

# Effect of Distance Learning on Providing Hyperactive Students with Some Verbal and Non-Verbal Skills: Yenmo Platform as A Model

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## Abstract

The current study aimed to verify the effectiveness of distance learning for the hyperactive children and to what extent they gain some verbal and non-verbal skills using “Yenmo” platform. “Yenmo” platform is deemed the first Arab which aims to improve quality of services provided to the individuals with special needs. In addition, it provides to the providers of such services feature of designing and following up the individual rehabilitation and educational programs easily. Moreover, the study sample was comprised of (20) students who were classified as hyperactive students and who attended the international center for the communication disturbance. The two researchers constructed two verbal and non-verbal tests; which were pre-applied and post-applied to the study sample with the aim of comparing the two applications. The study results showed that there were statistically significant differences between the pre-application and the post-application in favor of the post-application

**Keywords:** Distance Learning, Verbal and Non-Verbal Skills, Yenmo Platform

## Introduction

Distance learning is an educational system that depends on modern technology with regard to provision and reception. Not to mention, it is a system many educational institutions that work on enabling the students to learn outside the classroom rely on. Instead of attending the classroom, students communicate with their teachers via the Internet and obtain courses either printed or electronic using any of the modern technologies. Distance learning has become a tangible and realistic experience that allows students to meet with the teacher and their classmates; owing to the fact that it depends on multimedia so that students can receive different sciences.

The concerned people have stressed the importance of applying modern teaching

strategies to groups with (ADHD), which is one of the most prevalent disorders in our schools, and which needs intervention from the educational and behavioral side; to limit the development and increase of its problems. Moreover, the distance learning contributes to improving students' learning outcomes, and developing their verbal and nonverbal communication skills; therefore, there was a need to search for the best applications or distance learning platforms to verify its effectiveness with hyperactive students.

Yemo platform aims to raise the efficiency and effectiveness of providing and managing education and rehabilitation services for people with special needs, by determining the level of beneficiaries with special needs and their families using a scientific methodology, developing and building individual educational and rehabilitation

plans in record time using artificial intelligence algorithms, in addition to following up the progress level, taking evidence based decisions with the least effort, and finally communicating with the families and activating their role towards educating their children in a manner that respects confidentiality and privacy.

### Study Problem

Studies indicate that there is a weakness in the level of educated students in some language skills, which results in a low performance and language use for them, especially if they have special needs. As Abdul Hadi et al. (2003) indicate that many of these categories have poor reading comprehension, poor knowledge of the vocabulary meanings, as well as their inability to express their opinions. Therefore, there was a need to strengthen the various verbal and non-verbal language skills through appropriate strategies.

Those people concerned with the field of providing care for people with special needs, education technology and strategies have sought to develop teaching strategies for the people with special needs according to their different levels, and their need to develop their verbal and non-verbal communication skills. In addition, they did their best to develop that category's thinking skills and raise their academic achievement levels; due to the fact that category sometimes suffers from low academic achievement level, low verbal and nonverbal communication skills, low higher-order thinking skills, and even a lack of interest in developing their thinking skills.

Those people with special needs, including those hyperactive people, have suffered from not benefiting from the application of modern learning strategies, as indicated by Zahran and Al-Dabour (2014: 958). This can be attributed to that they suffer from many problems and disorders, especially in the low acquisition of various communication skills, which makes it difficult for them to mix with society and school. Moreover, those categories need to develop their different communication skills, according to studies of (Hai, 2021; Sell et al, 2019; Tegtmejer,

2019; Kashif and Morsi, 2017; Bimbrah& Jennifer.2012).

### Questions

The study questions can be identified in the main question "What is the effect of applying the distance learning to provide students with hyperactivity some verbal and non-verbal communication skills? Other questions arise from this question, which are:

- Are there statistically significant differences between the mean scores the two pre and post applications of the verbal skill test after applying distance learning for speaking skill?
- Are there statistically significant differences between the mean scores the two pre and post applications of the verbal skill test after applying distance learning for reading skill?
- Are there statistically significant differences between the mean scores the two pre and post applications of the non- verbal skill test after applying distance learning for body language skill?
- Are there statistically significant differences between the mean scores the two pre and post applications of the verbal skill test after applying distance learning for the facial expressions skill?

### Objectives of the Study

The main objective of the study is to verify the effectiveness of distance learning in providing hyperactive students with some verbal and nonverbal communication skills. There are other objectives, including:

1. Identifying the problems that hyperactive people have.
2. Applying the latest educational platforms of distance learning with hyperactive people.
3. Verifying the effectiveness of Yenmo platform with regard to learning of hyperactive students.
4. Increasing the participation of hyperactive students educationally and socially.

### Significance of the Study

Significance the study stems from employing distance learning strategies as one of the modern educational strategies through which it is possible to confront the Covid-19 pandemic, in addition to the need to pay attention to hyperactive children and develop their verbal and nonverbal skills. Not to mention, the study is significant; owing to the fact that it is concerned with the application of the Yenmo platform specialized in educating students with special needs according to their categories.

### Study Terms

The current studies included numerous terms, most important of which are the following ones:

**Hyperactivity Disorder:** A disorder that results in hyperactivity and impulsivity, resulting in a loss of attention, lack of focus, a decrease in academic achievement, and many behavioral problems for the individual, whether he is a child or an adult, in addition to a decrease in social relationships and disruptive behavior (Junaidi, Al-Amin and Khader, 2017: 178).

**Verbal Communication:** It is a type of communication that takes place through words and expressions, in a way that the audio message is transmitted from the sender's mouth to the receiver's ear. Furthermore, it is the process of transmitting, communicating or exchanging ideas, information, or feelings, by speech, writing or sign between a sender and receiver. The verbal communication is based on the sound degree, points of articulation, as well as sound repetition and clarity.

**Non – Verbal Communication :**It is a type of communication in which words or expressions are not used. Furthermore, the non-verbal message is transmitted through communication based on the body language such as facial expressions, head and eye movement, body position.... etc.

**Yenmo Platform:** Yenmo platform is the first Arab platform that aims to improve the quality of services provided to individuals with special needs and allows service providers (such as

schools, centers and clinics) to design and follow up individual rehabilitation and educational programs with ease.

**Distance Learning:** The researchers define it as a teaching strategy that depends on the use of modern technological applications in the teaching process through Internet services so that the teacher and the learner do not meet face to face.

### Theoretical Framework

The theoretical framework has been divided into several axes, each axis will be dealt with separately as follows:

#### First: Distance Learning

Extensive changes have taken place recently in the field of education. Through its needs for new skills and qualifications, the labor market has begun to impose new trends and specializations that meet the needs of the new economy. Therefore, the educational curricula have also undergone a review to keep pace with modern requirements and available technologies, such as distance learning that depends on the Internet. The results of distance learning have shown great effectiveness and success in the learning outcomes.

Information technology and its multimedia are deemed one of the most successful means of providing this rich educational environment. Students can develop their knowledge of topics of interest for them by contacting their peers and experts with similar interests. Students bear responsibility of searching for information and formulating thereof in a way that develops their thinking skills; as educators are constantly looking for the best ways and means to provide an interactive learning environment (Walker, 2003).

Distance education is a method of learning that allows students hindered by various circumstances and reasons from accessing school or university to learn, where the meeting takes place between the teacher and students depending on the means of modern technology via the Internet using multimedia such as audio and video in interaction. Distance education is not a

luxury or laziness to attend classes; because it gives the right to education for everyone anywhere in the world. (Al-Baz, 2001).

Distance learning also develops writing skills and verbal and nonverbal communication skills, as it provides students and teachers together with written texts in the language in various topics and different levels. As for teachers, the connection to the global network enables the teacher to access educational experiences that are difficult to access in other ways; owing to the fact that the strength of the Internet lies in its ability to link people over huge distances and between disparate information sources. (Al-Musa and Mubarak: 2005).

### **Second: Yenmo Platform**

When we talk about Yenmo platform, it is clear that the idea of making the platform started during the spread of the Corona epidemic (Covid\_19), with the aim of supporting people with special needs, to develop their capabilities through distance education systems. The idea of the Yenmo platform ensues from being a platform that aims to qualify the person in one or more skills, and with the passage of time and the continuity of developing the existing skill, the student acquires new skills. This is the reason for giving the platform the name of "Yenmo".

The platform also aims to improve the quality of care and education services provided to people with special needs, develop the distance learning system under the supervision of the competent authorities, and determine the disabled people's level scientifically and accurately, develop individual rehabilitation programs whose is to develop the student, in addition to rehabilitation of students easily, improving means of communication, and finally making study plans and follow-up the progress.

This electronic program has made great progress in a short period of time, and has been widely popular among users in the Arab region, and has achieved many local and international awards. Yenmo platform is also working on developing the study process through a specific and clear vision of "distance learning" systems, by giving a national character to technology and distance learning systems.

### **Third: Hyperactivity**

Hyperactivity disorder is deemed one of the common disorders in children, and according to the American Psychiatric Association (APA, 2000), it is referred to as a disorder with behavioral symptoms that distinguish it. Furthermore, all children with this disorder suffer from hyperactivity, but the level of hyperactivity varies from one child to another, and it is possible that symptoms of attention deficit are more severe than the symptoms of hyperactivity in some of them (Ahmed and Khalaf Allah, 2016).

This disorder spreads among approximately (10%) of the world children, and symptoms of this disorder spread among nearly (50%) of the total students of the basic stage who are referred for treatment due to psychological or behavioral problems. Furthermore, this disorder spreads in a ratio of (3:5) among primary school students, and is more prevalent among males than among females, with a ratio of (3 or 4:1) in favor of males.

Moreover, this disorder affects 3-7% of school-age children in the basic education stage, and this makes it one of the most common behavioral disorders among students at that stage. This large percentage of students who suffer from this disorder requires the necessity of intervention to limit its future effects on these students. (Dendy & Zeigler, 2003).

Harpin (2020) found that these students frequently had poor concentration, high levels of activity and impulsivity, excessive motor fatigue, academic achievement difficulties, developmental delays, academic failure, peer rejection, low self-esteem, opposite behavior and a lack of social skills. Therefore, it becomes necessary to provide parental advice and school support by diversifying teaching strategies for them to suit their conditions.

The presence of a child with hyperactivity disorder in the classroom poses many challenges to the teacher. In addition, the hyperactivity disorder leads to difficulties for the students represented in their inability to keep sitting in their seats without movement, in addition to a number of academic problems, social problems,

complexities of their behavior, and many emotional problems. Consequently, some teachers may not be fully qualified to deal with such problems for hyperactive people and to meet their academic, social, and emotional needs (Ohan, et al., 2008).

Hyperactivity disorder is usually accompanied by a rapid shift in attention, a weak ability to focus on a particular topic, and impulsivity that prevents establishing successful social relationships with colleagues. Moreover, one of the most important behavioral manifestations of hyperactivity disorder is a weak ability to focus, impulsivity. In fact, it is a host of disorders and not a single disorder; owing to the fact that it usually includes a mixed group of chaotic behaviors that appear in the form of difficulty in development, performance and social interaction (Al-Arifi and Al-Tuhami, 2018: 96).

There are a number of indicators that indicate that the student is hyperactive. For example, as Rosengreen (2015) points out, lack of focus and attention, the child cannot be constantly calm, especially after entering school, and does not sit in a seat for a long time, impulsivity, distraction and constant reading and writing errors, we usually find a mother. It is worth mentioning that one of the most important indicators of hyperactivity disorder is that the child usually makes mistakes in reading, writing or arithmetic.

#### **Fourth: Verbal and Non-Verbal Skills**

Results of some studies indicated that the individual learns through speaking (23%), listening (25%), reading (35%), and writing (17%). Furthermore, each skill has a specific role in student's learning and bringing them to the required level of purposeful learning. (Shehata, 2004).

Reading skills are deemed one of the most significant skills that help the learner in his early stages. Reading difficulties lead to failure in learning in other subjects. As a matter of fact, success in any subject requires the learner's ability to read, then write. Consequently, there is a necessity to strengthen the language skills required for learning (ibid).

The skill of speaking occupies a special position amongst the language skills in terms of temporal precedence in comparison with other skills. Language is basically speech, and man has known speech long before writing or reading. This skill requires the learner to be able to use the sounds of the language correctly, and this is done in the listening stage (Al-Amiri, 2021).

Nonverbal communication is the name given to communication that takes place in ways other than speech. Moreover, it is a communication process that aims to send and receive messages without words, and takes place through facial expressions, body movements, or the language of the eyes. In a few cases, it passes through some physical mediums such as clothes, hair, or sometimes inhabited or frequented places. (Zarkan, 2020).

Many details that cannot be determined in written information get involved in the non-verbal communication; due to that they are related to sensory perception and emotional intelligence that cannot be identified or confined to concrete scientific definitions. Among the important non-verbal elements is what we call beyond speech or between lines in kinesthetic psychology language, which is concerned with the quality of the voice, tone of voice, manner of speech, manner of breathing during speech, and sometimes uncontrolled lip movements.

Process of non-verbal communication is a means of communication in which all five senses are used, whether in a collective or individual way, and represents (65%) of the daily communication between individuals. The importance of non-verbal communication lies in the fact that it represents two thirds of the amount of communication between people, and its incompatibility with verbal communication may lead to the delivery of a wrong message to the recipient that may affect the value of the information to be conveyed, because nonverbal communication leads to strengthening the first impression of the recipient (work interviews, get acquainted sessions...) (Demirdag, 2021).

Uses of this type of communication remain numerous and varied; because it is used in various fields such as art, politics, education and

judicial investigations. However, in private life, it is used as a primary means of communication for the deaf and dumb, and as a secondary means, with a key role in communicating with oneself and others, making friendships, studies of marital relations, and initial communication with strangers. Moreover, body language and physical movements are among the most important pillars of non-verbal communication (Ligawa, 2021).

Therefore, educational policy makers can specifically allow the development of verbal and non-verbal skills in schools, and make them a priority for learning, especially if the speech affects the disabled students, including those with hyperactivity; because there are numerous skills that this child needs to develop, including Knowledge, comprehension, remembering, and other various skills.

### **Previous studies**

The researchers divided the previous studies into two axes, each one is dealt with separately as follows:

#### **First: Studies dealing with teaching strategies for people with hyperactivity**

The study of Hai (2021) aimed to identify the impact of distance learning during the Covid-19 pandemic in (587) Canadian children with hyperactivity, and the results indicated that 90% of children with ADHD received online learning during the pandemic. 40% of the participants reported that they had received educational materials that met their educational expectations. Furthermore, the results indicated that children with ADHD faced significant challenges in adapting to online learning during the pandemic.

The study of Sella et.al (2019) aimed to determine the difficulties that hyperactive students face in choosing the appropriate strategy to teach them in the arithmetic course. The study sample comprised of (45) students in the fourth and fifth grades of primary school, and were classified as having hyperactivity disorder. The results of the study showed that hyperactive students suffer from difficulties in choosing the appropriate strategy for them in learning

arithmetic. These students chose the teaching strategies that didn't need much work from them. Furthermore, it was found that they suffer from problems related to the arithmetic course

The study of Tegtmejer (2019) also sought to conduct an exploratory study of teachers' strategies to address the behavior of students with hyperactivity disorder over a period of two years. The study was conducted on a number of schools in Denmark. The results indicated that there were six main strategies that teachers applied to those students with hyperactivity, and the most important strategy was the strategy of ignoring the student's disruptive behavior, individual learning strategies, and discovery learning strategy.

The study of Junaidi et al. (2017) attempted to verify the effectiveness of a program based on mime art (mime) to increase concentration of the kindergarten child diagnosed with hyperactivity and attention deficit. A standardized questionnaire was used for hyperactivity disorder. The study relied on the quasi-experimental and descriptive approaches. A sample of (30) male and female kindergarten students was selected in the city of Sakaka in the Kingdom of Saudi Arabia. The results indicated that there were statistically significant differences between the pre and post applications in favor of the post application in the concentration percentage which indicated the effectiveness of the program.

The study of Ahmed and Khalaf Allah (2016) aimed to implement an intervention program to reduce symptoms of hyperactivity. The sample consisted of (29) male and female students with learning difficulties in the third and fourth grades of basic education in Khartoum. The researchers used the one-group design. The results showed there were statistically significant differences between the pre and post applications in dimensions of attention deficit and hyperactivity in favor of the post application.

Murad's study (2016) aimed to reveal the effectiveness of a training program based on some executive functions in improving the academic self-efficacy of hyperactive students. The study sample comprised of (70) hyperactive

primary school students who were divided into two experimental and control groups. The results of the study indicated the effectiveness of the training program in improving the academic self-efficacy of those students with hyperactivity disorder.

### **Second: studies related to developing verbal and non-verbal skills**

Demirdag's study (2021) aimed to study the effect of communication skills on leisure time management, and to study the relationship between communication skills and the degree of motivation among university students. The study sample comprised of (610) students. The results showed a statistically significant relationship between university students' communication skills and their time management. In addition, there was a statistically significant relationship between effective communication skills and student motivation.

The study of Kashif and Al-Morsi (2017) also aimed to determine the effectiveness of a training program for developing some verbal skills. The study sample comprised of 20 students with learning difficulties in arithmetic in the third grade of primary school in the West Mansoura educational district. The researchers prepared a list of the verbal skills. The results indicated that there are statistically significant differences between the mean scores of the experimental and control groups in all verbal skills in favor of the experimental group.

The study of Tantawi (2012) aimed to examine the effectiveness of a program to develop non-verbal communication skills and social behavior skills for a sample of autistic children with limited English language proficiency. The current study sample intentionally consisted of 6 children whose ages ranged between 6-8 years. They were divided into two groups: a control group comprised of 3 children and an experimental group comprised of 3 children. The results indicated that the program was effective in developing the non-verbal skills of the study sample.

The study of Eliga (2011) also aimed to study modern methods that contribute to the development of Arabic language skills among

non-native speakers. The study addressed the four skills which are listening, speaking, reading and writing (as verbal skills). Then, the study dealt with modern methods for developing those skills, and the Internet was a model from those modern methods. The results concluded that the modern methods were effective in developing the four verbal skills of the language for non-native speakers.

The study of Mohammed (2010) sought to prepare a training program based on the theory of multiple intelligences that are suitable for kindergarten children to develop some verbal skills (speaking - reading). The sample comprised of (38) children. After applying the activities that were identified in the study, the results showed a noticeable improvement in the language skills of the study sample (speaking - reading).

### **Commentary on Previous Studies**

Studies that dealt with hyperactive people confirmed their need to improve educational services provided to them, and that they suffer from many problems and disorders, and their need to diversify e-learning methods, especially distance learning, which helps them a lot; owing to the fact that distance learning strategies achieved great effectiveness and good results. Consequently, there is an urgent need to use distance learning applications, as confirmed by the studies of (Hai, 2021; Sella et al, 2019; Tegtmejer, 2019; Junaidi et al., 2017, Ahmed and Khalafallah, 2016; Murad, 2016).

The studies concerned with the development of verbal and non-verbal skills unanimously agreed on the necessity of applying educational strategies to develop those skills among learners; due to the teachers' need to develop these skills among people with special needs and those people with hyperactivity, according to studies of (Demirdag, 2021; Kashif and Al-Morsi, 2017; Tantawi, 2011, Eliga 2011, Mohammad, 2010).

**Procedures:** The procedures include the following:

**Methodology:** The study relied on the quasi-experimental approach of one group design and the pre-post application on the same group, with the aim of verifying the differences between the two applications.

**The Sample:** it comprised of (20) hyperactive students enrolled in the International Center for Communication Disorders in Sharjah emirate (14 male students and 6 female students). The following table shows the distribution of the study sample according to disability as follows:

**Table (1)**

**Distribution of the study sample according to Gender**

Gender	Number	Percentage
Males	14	70
Females	6	30
Total	20	100

It is clear from the previous table the distribution of the study sample by gender, where males represented (70%), while the percentage of females was (30%).

**Study Tools:** The current study relied on two main tools:

**First: Verbal skills test:** The test included speaking and reading skills. In its initial form, the test included (45) phrases. In its final form, the test included (40) phrases, so that each axis included (20) phrases.

**Second: Non-verbal skills test:** The non-verbal skills test was prepared and included the skills of body language and facial expressions. In its initial form, the test included (50) phrases. In its final form, the test included (40) phrases, so that each axis included (20) phrases.

**-Validity and Reliability of the study tools:** This was done through two methods:

**- The validity of the jury members:** the two tests were presented to a group of jury members to verify their validity and suitability for application, and the percentage of agreement among the jury members reached more than (90%) on the integrity of wording of two test statements and their suitability for application in the current study.

**Alpha Cronbach coefficient:** The reliability of the two tests was calculated through the alpha Cronbach coefficient. The coefficients were high for most of the items of the two tests, and the weakly related phrases were omitted. Furthermore, the Corrected Item-Total Correlation is less than (0,19), where the Alpha Cronbach coefficient of the test score was high. For all axes, Table (2) refers to Cronbach's alpha coefficients for verbal and non-verbal skills as follows:

**Table (2)**

**Alpha Cronbach for verbal and non – verbal skills**

Type of skill	Skill	Alpha Cronbach	Significance
Verbal	Speaking	0,94	0,05
	Reading	0,87	0,05
Non – Verbal	Body Language	0,88	0,05



	<b>Facial Expressions</b>	0,90	0,05
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It is clear from the results of the previous table that alpha Cronbach coefficients are high, and that indicates the reliability of verbal and non-verbal skills tests.

**Findings:** To answer the study's questions about the study problem, the arithmetic means, standard

deviations and (z) value were calculated to show the differences between the pre and post applications for the verbal and non-verbal skills tests as follows:

**First: The results of the language skill test:** Table (3) indicates the results as follows:

**Table (3)**

**The Differences between the Pre- and Post-Application of Verbal and Non-Verbal Skill Test after applying Distance Learning**

Skill		Pre application		Post application		T test
		Mean	Standard deviation	Mean	Standard deviation	
Verbal	Speaking	2,1	1,0	3,7	1,4	0,81
	Reading	2,4	1,1	4,2	1,5	0,94
Non Verbal	Body language	2,6	1,2	4,6	2,3	0,59
	Facial expressions	2,8	0,7	4,3	1,1	0,65

**Statistically significant at 0,05 level**

It is clear from the previous table that the value of (t) is significant at the level (0.05), as the calculated value of (t) is greater than the table value for verbal skills (speaking - reading) which indicates that there are statistically significant differences between the two pre and post

applications in favor of the post application in the four language skills, after the application of distance learning through Yenmo platform.

Table (4) shows the significance of the differences between the mean scores of the pre and post applications in the verbal and non-verbal skills test as follows:

**Table (4)**

**Significance of the Differences between the Mean Scores the two Applications of the Experimental Group in the Language Skills Test**

skills	Application	Number	Positive scores	Passive scores	Similar scores	Mean scores	Total scores	Z value
Verba	Speaking	Pre	70	14	2	4	5,3	12,0
		Post					14,3	22,5

<b>I</b>	<b>reading</b>	Pre	70	13	1	6	4,5	10,5	6,5-
		Post					18,5	24,5	
<b>Non - verbal</b>	<b>Body language</b>	Pre	70	14	3	3	4,8	10,0	4,3-
		Post					14,3	24,5	
	<b>Facial expressions</b>	Pre	70	12	2	6	5,6	8,5	6,4-
		Post					16,5	22,0	

### Statistically significant at 0,05 level where Z value < 0.05

It is clear from the previous table that there are differences between the means scores and the Z-value for the two pre and post applications, where the calculated Z-value for the dimensions of the verbal skills tests (speaking-reading) and non-verbal skills (body language-facial expressions) was less than the table Z-value which is (0.11), and that means that there are Statistically significant differences between the pre and post applications in the verbal and non-verbal skills tests.

### Discussion

The results of the current study showed the effectiveness of the Yenmo platform as one of the distance learning strategies in developing different verbal and non-verbal skills for people with hyperactivity; as it was found that there were statistically significant differences between the mean scores of the two pre and post applications, in favor of the post application after applying the distance learning strategies in verbal and non - verbal skills. These results agreed with what was indicated by the results of previous studies presented by researchers, and the results of the study agreed with the studies of (Hai, 2021; Sella et al, 2019; Tegtmejer, 2019; Junaidi et al., 2017, Ahmed and Khalafallah, 2016; Murad, 2016).

The results of the current study also showed that people with hyperactivity have many problems and disorders that need to modify the learning system, and this is what happened as they improved verbal and nonverbal communication

skills after applying distance learning. This means their need to intervene in terms of modifying the learning method and various strategies to improve their compatibility, in addition to the need to diversify learning sources especially distance learning, from which the development of their different skills, including the different verbal skills under study (listening - reading) and the different non-verbal skills (body language - facial expressions) result. This result agreed with results of the studies of (Demirdag, 2021; Kashif and Al-Morsi, 2017; Tantawi, 201, Eliga 2011, Mohammad, 2010).

Furthermore, the results of the current study agreed with results of the studies presented by the researchers. Furthermore, this is consistent with what was stated in previous studies and the theoretical framework in the study that confirmed the effectiveness of different strategies in improving different skills of people with hyperactivity; owing to the fact that these strategies helped them to become independent instead of relying on others, as well as to develop their various skills such as motor skills and social skills.

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