

The effectiveness of a treatment program based on the use of short video clips improving the language skills of intellectual disabilities Children who able to learn

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Abstract

After the Corona epidemic has led to huge changes in all aspects of life and the use of contemporary technology has become a necessity in various areas of life, since children have a passion for modern technology as they find pleasure in using it, it can be used to develop their minds and provide them with a huge amount of knowledge in entertaining ways. Therefore, the current research aimed to reveal the effect of a treatment program based on the use of short video clips improving the language skills of intellectual disabilities Children who able to learn, On a research sample consisting of (15) boys and girls with mild intellectual disabilities, their ages ranged between (4-6) years, the experimental approach was followed, and therapeutic sessions were implemented for the target research sample using short educational tik tok videos under the supervision of the parents and with the help of a specialist. (43) sessions, the time period to implement the sessions took (15) weeks, about (3) months and one week, At the rate of (3) sessions per week, starting from 6-2-2021 to 6-5-2021, and to achieve the objectives of the research, the researcher applied the pictorial language skills scale for the mentally disabled who are able to learn on the sample, before and after, after verifying its validity and stability, and the scores were monitored and treated statistically. The results of the research indicated the effectiveness of the therapeutic program based on the use of short videos in improving the language skills of children with intellectual disabilities who are able to learn. The results of the study showed that there were statistically significant differences at the significance level (≤ 0.05) between the pre and post measurements in the language skills scale (receptive and expressive) in favor of the post measurement.

Keywords: A treatment program, short video clips, language skills, intellectual disabilities Children who able to learn.

Introduction:

The phenomenon of disability is a common phenomenon, and almost no society is devoid of it, and this phenomenon receives great attention on the part of societies, institutions and international organizations.

Language characteristics and the problems associated with them are a distinctive manifestation of intellectual disability and the most common, as many individuals suffer from language disorders, as they are found in children and adults, children with disabilities and non-disabled children, and language disorders are associated with some categories of children with special needs, especially The category of mentally handicapped children, where mentally handicapped children of all categories suffer from multiple language disorders more than normal children, and these disorders can be reduced if appropriate early training and rehabilitation programs are provided for this group of children with special needs (Zureikat, 2000).

Many studies have been conducted on the manifestations and characteristics of language development in mentally handicapped and comparing them with the manifestations of language development in normal children, and these studies indicated that the difference between normal and mentally handicapped is a difference in the degree and rate of language development. The Spradlin study showed that the most common language problems among mentally handicapped They are the problems of pronunciation and stuttering, the lack of vocabulary, and the weakness of building grammar, and the prevalence of language problems among the mentally handicapped is more than among the ordinary. Some studies have shown a

correlation between the degree of intellectual disability and the manifestations of language disorders. Children with moderate intellectual disability are late in speaking, but they rarely suffer from dumbness. While the language of people with moderate and simple intellectual disabilities is rarely free of language disorders, dumbness is common among children with severe disabilities, and the language level of this group is primitive. However, the prevalence of these disorders is higher among the mentally handicapped than among the normal individuals.

Al-Zureikat,I (2000) Speech and language disorders, diagnosis and treatment, Amman: Dar Al-Fikr. (2000,p124) indicated that if individuals with intellectual disabilities receive good training on jobs that suit their limited abilities and capabilities, this helps in acquiring experiences and linguistic, social and practical skills that help them face life and live in a group and play a useful role within this group, in order to achieve They adapt and interact with the environment around them.

(Hamm, et al, 2014) show that the community is the ideal place for disabled children to participate in activities in their spare time, especially when an environment that helps promote participation in the activity is available, with the help of parents with disabilities aged (5-17). year, and in light of the difficult circumstances facing the world as a result of the spread of the Corona virus and the closure and various measures in an attempt to contain the virus, especially in light of the closure of schools, kindergartens, and gymnasiums, and the prevention of gatherings and visits, it was noted that the negative effects resulting from these conditions appear clearly on children The Corona

crisis has had an impact on the social competence of children with disabilities.

As a result, many countries have tried to overcome this crisis by resorting to using technology as a tool for communication and problem solving in most areas of life, including education. Electronic platforms have replaced traditional classrooms and lecture halls, and providing educational material through mobile devices has become a motivator for the child to learn.

In the midst of the technological boom in the world, technology has become an integral part of our world today. There are scientific facts about children's learning and the use of technology that cannot be ignored and must be taken into consideration. These facts are as follows:

- Children (birth-8) learn faster by using their senses, which grow as they are used.
- According to Eric Erikson, children's learning requires the use of methods that focus on the senses and rely on pleasure, activity and play. (scoter, 2001, p8). Gillespie and Beisser consider this as the foundation of the use of technology in education (McCarrick & Xiaoming, 2007, p79).
- The enormous capacity of information technology, which produces a large amount of data and knowledge.

As a result of all of the above, it has become possible to take advantage of information technology in the children's learning environment, and employ it well, which turns the learning process into an enjoyable process that achieves the planned goals. What is meant by technology here is

modern and contemporary technical innovations in the era of digital technology. In recent years, the Tik Tok application has had the most prominent voice in the list of applications, as it allows its users to watch short music videos, and also allows subscribers to make videos of no more than 60 seconds and attach them with effects and optical illusions, and is the most popular application in application stores among social networking sites from Attracting children and teens, it registered over one billion users in June 2021.

The researcher believes that the Tik Tok platform, due to the possibilities it offers of educational digital content, can play an important role in education in this period, as it relies on the technology of short videos that do not exceed several seconds and combines sound, image and movement, as the integration of these media contributes to stimulating all the mentally handicapped child senses and attracts his attention. The Tik Tok platform also allows the disabled child to interact with the educational contents viewed, and enhances the spirit of discussion, in addition to its ease of use and its suitability for the learning of all children of all ages.

Schwab, (2021) mention that the free Tik Tok platform can become an effective means for the child in digital education in the time of the pandemic if accompanied by guidance from parents, so parents must be educated about the importance of using short tik tok videos in digital education, to take advantage of the quarantine periods. In order to achieve educational and educational goals on the one hand, and to overcome boredom and the psychological effects of quarantine on the other hand, especially children who do not exceed five years old, the Tik Tok video may

provide an opportunity to teach them letters, words, colors and some other basic skills.

The results of several studies have indicated the effectiveness of Tik Tok clips in education in general (Alguacil, 2021), (Azman, 2021), (Edwards, 2021), (Mabruroh, 2020), (Reindl, 2020), (Schwab, 2021). , (Yang, 2020), while some of them emphasized the effectiveness of the short tik tok clips in the field of language acquisition and development in particular, and among these studies is a study (Pratiwi, et al. 2021) which aims to learn how Short Tik Tok clips as a way to teach students pronunciation skill or pronunciation of students. Subject of this study was the university's English education student Suryakancana. The total number of students was 8. Observation or Questionnaires were all tools used to collect data. The data in this study was analyzed by qualitative.

From this research shows that the students had a positive attitude Positive attitude Short Tik Tok videos as a learning aid, TikTok application used it as an English language learning strategy to help and enhance literacy and speaking skills. In addition, students expressed a strong desire to use a TikTok application to watch and understand all the content associated with basic English skills.

Putry, H & Muassomah, M, (2021) paper that aims to describe the use the short clips of the Tik Tok application as a medium for Arabic language learning through Project-Based Learning on vocabulary material and to reveal students' perspectives regarding this matter. This paper is packaged with a qualitative descriptive approach, while data collection is through observation and interviews. This

study concludes that using the TikTok application as a learning medium can be an innovation in Arabic learning. The strengths felt by students include: learning becomes more exciting and less boring, students get new experiences, students become more active, and it is easy to memorize the vocabulary they learn. The study also finds that the drawbacks of this application are that it takes a long time in the manufacturing process, requires an internet connection, and the lack of teacher supervision in using the TikTok application outside of school.

Si Xi,(2020) study that aims to verify the use of short tik tok videos an effective tool in teaching foreigners Russian vocabulary and Russian speech pproach to Language International Education. It is concluded that short videos allow you to concentrate attention, they have a bright emotional specter and contribute to good memorization of new vocabulary, correct intonation of pronunciation and give visual video examples of the use of new vocabulary.

FAHDIN. R. G.P,(2021) study that aims to describe the influence of Tik Tok to improve vocabularies for Junior high school and senior high school students. This research used survey as research design by applying online questionnaire as instrument. The findings of this research show that short videos on Tik Tok that contain English material contents help them to expand their English vocabularies. Students show positive feedback of utilizing Tik Tok as their language learning media.

As well as the results of the study Afidah.N, Mutiara.F.N, (2021) which concluded that short Tik Tok videos can help them learn English, especially in the aspects of pronunciation.

The results of a study (2021, Zaitun, et al.) indicated the effectiveness of the application of short videos Tik Tok in improving the speaking skills of eighth grade students.

A study by Simanullang, M (2018) which recommended the use of video clips in dealing especially with phonetics or pronunciation. Some guidelines and tips related to the use of video in the educational process in order to achieve the maximum benefit and maximize the learning potential, are presented as follows:

- a. **Segment:** Allow your students to watch the video in short segments.
- b. **Notes :**Video are ideal for developing note taking skills. Take notes on the first viewing, then rewind, replay and check them. This can be done individually or collectively as class discussion/brainstorming session.
- c. **Pause:** Use the —pause feature to temporarily stop the tape and allow your students to try to predict/recall what will happen next.
- d. **Sound off:** For video sequences that rely on visuals, turn the sound off and narrate. This technique works especially well for listing the steps of a process.
- e. **Preview:** Each video carefully to determine its suitability for the lesson's objectives and students' learning outcomes.
- f. **Integrate:** The video includes into the overall learning experience by adding an experimental component to the lesson. Activities can be done prior to viewing; to set the stage, review, provide background information, identify new vocabulary words, or to introduce the topic.

- g. **Focus:** Give the students a specific responsibility while viewing. Introduce the video with a question, things to look for, unfamiliar vocabulary, or an activity that will make the program's content more clear or meaningful. By charging students with specific viewing responsibilities, teachers can keep students —on task and direct the learning experience to the lesson's objectives. Be sure and follow up during and after viewing the tape.
- h. **After:** When students have viewed the video consider, what interested them? What didn't they understand? How can you relate the program to their experiences and feelings?

From the previous presentation, it is clear the effectiveness of modern technological technologies and other social media in acquiring basic language skills (listening, speaking, reading and writing). Hence, the researcher believes that the use of modern technology can contribute to compensating and supporting the capabilities of individuals with special needs and overcoming the barriers and obstacles they face. In the event that appropriate psychological support is available to them from the social environment.

Al-Afif.F, (2014) states that the treatment of language disorders in this category of children with mild and moderate intellectual disabilities requires patience, perseverance and a spirit of hope and optimism. When treating this category, the following aspects of treatment must be taken into consideration:

1.Psychotherapy: It aims to treat the child's psychological problems, such as shame, anxiety, fear, and unconscious

conflicts, in order to reduce the emotional impact and psychological tension of the child, and to develop his personality, emotionally, and to make the child or individual understand the importance of the verbal process in his growth and progress in society, and encourage him to make an effort treatment and to strengthen his morale and self-confidence.

2. Parents' guidance: In fact, the success of psychological treatment for the injured depends on the extent of the parents' cooperation and understanding of its goal. Rather, it depends mainly on the degree of their mental health.

3. Speech therapy, which is a necessary and complementary treatment for psychotherapy, and is summarized in training the patient to learn verbally again gradually from easy words and situations to difficult words and situations. This treatment is carried out by a speech pathologist.

4. Social therapy: It aims to correct the wrong ideas of the patient related to his problem, such as his attitude towards his parents, companions, and the surrounding environment, and to provide for his own needs.

5. Environmental therapy: It is meant to gradually integrate the sick child into social activities so that he has the opportunity for social interaction and his personality develops in an appropriate manner. Environmental therapy also includes instructions for parents to deal properly with the child.

This shows the extent of the importance of the child's social environment, especially the parents, who are considered one of the most important factors for the

success of any training program for mentally handicapped children. Therefore, this research focused largely on the role of parents in the process of applying the language training program for children, especially at home and during the child's daily life situations such as (Eating, drinking, bathing, playing, watching TV... and other everyday situations).

By reviewing the previous studies that dealt with modern technologies and their impact on the educational process, she noticed the few studies that focused on studying the impact of modern technology on people with disabilities in general and those with mild intellectual disabilities who are able to learn in particular. Hence, this research came to shed light on a specific category of people with disabilities. It is the category of people with simple intellectual disabilities who can learn, and they are a category of children whose IQ is limited between (50-70) and who have the ability to learn, as this category has the ability to benefit from regular programs, but their progress is relatively slow compared to ordinary people.”

The researcher of some literature and previous studies that dealt with language disorders appear in most categories of people with intellectual disabilities Language disorders can be classified on the basis of language behavior into two types:

- Receptive language: The child's ability to understand and perceive verbal and non-verbal information presented to him.
- Expressive language: It is the child's ability to express his thoughts and feelings, and expressive language includes words, words, and signs, and recognizing the significance of concepts.

The degree of language disability is determined by the degree that the child obtains on the language skills scale for “teachable” children with intellectual disabilities, and accordingly, intervention must be made to help children with intellectual disabilities and improve their language skills by preparing an appropriate treatment program for them, and from this point the research problem came. **The research problem can be formulated in the following main question:** What is the effectiveness of a treatment program based on the use of short video clips improving the language skills of intellectual disabilities Children who able to learn?

The following questions are derived from the previous main question:

- What are the criteria for producing a short educational video clip for intellectual disabilities Children who able to learn?
- What is the effectiveness of a treatment program based on the use of short video clips in improving the language skills (receptive) of intellectual disabilities Children who able to learn?
- What is the effectiveness of a treatment program based on the use of short videos in improving the language skills (expressive) of intellectual disabilities Children who able to learn?

Research Hypothesis:

- There is a statistically significant difference at the level (≤ 0.05) between the mean scores of children with intellectual disabilities who are able to learn in the Pre & Post Application in the language skills (receptive) scale in favor

of the post application devoid of the effect of the Post application.

- There is a statistically significant difference at the level (≤ 0.05) between the mean scores of children with intellectual disabilities who are able to learn in the pre & post application in the language skills (expressive) scale in favor of the post application devoid of the effect of the Post application.

- There is a statistically significant difference at the level (≤ 0.05) between the mean scores of children with intellectual disabilities who are able to learn in the pre & post application in the language skills scale (receptive and expressive) in favor of the post application devoid of the effect of the Post application.

Research Objectives: The current research aims to reveal the effectiveness of a treatment program based on the use of short videos in improving the language skills of children with intellectual disabilities who are able to learn, through:

- Determining the criteria for producing a short educational video clip for intellectual disabilities Children who able to learn.

Detecting the effectiveness of a treatment program based on the use of short video clips in improving the receptive language of intellectual disabilities Children who able to learn.

- Detecting the effectiveness of a treatment program based on the use of short video clips in improving the expressive language of intellectual disabilities Children who able to learn.

Importance of the study: It is hoped that this study will benefit the following:

- The research is a response to recent global trends, which call for interest in educating children with intellectual disabilities who are able to learn.
- The current research may benefit specialists in the field of early childhood care and education in raising awareness of modern teaching strategies, to present educational content in an interesting way that raises the passion for learning among children in general and children with intellectual disabilities who are able to learn in particular.
- Opening the way for similar studies in the field of teaching people with simple intellectual disabilities and other disabilities using modern technology, as this study is the first - according to the researcher's knowledge - that dealt with the use of short video clips in teaching people with a simple intellectual disability that can be learned.

Methodology:

First: Determine the research sample:

To select the research sample, there are some steps that were followed to obtain a suitable sample for the research:

(1-1) Determining the characteristics of the research sample: To select the research sample, some criteria or conditions were taken into account, in order to develop the appropriate treatment plan for them:

- The chronological age of the mentally handicapped child should be between (4-6) years.
- That the child in question does not suffer from health or organic problems and diseases that affect his response or

understanding on his language abilities in one way or another, or a hearing disability, a visual disability, or an emotional disability.

- That the child be simple intellectual disabilities who can learn: his IQ ranges between approximately 75-55 degrees on the Wechsler test, or approximately 73-52 degrees on the Stanford Binet test, or the equivalent of either of them from other standardized intelligence tests, so that it is not Disability is the result of a congenital defect and needs medical treatment, but it is a case of deviation or a noticeable delay in development, which is considered normal in terms of physical, sensory, mental, behavioral, linguistic and educational aspects.

- The child's guardian is obligated in writing to sign a form designed by the researcher for this purpose, agreeing to involve the child in the research and committing to the presence of the father, mother, or both for the training program sessions on a regular basis and on schedule throughout the research period.

(1-2) Steps for selecting the sample members:

1- All mentally handicapped children who attended the Language Delayed Nursery of the Delta Center for Speech Diseases in Gharbia Governorate (DPC) were counted in the period from 6-2-2021 to 6-5-2021.

2- Conducting the necessary examinations and tests for disabled children to measure and diagnose language disorders in order to verify the extent to which the conditions apply to all children who were counted, and to exclude children who do not meet the conditions. The researcher took into account the homogeneity of the

research sample in terms of chronological age, mental age and intelligence factor The socio-economic level of the family, and the level of some language skills. In light of this, the final number of the research sample became (15) boys and girls with simple intellectual disabilities, and those with the time group between (4-6) years old, and those whose parents agreed to be subjected to the study.

Second: Preparing the necessary treatment plan to improve the language skills of children with intellectual disabilities who are able to learn: with the participation of all specialists who have a direct relationship with the process of educating the mentally disabled child, such as the psychologist, social worker, speech pathologist, in addition to the father and mother until the target language behaviors are identified in The process of training or treatment, and laying the foundations upon which to choose treatment goals, such as determining the period of application of the training program, the axes of the training sessions, the behavioral objectives of the treatment sessions, and the duration of these sessions.

Third: Determining the criteria for producing a short educational video clip for a learnable mentally handicapped child: To do this, the researcher did the following:

- Survey of literature, studies and previous research related to the use of educational video for kindergarten, as well as studies and research related to standards for the production and design of educational aids for children with special needs.
- A questionnaire was prepared with a list of initial criteria to be presented to experts and arbitrators in the field of

educational technology, in order to ensure the safety, validity and suitability of the criteria to achieve the objectives of the research.

- Presenting the questionnaire to the arbitrators, where the researcher presented the initial list to the arbitrators and made the necessary adjustments in light of the observations of deletion, modification and addition.

- Reaching the final list of criteria, which consisted of (10) criteria for producing a short educational video clip for intellectual disabilities Children who able to learn, which includes:

1. The existence of an educational goal that can be achieved from the video.
2. The content of the video is appropriate to the cognitive and environmental background, and the things and details that the child prefers
3. Availability of the basic advantages of the video used, of good and modern material and clarity of sound and image.
4. Reducing the duration of the displayed video, so that it does not exceed 60 seconds. The shorter the duration of the video presentation, the more the child's attention and focus will be on the contents and details of the displayed scene.
5. Full and advance knowledge of the content of the video, by reviewing the content of the video before showing it to the child.
6. Giving the child the opportunity to interact with the presented material through feedback and reinforcement.
7. The video is simple, free of complexity and appropriate for the age of the child.

8. The video content should be fun, entertaining and interesting, attracting the child's attention and activating the largest number of his senses.

9. Relying on content delivery techniques that help speed up the delivery of the educational goal to the child, such as the storytelling technique.

10. The availability of two or more elements that attract the child, such as music, colors and cartoon characters that they love, which help awaken the child's sense of creativity and innovation.

Fourth: Editing and preparing the video: At this stage, the researcher determined the general and detailed objectives, and then transformed them into a set of tasks.

n The researcher chooses short videos with content suitable for the tasks from the short video platform Tik Tok, taking into account the criteria that were previously defined, and (Yang, 2020) states that the benefit from the Tik Tok platform in education is obtained through two methods:

The first method: Take advantage of the educational videos published on the platform, and in this case, the teacher searches for the best clips that explain the educational goal to be taught, and they are not expensive, and do not need much experience in benefiting from those clips, and this includes searching for channels on the Tech platform Talk - specialized educational or search all uploaded videos.

The second method: the production of videos to be explained to the child by the teacher himself, or with the help of a multimedia expert. This method includes setting goals, building a scenario, and the montage process, then

the teacher uploads these clips to his own channel on the Tik Tok platform to publish them for children.

The researcher has adopted the first method for the ease of finding video content related to the educational goals to be achieved, and to verify the authenticity of the videos, these videos were shown to a group of specialists in the field of early childhood education for a review to express their opinion on the presented scientific content and its suitability for the educational goals to be achieved. The necessary adjustments were made according to the opinions of experts, and a clear action plan was prepared for how to use the video, including when to play it, the time period for its presentation, the number of times it was shown, preparing the child, and post-video activities.

Fifthly: Preparing an illustrated language skills scale for the learnable mentally handicapped: the researcher prepared a language skills scale; As a tool for measuring some receptive and expressive language skills, the researcher followed the following steps in constructing the scale:

- Conducting a review of literature, books, sources, studies, and previous standards that deal with language skills. In light of these sources, the researcher identified the dimensions of language skills as a multi-dimensional concept with both parts as follows:

- **Receptive language skills, including:** the skill of understanding and receiving linguistic vocabulary, and the skill of understanding and receiving sentence structures consisting of two words or more.

- **Expressive language skills, which include:** the skill of expressing vocabulary, and the skills of expressing sentences consisting of two words or more.

Accordingly, the researcher modified and formulated the vocabulary belonging to each of the dimensions of the scale, and formulated other phrases based on her observation, in the form of 80 paragraphs divided into three dimensions:

- After the linguistic vocabulary (40) paragraphs.

After the two-word sentences (20) paragraphs.

After constructing long sentences consisting of three words or more (20).

The validity of the scale, the validity of the current scale was calculated by:

Arbitrators Integrity: Where the researcher presented the scale's expressions in its initial form to a number of (13) arbitrators of faculty members specialized in the field of educational psychology, and the required modifications were made.

The stability of the scale: The stability of the scale was verified by re-application, the researcher re-applied the scale after a period of two weeks on the same sample, and then calculated the Pearson correlation coefficient between the first and second application, and the results were as follows: 0.998, 0.970, 0.993 , for the skill of receptive language, and its sub-dimensions; The skill of vocabulary recognition, the skill of comprehending sentence structures in order, and 0.989, 0.98, 0.682, expressive language skill, and its sub-dimensions; The skill of expressing vocabulary,

the skill of expressing sentences consisting of two or more words, respectively, which are highly stable values.

The internal consistency of a scale: The Pearson correlation coefficient was calculated for the degree of each sub-skill included in the scale, with the total score of the two basic skills (receptive language skill and expressive language skill), and the correlation coefficients were: 0.897, 0.816, between the vocabulary recognition skill, The skill of comprehending the structure of sentences, respectively, and the correlation coefficients came: 0.895, 0.820, between the skill of expression on linguistic vocabulary, the skill of expressing sentences consisting of two words or more, respectively, and the correlation coefficients were: 0.959, 0.966, between the skill Receptive language and expressive language skill, respectively.

A final scale of the language skills: After verifying the validity and reliability parameters of the scale, the scale has become in its form, where the scale has the following dimensions:

The first dimension, dimension of the receptive language (Language Comprehension): It included the following sub-dimensions:

a) Comprehension of Vocabulary: It contained pictures of linguistic vocabulary distributed on (10) panels so that each panel measured the child's ability to distinguish images representing linguistic vocabulary within a group of Pictures are shown. He began by putting the easy vocabulary and grading them to the most difficult, according to the children's developmental vocabulary.

b) Comprehension of sentence structure: This dimension aims to test the child's ability to comprehend sentence structures. Each paragraph contains four pictures, so that the total of the pictures presented to the child becomes (80) pictures representing 20 paragraphs for aspects of sentence structure of two words or more. These paragraphs have been graded from easiest to most difficult.

The second dimension, dimension of the language expression: It included the following sub-dimensions:

a) One word expressive language: The child's ability to express in vocabulary is divided by using the same panels used to assess the child's ability to comprehend vocabulary and through previous panels in evaluating the child's receptive performance of vocabulary.

b) Expression in sentences of two or more words:

This dimension of the scale aims to assess the child's ability to express in sentences consisting of two words or more, by displaying the same set of plates within the scale that represent the dimension of two or more words that were used in evaluating the dimension of sentence structures of two words or more, and the number of these plates is (20) plates representing Thirty paragraphs of the scale in this dimension with pictures representing life situations in sentences consisting of two words and more.

The experimental method for research:

To carry out the research experiment, the researcher followed the following steps:

1. The pre-application of the language skills test on the target sample on February 6-2021, and the scores were monitored.

2. Implementation of therapeutic sessions for children with intellectual disabilities who are able to learn using short educational Tik Tok videos under the supervision of the parents and with the help of a specialist, and the number of (43) sessions, the time period for implementing the sessions took (15) weeks, about (3) months and one week, at a rate of (3) Weekly sessions, during the academic year 2020-2021. Provided that the implementation of the linguistic remedial program for the child with a mild intellectual disability who is capable of learning is carried out in the context of the following stages:

First: The stage of preparation: At this stage, the children are prepared to display the educational Tik Tok video, and this is by developing their readiness by preparing to watch the video and discuss what will be shown.

Second: The stage of language training using videos: At this stage, the child's attention is directed towards the main points in the video, and what they have to notice, and they are given the opportunity to comment on the presented material, with the possibility of standing on some of the parts of the presented material, and repeat it if the need arises. The language training process went through the following stages:

1. **The main vocabulary training phase:** The child was trained on tangible or real words that are used to name specific things, such as words that represent the names of food, family members, animal names, and then presented them in stories to expand the child's vocabulary and teach sentence construction, as well as common verbs, adjectives and descriptions people and things.



Figure (1) Screenshots of a Tik Tok videos showing how to display the images of the different letters in the beginning, middle or end of a word.; to acquire sound vocabulary and correct language pronunciation.

2. Phrase training phase:

After the child has mastered the linguistic vocabulary, in terms of understanding and producing it, the phase of training the child begins with two-word semi -sentences, and as the child progresses in the training program, we move to higher levels, which are the level of longer sentences, increasing the number of words used in the semi -sentences in the child's speech, then after that, we prepare him to learn the morphology and grammar tools in the language.



Figure (2) Screenshots of Tik Tok videos showing scenes from a story that aims to train a child to formulate simple sentences.

3- The stage of training on Syntactic & Morphological tools:

This stage of training begins immediately after the child is able to produce semi-sentences, and the training stage continues on new words and multiple semi-sentences, as well as with the stage of training on banking tools and grammar, with the aim of expanding the child's verbal stock of vocabulary, as well as prepositions, and possessive pronouns.... Etc., and use the interrogative form, negative sentences that use (no).



Figure (3) Screenshots of Tik Tok videos illustrating the child's training in prepositions.

4. The training phase of the Functional Units & Their Social Use:

After completing the presentation of the videos, at this stage, what was presented to the children is discussed, giving them the opportunity to express and express their opinion, show the video again if necessary, carry out activities related to the presentation material, and motivate the child to speak and use the words he learned in the conversation, so that he learns What the words look like in everyday situations.

Fourth: Follow-up: It is necessary to take into account the importance of the role that parents play in providing the child with language skills, as it is very important for the child to translate what he has learned from the learning on the ground, as it entails the integration and growth of the acquired experience. Therefore, the researcher held sessions with the parents to educate them about how to exploit the different senses of the child in increasing focus, attention and remembering information, and how to link meanings and words with the things used in the child's daily life. And how to become good observers of the child's communication attempts by observing how he expresses his needs, the times he interacts with others, the activities he is interested in.

3. The post application of the language skills test on the target sample on 5-6-2021, and the scores were monitored.

Discussion:

After completing the basic research experiment, and monitoring the children's scores in the pre and post application, the researcher tested the validity of the hypotheses using the appropriate statistical methods using the t-test through the statistical package (17.0.SPSS For

Windows V) to compare the scores of the pre and post application of the scores. The Language Skills Scale (Ibrahim Al-Far, 2005), and the following table (1) illustrates this:

Table (1): Results of the T-test to compare the mean scores of children with intellectual disabilities who are able to learn in the pre and post application of the language skills scale.

Scale items		measurement	average	standard deviation	T-test	Indication level
receptive language	Vocabulary	Pre	0.87	0.291	16.64	0.00
		Post	7.33	0.287		
	Sentence	Pre	2.53	2.77	25.94	0.00
		Post	24.13	2.44		
expressive language	Vocabulary	Pre	1.20	0.72	17.55	0.00
		Post	7.53	0.63		
	Sentence	Pre	3.9	2.91	20.08	0.00
		Post	23.6	2.77		
Language skills and (receptive expressive)		Pre	8.53	5.84	28.255	0.00
		Post	62.600	6.31		

The results of the previous table show that the value of (T) is statistically significant at the level of significance (≤ 0.05), and that there are statistically significant differences between the pre and post measurements in the items of the (receptive) language skills scale in favor of the post-measurement, and this result indicates acceptance of the validity of the first hypothesis of the research. The results of the table show that the value of (T) is statistically

significant at the level of significance (≤ 0.05), and that there are statistically significant differences between the pre and post measurements of the items of the (expressive) language skills scale in favor of the post-measurement. The table also shows that the value of (T) is a statistical function at the level of significance (≤ 0.05), and that there are statistically significant differences between the pre and post measurements in all items of the language skills scale (receptive and expressive) in favor of the post-measurement, and this result indicates the acceptance of the validity of the third hypothesis of the research. Which indicates the effectiveness of the therapeutic program based on the use of short videos in improving the language skills of children with intellectual disabilities who are able to learn, and this result is consistent with the results of many studies:(Xiuwen.Z, Razali A.B, 2021), (Pratiwi, et al. 2021), (Putry, H & Muassomah, M, 2021), (Si Xi,2020), (Afidah.N, Mutiara.F.N, 2021), (FAHDIN. R. G.P,2021), (Zaitun, et, al, 2021) Where those studies depended on the effectiveness of the short video platform Tik Tok in improving linguistic performance and developing and acquiring language skills, and the researcher attributes this result to the manner in which the remedial sessions were conducted:

First: Direct therapy sessions: where the researcher presents to the child short videos of Tik Tok as an auxiliary treatment in addition to the speech sessions with the help of the specialist, so that the content of the Tik Tok video presented to the child includes attractive images and words on each letter with the possibility of repeating the word more than once during one treatment session, It is then followed by sound and movement exercises (the child observes the movement of the specialist's mouth as he pronounces syllables of the letters of the word to be

learned, and thus the child learns how to move his mouth to make sounds in the correct way). The researcher believes that the use of short video clips (Video Tik Tok) in direct treatment was of great importance in supporting the therapeutic sessions that cannot be ignored for the following reasons:

-The possibility of repetition and replay: for information literally and verbally, and repeating it while watching the video, which helps in linking memory with auditory focus, and leads to strengthening the child's auditory memory and helping him to store the word with the correct pronunciation in the long-term memory and use it in other similar situations.

- The short duration of the displayed video, as it does not exceed 15 seconds. A study of (Kong.shrofT. Hung,2009) indicated that children prefer short videos that last from about 8 minutes. Previous studies (Samaha, 2017) confirmed that The duration of the video is a very important factor, as the duration of one educational video should be less than 10 minutes. The shorter the quality of the videos, the greater its impact on children. It was found that videos with a duration of no more than ten minutes were more effective on children than videos. The duration of which is more than ten minutes, because the child can remember the content provided by short videos from other videos that take long periods of time.

- The simple, inspiring, fun, entertaining and joyful content of the Tik Tok video, in addition to the sensory effects and elements of attraction and suspense (movement, sound integrity, animation, clarity of colors, and tones) if these elements work to attract the attention of the mentally disabled child to a large extent, and the innate instinct of the child towards Learning the surrounding things, makes

the child tend to watch videos that contain entertainment content and urges him to integrate and immerse himself in watching them without feeling bored or distressed.

-Video Modeling: In this research, it had a prominent role in acquiring language skills (receptive and expressive) well and keeping the effect of learning for a longer period. Where the video models contribute to creating an atmosphere of fun in learning, the learning takes place quickly, and this is indicated by the study (Corbett, 2003) that the acquisition of skills using video models is often very fast compared to other intervention methods.

Second: Indirect therapy sessions: home exercises that parents do to practice pronunciation exercises and repeat the words and sentences required of the child with him at home to help him master them, so that the home sessions are short, not exceeding five minutes and twice a day, as parents simulate life situations that force the child to Use the words he learns until he is able to use them automatically.

Recommendations: Based on the foregoing, the research recommends taking advantage of contemporary technology and social media to provide children with knowledge in general and language skills in particular to compensate for the isolation and social distancing caused by the Corona pandemic.

Suggestions: The necessity of paying attention to academic research aimed at employing contemporary technology to provide children with different intellectual disabilities with knowledge in general and language skills in particular.

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