults, and more frequent colds and allergies which affect the Eustachian tube openings. As a result they have more Eustachian infections than adults. Children who appear to be daydreaming or don't understand assignments may have mild hearing loss caused by ear infections. (P: 165).

“Conductive hearing losses are usually temporary and the amount of hearing loss varies, depending on the medical condition that causes it. These losses are seldom severe enough to prevent one from hearing speech entirely, but they can cause a child to miss sounds and words and delay the development of speech and language. Most, but not all, conductive hearing losses can be successfully treated with medicine or surgery” (William Berdin 1981, P:165).

**B. Sensor neural hearing loss:**

“Sensor neural hearing losses result from damage to the cochlea or the auditory nerve. This damage is caused by illness or disease. Sensor neural hearing loss is usually greater than those caused by conductive disorders and they require more extensive treatment. Viral diseases are a major cause of hearing loss, particularly in children. Rh incompatibility is the cause of impairment in about (3) percent of the children who have hearing loss” (Northern and Downs, 1974) this condition which called in erythroblasts fetal is the result of destruction of fetal Rh positive blood cells by maternal antibodies. The condition kills some of the afflicted infants during the first week of life. Of those who survive, 80 percent have partial or complete deafness. Like viral diseases, Rh incompatibility can cause other problems, such as cerebral palsy, mental retardation, epilepsy, aphasia, and behavioral disorders... Both aging and excessive noise initially affect our ability to hear high –frequency sounds; the loss may gradually progress until we have problems understanding speech. Unlike conductive hearing loss, sensory neural losses are not medically or surgically treatable. They are usually quite severe and require long-term rehabilitation efforts. (P: 167).

**C. Mixed hearing loss:** “a mixed hearing loss is one caused by both the

sensor neural and conductive

problems. Such losses can create particularly serious problems for school children: a physician may focus

on the conductive, medically treatable part of the loss, and be unaware of the sensational component. As a

result, a child may not receive proper treatment for a problem that affects his class performance.

Most hearing losses are caused by conductive, sensorienural, or mixed problems, however all three types of problems may affect only one ear, or

affect one ear more severely than the other. When this is the case, the

child relies on his better ear and may turn that ear toward the speaker; she

also has trouble determining the source of a sound. Generally, however a

child with good hearing in one ear acquires speech and language

without difficulty”(William Berdin, 1981).

D:Functional hearing loss :“ functional problems are those which are not organic in origin ;functional hearing losses are generally affected to (1) gain

attention (2) explain a poor performance (3) avoid a respon-sibility or (4)

collect insurance money . In some cases, functional hearing loss may be

psychosomatic or

hysterical in origin and the person may not be conscious of the assumed

loss”(William Berdin 1981).

Among children, functional hearing losses occur most frequently between the age of nine and thirteen.

The losses are usually discovered in hearing tests given in school. It's not unusual to discover that a child

with a functional loss is upset or unhappy. There might, for example, be a new baby in the family who

diverts parental attention; there may be a divorce or friction between the child's parents; there may be

problems the child's sibling or peer or group; or the child may be receiving grades. Any of these conditions

could cause a child to assume a hearing loss(William Berdin,1981).

E.Sensor neural: “the child may receive sound that is only reduced in loudness but is also distorted as

to pitch .They may be described as stubborn and inattentive in their frustration in not being able to

understand sound is allowed to continue. The quality of speech production and intelligibility is usually

directly related to the severity of the hearing loss”(Vira&Forehlinger, 1981;pp: 3-4).

2:3: Levels of hearing loss:” Deafness refers to the condition of

## Kirkuk University Journal- Humanity Studies

individuals whose hearing is disabled

and is expressed in terms of speech or other sounds calibrated for frequency and intensity. Those in-

dividuals or persons are classified according to the following categories of deafness the stated requirem-

ents in communication and education associated with these levels are to be assumed necessary in each

infant /child /adult until proved other wise'' .Moore's, (1982) refers to the degrees of hearing loss such as:

Level I: 35-54 db. Individual (persons) in this category don't require special class /school placement; they routinely don't require special speech and hearing assistance. Level II: 55-69 db. These individuals

occasionally require special class /school placement; they routinely require special speech, hearing, and

language assistance. level III: 70-89db. Individuals in this category of deafness routinely special

class/school placement; they routinely require special, hearing, language and educational assistance.

Level IV: 90 db and beyond. These individuals routinely require special speech, language and educational assistance. (P: 6-7).

2:4: Influence age of hearing loss: "The importance of the age of onset and severity of hearing loss on

the personality development and emotional adjustment of the hearing impaired .these factors are also

necessary in developing language and speech skills, in educational achievement, and in vocational, social ,personality, and emotional adjustment''. (Moore's, 1981; p: 178).

2:5: The role of Educational counseling program:-

The role of the educational counselor program to help deaf students in secondary schools is:

1: To develop this program, a counselor must be aware of the physical, mental disabilities, as well as psychological, family, social, and educational implications.

2: To increase the integration and mainstreams of handicapped and non-handicapped students.

3: In the education of the deaf student, most attention and care is concentrated on the removal of a deaf student's deficiency in language and cognitive and mental development while disregarding the psychological lag.

2: 6: Factors of succeeding the counselor program of deaf students in secondary schools are:-

The most important concerns and functions of the counselor in a secondary

school is:

1. To develop the concept of counseling and to establish classroom discussion groups. Before counseling begins, the counselor needs to assess the client's level of language skills. This assessment is very important because some deaf student clients may have well developed language skills but minimal English skills, whereas others maybe proficient or deficient in both.

2. Some deaf students have been trained in the oral method of communication from an early age and are able to lip-read and produce speech. Some prelingually deaf students develop speech that can be understood in most social situations. And (%26) percent of what is set in one to one situation (Lowell, 1957-1958) .Other deaf student persons communicates through the use of manual communication or writing. The process of evaluation of educational counseling program focus on:

1- The procedure of studying the whole position of the student concerning the nature of hearing disability ,the causes ,behaviors , and reports his health and hearing loss .

2- The procedure of learning achievement, intelligence, inclinations, abilities of language skills and

communication.3- Evaluation of neuron psychological status of the learners.4- Evaluation of personal behavior knowledge complying disabilities of hearing loss.

(القمش، ٢٠٠٠، ص٩٧-٩٨)

## 2:7: Beginning adolescence and deaf students:

Goetzing et al. (1966) reported that deaf adolescents' males and females were more aggressive and less cooperative than hearing adolescents. They characterized, the deaf subjects as emotionally immature, rigid, and possessing restricted interests. In a study of the (16) personality factor (16PF) questionnaire, Trybus (1973) reported that deaf males were more divergent from hearing norms than deaf females were. Levine (1960) reported that "all studies found the following characteristics: emotional immaturity, personality constriction, and deficient emotional adaptability (pp: 61-62).

More than a decade later, Schlesinger & Meadow (1972) arrived at the same conclusion that 'psychological, the most frequently stated conclusion about deaf individuals is that they seem to reflect a high degree of emotional immaturity" (p: 2).

## Kirkuk University Journal- Humanity Studies

### 2:8: Types of Educational program for deaf students:

There are different types of educational programs for deaf students and according to psychological and educational divisions they included the following:

## Kirkuk University Journal- Humanity Studies

A- Residential schools: In such schools the programs set for various ages of students.

B- Private Day schools: students join for limited hours daily by providing systematic teaching without genuine chance for academic programs with hearing students.

C- Special classes: They aim to mix deaf students with hearing-students under the supervision of special education, in which students complete their lessons in normal class for the rest time.

D- Resource Center: Here the specialists work with deaf students in normal secondary of preparatory schools.

E- Consultant Teacher: consultant teacher presents a collaborative consultation to normal class teacher, teacher's hearing-impaired students-

F- Mainstreaming: Deaf students are mixed with normal students in regular classes which provide more communication, and other subjects (القمش، ٢٠٠٠، ص ٩٨).

### 2:9: PREVIOUS STUDIES:

A- Greenberg & et al.( 1984):

“This program served families with children under age (3), the assessment included comparison with matched sample of Deaf children without intervention children the evaluation included Development assessment, and video tape of linguistic, and social interaction. Results indicated more development mature communication and higher quality interaction in families who had received intervention ,while profound early childhood deafness may be viewed in term of its psychological as well as sociological impact” (p :607-616).

B- Susan & et al.(1999):

“The purpose of this study is to describe conditions that affect access to teaching and participation in learning by deaf post secondary students in mainstream class settings Deaf students are attending mainstream post secondary educational programs for (400) deaf students in six colleges” .

The researchers used interviews which lasted approximately (1 hour). Core topics covered instructor's perceptions of (1) Deaf students enrolled in their classes (2) Barriers to access their classes (3) Strategies they use to facilitate access their course materials. Results indicate that deaf students viewed classroom communication and engagement in a similar manner as their hearing peers , deaf students were more concerned about the progress of instruction and did not feel as much a part of the university family as did their hearing peers” (p: 227).

C-Power, Hyde (2002):

“National randomly selected survey of a sample of deaf and hard –of-hearing students included regular classes from kindergarten to high school in Australian preschool and schools were conducted via a questionnaire to itinerant teachers working with such students. This study surveyed the demographic characteristic of such students and a set of characteristic of their behavior in their placement in terms of participation in aspects of regular class activities.

These aspects were level of integration, academic participation, level of independence, and social participation .Data are reported and analyzed in terms of the above demographic and participatory characteristics of the students. The study also discusses implications for deaf and hard of hearing students included in regular classes” (p: 302-311).

D- El Kayam & Kris (2003):-

“This study aimed to explain the value of modified questionnaire in providing counseling to adolescents with hearing loss. Twenty adolescents with hearing loss served as subjects on the importance of peer relationships and opinions during adolescents. Each student completed a 12-item questionnaire designed to explore the communicative, emotional and social impact of hearing loss. Responses to each pair of questionnaire were reviewed by the adolescents and the audiologist and served as a basis for counseling –subsequent dialogues revealed recurring themes as the teens attempted to face age –appropriate developmental challenges as individuals with hearing loss. Based on their responses to a follow-up questionnaire, most of the adolescents found the counseling process beneficial” (pp: 485-491).

E- Luckner, &et al. (2005):-

“This study conducted the assessment of the research and training needs in the field of education. A total of 331 professionals' parents, administrators, and university faculty respondents indicated that the number (1) priority was to educate administrators about services that are appropriate for students who are deaf or hard of hearing. The second most important concern was how to work within the education system to change it. The third priority was teaching needing strategies”. (Htm)

F. Nikolarazi & Hadjikakou (2006):-

In this study, the analytical education experiences of 25 deaf adult are explored in relation to their identity. The participants with a hearing identity attended general schools , where they inter- act with hearing peers in Greek whereas the participants with a Deaf identity attended schools for the Deaf where they interacted with Deaf peers in Greek sign language .A semistructurad in- depth interview video- tape was used with participates,

view which Developed by the researchers (2005).

A commonly shared educational experience among most participants concerned their more pleasant and positive experiences in primary schools compared and to the ones in secondary education. Three participants who attended public schools for the Deaf in primary schools or supportive classes in secondary schools also experience similar difficulties. The participant's social experiences were also more positive in primary compared to the secondary education ,because in the they recalled feelings of low acceptance among their hearing peers. (pp: 477-492).

G- Cristina, Ana &et al. (2006):

This study aims to discuss the placement of deaf students in regular schools; they intend to analyze various aspects pertaining to such issues from the perspective of a group of teachers of deaf students using questionnaire with (36) teachers working in public schools in elementary, middle, high school levels in the state of Parana/ Brazil .

The data analysis showed that the main difficulties mentioned were related to the teacher's lack of knowledge about deafness or to problems concerning interaction with the deaf and lack of knowledge of Libras, deaf student's related issues included the hearing impairments themselves, and ensuing comprehension difficulties the teachers perceived the subjects presenting.(pp:317-330).

H- Cavender & et al. (2009):

Deaf and hard of hearing students are an underrepresented group in program of computing and face extra challenges in university -level computing courses through 9-week summer Academy to advancing them in computing that jump-start the academic careers, and strengthens their interest in computing .

they take introductory computing ,animation in a fun ,supportive ,accessible environment. Through the academy, they meet successful technology professionals, tour top computing companies, and display their own work to local deaf and hard hearing community. Students gain leadership, independent learning skills, and complete the program prepared for a college major in computing. (pp: 514-518).

Section Three:

3:1: The research procedures:

3:2: The society and sample of the research:

The research society is composed of the secondary schools in the center of Kirkuk city .The sample

has been chosen randomly from schools who are (19) counselors of schools , for the Purpose of identifying the problems that face deaf students, which

## Kirkuk University Journal- Humanity Studies

are counseling needs and educational procedures that can be included in the counseling program. (Table No.2, below).

*Table No (2)*

*Counselor samples of initial questionnaires*

*Sample of counselors included in pilot questionnaires*

<i>Number</i>	<i>The name of the school</i>	<i>Gender</i>
1	Al.wadaa intermediate school	Female
2	Ranjuuri secondary school	Female
3	Alawa intermediate school	Male
4	Aala secondary school	Female
5	Ber Takya intermediate school	Male
6	Al.Huda preparatory	Female
7	Martyr Ibraheem Ismail	Male
8	intermediate	Both
9	Aasoo intermediate Co-	Female
10	educational school	Female
11	Al.Hareeri intermediate school	Male
12	Tamaathar intermediate school	Female
13	Qutayba Bin Naafi intermediate	Female
14	school	Female
15	Al Fajir Al Jadeed intermediate	Male
16	school	Female
17	Qunja Gul intermediate school	Female
18	Kirkuk preparatory	Both
	Imam Qasim intermediate school	
	Al Noor secondary school	
	Ninth of April secondary school	
	Amal Institution of special	
	education	

### 3:3: The counseling program for deaf students:

The researchers conducted the following steps to prepare the general program for deaf students:

A- In the light of the following references, the general items have been set for counseling program in this research:

1- Opinions and points of view of the counselors in the secondary schools and (AL-AMAL) of special educational Institute in the center of Kirkuk city.

2-The counseling programs that have been designed in some countries in the world for deaf students

as: U.S.A, South Africa, Canada, and Australia.

3-The literature concerned with deaf students in primary, and secondary

schools in addition to the universities.

B- The researchers showed the items of the program to the specialists in the field of counseling and educational psychology sciences \*based on the validity of the current program.

C- The opinions, and point of views of the specialists, set the frame of the program

by identifying (7) counseling needs that are related to deaf students problems.

them in our survey in the beginning of this research.(see Table No.1) These counseling needs include the following:

1- The need for facing educational, psychological, and social problems in the school.

2-The need for co-operation between educational counselor and related persons inside and outside school to meet deaf student problems.

3- The need for helping the deaf students to communicate with related people.

4-The need for treatment of the weakness communications and participation in the school activates.

5-The need for treatments to solve the weakness of the school achievements and school subjects that is related with the techniques and methods of teaching.

6- The need for evaluating the problems in writing and reading school subjects.

In this respect it may be pointed that the counseling needs for deaf students can be divided into the different Counseling sessions to meet the needs above mentioned in the secondary schools through co-operation between counselor and other persons that deal with this type of the students.

3:4: The contents of the program:

The first area:

A- The related needs: need to face social, psychological, and educational problems in the school.

B- The aims: to help deaf students at public secondary schools in the area of educational, social, in addition of psychological setting.

C-Required activities: meeting with deaf students to explain the aims of the program and how it works.

## Kirkuk University Journal- Humanity Studies

The second area:

A- The related needs: need to be understandable by others.

B- The aims: identifying the persons who will be responsible for achieving the counseling program inside and outside the School.

C- Required activates: the counselor explains the aim of this program through the individual and group meeting with:

1- The school administrations 2-teaching staff.3- normal students.4- specialists in interpreting the sign language.5- parents.

The third area:

A- The related needs: need to educational and social adaptation:

B- The aims: 1-making good relationship with peers and remove the feeling of isolation .2-developing

To remove the students' deficiency in: a: cognitive development among peers.

b: developing the responsibility among other students toward deaf students to make positive attitudes with them.

C-Required activities: 1-participating in social activities.2-showing the performance of deaf students, educational technical, and cultural achievement and to any other areas.3-identifying to appoint a special day for deaf student posters, wall bulletin including pictures of great and famous persons who suffered from hearing problems.

The fourth area:

A-The related needs: Need to better listening and communication with others.

B- The aims: 1- To transfer ideas as: knowledge to peers .2- To transfer ideas, knowledge from educators, Peers to deaf students. 3- Communication with others, in various schools setting such as:

in a restaurant, School yard, libraries, theaters, etc...

C- Required activities: 1- Provide interpreter in sign language to interpret knowledge and information

Between educators and deaf students and vice -virce.2- To provide hearing aids according to degrees or levels of hearing loss.3- To urge peers to communicate with them through the rest.4- Asking specialist lecturers to meet students to improve language skills communication between normal and deaf

## Kirkuk University Journal- Humanity Studies

Students.

### The fifth area:

A – The related needs: Need to handling the weaknesses of communication and participation in social school activities.

B- The aims: To improve the ability of deaf students in participating in various school activities

through: 1- Mixing and urging them to take part in the following activities: Sport activities, to

share in teams, clubs, school competitions. 2- Encouraging them to participate in social and entertainment activities.

C- Required activities: 1- to record whose names in one of the special teams such as football team,

basketball, track and field, swimming, cycling. 2-to register their names in activities conserving with :art,

Sculpture, acting, singing, music, and hand- writing. 3- to register their names in educational

Activities concerning with poetry , story, and oration. 4- to register their names in school trips, religious

and national festival.

### The sixth area:

A- The related needs: Dealing with the weaknesses of the learning achievement ,difficulty of

understanding and the subject materials in relation to methods and techniques of teaching.

B- The aims: improvement the ability in academic achievement and the comprehension of the

subject materials that includes: 1- the dependence on writing on the blackboard and showing the

subject materials on the board, and on data show. 2- using the hearing aids through teaching the

lessons. 3- to decrease the quality of information. 4- using the co- operative learning with the deaf

students. 5- being the educator close to deaf students through teaching. 6- using

sensible material and visual instead of non-sensible material in teaching the lessons. 7- taking care

or pay attention to allotted time through teaching. 8- co-operation with interpreter of using sign

language in explaining the lessons and respond to the questions of the

## Kirkuk University Journal- Humanity Studies

students. 9- improving the study skills among deaf students.

C-Required activities: 1- practicing additional writing on the blackboard or on the data-show to

explain the lessons. 2- showing different types of materials by using teaching aids. 3- to focus on

writing the basic concepts and the essential elements of the lessons. 4-co-operate the deaf students

with normal group of students that have positive attitude towards them. 5- to show books publisher

that have an illustration pictures, using models, designs and icons in teaching the lessons.

6- allowing the interval suitable silence through moving from item to item. 7- the interpreter is going

to use sign language of what the teacher will explain the lessons. 8- the educators explain to the deaf students the following:

a: setting daily, weekly, monthly lesson planning on studying subjects .b: Preparing them to take

monthly final exams. c: Writing brief summaries on Subjects .d: Choosing the suitable daily time to

study.

The seventh area:

A- The related needs: Dealing with the difficulties arising from the writing and reading of the subjects.

B- The aims: Improving the ability of writing and reading in general.

C- Required activities: 1- asking deaf students to write some paragraph from newspapers, magazines

when they are in school library, and urging them in front of their peers to do this. 2- Asking them to do

the following: a: To express their ideas ,and responses on different activities in the classroom by writing

some reports on these activities .b: Asking them to write topics of the new subjects on the board or on

the Data-show.

The eighth area:

A- The related needs: 1. need to evaluate the program to Improving the ability of the deaf student's in, educational, psychological, and school adaptation.

B- The aims: the evaluation of this counseling program includes: 1- the extent of changing academic

levels. 2- the extent of changing in school adaptation .3- the extent of changing in psychological

problems.4- the satisfaction of the parents in changing the behaviors and learning achievements of their sons.

C-Required activities: 1- Identifying the levels in all subjects before and after achieving this program through reviewing and observing the school recorded files.2- using the school adaptation scale,, scale of self- assessment and educational experiences before and after applying the program (see appendix No.2, 3). 3- using questionnaire to assess the level of parent's satisfaction about the results of this program.4- to know the differences in the extent of the psychological problems before and after this program by using scale of the counseling needs.

#### **Section Four:**

##### **4:1: Recommendation:**

- 1- To provide ability of using sign language for the educators to deal with deaf students.
- 2-To share those educators in special courses to improve their skills in dealing with the deaf students within the school.
- 3-The duty of the counselor to remove the lack or the deficit of language skills among deaf students.
- 4-provide educators to teach the deaf students, who are using various means of communication with them such as the use of sign language.
- 5 –The co-educational counselor has to provide knowledge for deaf students about the environment and the lives that are living according to the type of deficiency they were suffering.
- 6- Identifying the specific weakness and strength of power in deaf students and using language skill without voice.
- 7- The use of non-verbal performance type tests has proven to be the most valid instrument.
- 8 – It is very important for the counselor to know the types and etiologies of hearing loss.
- 9 – The degrees or levels and the type of hearing loss are also very necessary in finding a suitable program for deaf student.
- 10- To guide school administrations to supply the necessity of using hearing aids to help educators to increase understanding of the deaf students, through explaining the subjects of the lessons and school materials.

##### **4:2: Suggestions:**

1. Undertaking a study to verify the activity of counseling programs

## **Kirkuk University Journal- Humanity Studies**

prepared in this study to help the deaf students in daily secondary schools.

2. Undertaking a similar study to prepare a counseling program for deaf students at university level.

3. Undertaking a similar study about preparing counseling programs for deaf students at the primary stages.

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### Appendix (1)

#### Scale of self-assessment for deaf students:

1. Do you feel that any difficulty with hearing limits or hampers your personal or social life?
2. Dose any problem or difficulty with your hearing upset you?
3. Do others suggest that you have a hearing problem?
4. Do others leave you out of conversations or become annoyed because of your hearing?
5. Dose your hearing loss interfere with your social life?
6. Dose any problem or difficulty with your hearing upset you?
7. Do other people ever notice that you have a hearing loss?
8. Do you feel left out of conversation or do other people become frustrated when talking to you because of hearing problems?
9. Do you think that your hearing loss keeps you from doing things that might be fun?
10. Do people get a wrong impression when they first meet you because of hearing problems?

### Appendix (2)

#### Interview Guide

#### Family experiences with deaf students:-

1. Tell us a few things about your family.
2. Could you describe your relationship with your family?
3. How did you communicate with your family during the past years and how did you feel about this communication?
4. Can you describe your parent's friends? Would you want to have a

relationship with them?

5. In which way do you believe that your family influenced your choices about friendship and your relationship?

6. What sort of information did your parents give you about your hearing loss?

**Educational experiences:-**

1. Tell us a few things about the schools you attended.

2. Give us some information about the communication you had with teachers and classmates at school.

3. Could you describe your social life at school?

4. What is your opinion about the level of education in your school?

5. How would you describe your participation in the schools activities?

6. Were there any challenges that you faced at school and if any how did deal with them?

**Cultural identification, involvement, and preference:-**

1. Tell us about your social relationships. Do you interact mostly with deaf or hearing persons? What sort of relationships do you have with them?

2. What do you know about deaf culture and persons who are members of the deaf community?

3. What is your view about the role of the association for the deaf or hard hearing persons? Do you often visit such association and why?

4. In which way do you communicate in your daily life and how do you feel about this?

5. What do you know about GSL? Dose it play any role in your life?

6. What is your opinion about cochlear implants?

7. How do you feel about your identity?

8. How would you describe your self? (Deaf, deaf, or hard of hearing persons) and why? Are there any differences between deaf, or hard of hearing persons?

9. Could you tell us a few things about your partner/husband? Would you like to have a deaf or a hearing partner and if so, why?

**Appendix (3)**

**Questionnaire Of educational counseling program for deaf students**

Dear instructor:.....

The two researchers intend to prepare the general of educational counseling program to help the deaf student's in regular secondary schools about their educational, social problems, and school adaptation. In order to ensure the suitability of this program to meet these requirements and to determined the appropriateness of its items and contents in covering academic, psycplogical and social aspects for those students who are suffering from hearing-problems affecting to their performance and personal qualifications. A group of items are devised and distributed among eight aspects reprising counseling needs of them suggested by counselors of secondary schools.

The researchers in order to realize the aim of the program due to your experience and academic status in educational and psychological fields.

We hope that to examine the content of the suggested program so that you can provide your opinions and suggestions for developing this program into a better one- thank you for your Co- operation and efforts in serving our students and scientific research.

University:  
College :  
The field of specialist:  
Scientific statues:

The Researchers

## Kirkuk University Journal- Humanity Studies

APPENDIX ( 4 ): THE GENERAL EDUCATIONAL COUNSELING PROGRAMS FOR DEAF STUDENTS IN THE PUBLIC SECONDARY SCHOOLS						
	Needs Counseling	The Content of Counseling Activities	Required Activities	Validity	Non - validity	Modification
1.	Need to face social, psychological, and Educational problems.	The aim of the counseling program is to help deaf students in regular secondary schools in the filed of Educational, social. In addition, psychological setting.	The counselor meets with deaf students to explain the aim of the general counseling program and how will works with them.			
2.	Need to be understandable by others.	program depends on the The following: A- Educational counselor. B- School Administration C- Teaching Staff. D- Students as peers. E- Specialist in interpreting sign language. F- School health. G- Parents	The counselor explain the aim of this program through the individual and group meeting with school administration, teaching staff, normal students ,Specialist in interpreting sign language, Parents,etc... before beginning the program in the school.			
3.	Need to Educational and Social adaptation.	A- Making good relationship with peers and removal the feeling of isolation from them. B- Developing feeling of the removal feeling of the students deficiency in : 1- Cognitive development among peers. 2- Developing the responsibility among other students toward deaf students to make positive attitudes with them.	A- participating in social activates B- Showing the performance of deaf students, educational technical, cultural achievement and to any other areas. C- Identifying to appoint special day for deaf students posters, Wall bulletin including pictures of great and famous persons who suffered from hearing problems.			
4.	Need to better listening and Communication with others.	A-Transfer ideas as, knowledge to educators. B- Transfer ideas, knowledge to peers. C- Transfer ideas, knowledge from educators, peers to hearing-impaired students. D- Communication with others, in various school settings such as: in a restaurant, school yard, libraries, theaters, etc...	A- Provide interpreter in sign language to interpret knowledge and information from educators to deaf students to educators. B- To provide a hearing aids according to degrees or levels of hearing loss. C- To urge peers to communicate with them through the rest. D- Asking specialist lectures to meet with students to improve language skills communication between normal and deaf students.			
5.	Dealing with the weaknesses of communication and participation in school activities.	To improve the ability of deaf student in participating with various school activities through: A- Mixing and urging them to take part in the following activities. Sport activities, to share in teams, clubs	A- To record their names in one of the special teams such as football team, basketball, track and field, swimming, cycling. B- To record their names concerning with: Art, Sculpture, Acting, singing,			

## Kirkuk University Journal- Humanity Studies

		sports, school competitions. C- Encouraging them to participate in social and amusing activities.	music, and hand -writing. C- To record their names in Educational festival concerning with poetry, story, oration. D- To record their names in school trips, religious and national festivals.			
6.	Handling with The weaknesses of the learning achievement and the difficulty of understanding the subject material in relation to methods and techniques of teaching.	Improvement the ability in academic achievement and the comprehension of the subject materials that include: A-The dependence on writing on the blackboard and showing the subject materials on the board, and on data-show. B- Using the hearing aids through teaching the lessons. C-To decrease the quality of information in relation to subjects. D- Using the co-operative learning with the deaf students. E- Being the educator near physically to hearing-impaired students through teaching. F-To prefer of using sensible material and visual instead of non-sensible material in teaching the Lessons. G-Taking care or pay attention to allotted time through teaching. H-C o-operation with interpreter of using sign language in explaining the lessons and responding the questions of the students. I- Improving the study skills among them.	A- Using much writing on the blackboard or on the data-show to explain the lessons. B- Showing different types of materials by the teachers using the visual – aids. C- To focus on writing the basic concepts and the essential elements of the lessons... D- Sharing the deaf students with normal group of students that have positive attitude towards them. E-To show books publisher that have an illustration pictures, and using models, designs and icons, in teaching the lessons. F- Allowing the interval suitable silence plan through moving from item to item. G- The interpreter is going to use sign language of what the teacher is explaining the lessons. H- The educators explain to the students the following: 1: setting daily, weekly, monthly lessons planning on learning the subjects. 2- Preparing them to take monthly and final exam. 3- Writing summaries about the subjects. 4-Choosing the suitable daily time to study. 5- Using the feed back by them.			
7.	Dealing with the difficulties of writing and reading the subjects	Improving the ability of writing and reading in general.	A- Asking the students to write some paragraph from newspapers, magazines, when they are in school library and urging them in front of peers to do this. B- Asking from them to do the following: 1- Express their ideas and responses to different			

			activities in the classroom by writing some reports on these activities. 2- Asking them to write the topics of the new subjects on the board or on the Data--Show.			
8.	Need to evaluation of program to be sure about the previous procedure improving the ability of the hearing – Impaired students aspects in: Educational, psychological, and social areas.	Evaluation of this counseling program includes: A-The extent of changing academic levels. B- The extent of changing the school adaptation. C-The extent of changing psychological problems. D-The satisfaction of the parents in changing the behaviors and learning achievement.	A- Identifying the levels of the deaf students in all subjects before and after achieving this program through reviewing and observing school recorded files. B- using the scale of school adaptation before and after the program C- Using questionnaire to identify the parents satisfaction about the results of this program D- To know the differences ion the extent of the psychological problems among deaf students by using the counseling needs scale before and after the program.			

**إعداد برنامج إرشاد تربوي للطلبة ضعاف السمع في المدارس الثانوية الرسمية**

خلاصة البحث

غازي فائق رفيق  
مدرس مساعد  
كلية التربية

د. علاء الدين كاظم عبدالله  
استاذ مساعد  
كلية التربية

يهدف البحث الحالي إلى إعداد برنامج إرشادي تربوي لمساعدة الطلبة ضعاف السمع في المدارس الثانوية الرسمية في عملية نموهم التربوي والنفسي. اعتمد الباحثان في اختيار العينة على من مجموعة من المرشدين التربويين لمعرفة المشكلات البدنية والنفسية والعقلية التي تواجه الطلبة ضعاف السمع في المدارس الثانوية في مركز محافظة كركوك للعام الدراسي (٢٠٠٨/٢٠٠٩). واطلع الباحثان على بعض الدراسات ذات العلاقة بطبيعة البحث الحالي. وتم اختيار (١٩) مرشدا تربويا بطريقة عشوائية من بعض المدارس الثانوية إضافة إلى مؤسسة الأمل لضعاف السمع للتربية الخاصة. تم عرض فقرات البرنامج لاختصاصيين في المجال التربوي والنفسي لتحديد صدق محتوى البرنامج من خلال مدى ملائمتها وصلاحيتها لهدف البرنامج. وتضمنت (٧) مجالات في الحاجات الإرشادية للطلبة ضعاف السمع

## Kirkuk University Journal- Humanity Studies

في المدارس الثانوية . وقد وضع الباحثان بعض التوصيات والمقترحات ذات الصلة في نهاية هذا البحث.

