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The Role of Educational Films in Developing Some Social Skills for Individuals with Intellectual Disability in Early Childhood

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Abstract

The current research aims to provide mentally retarded children who are capable of learning in the primary educational classes of early childhood with some social skills represented in social interaction, cooperation, participation in activities, the formation of friendships, and following rules and instructions using educational films represented by educational animated films and video models that include a group of social skills. Given the nature of the study, a one-group quasi-experimental design was used. The researcher relied on a set of tools, including the Social Skills Scale "prepared by the researcher," the Stanford Binet Intelligence Test, Figure 5 (prepared by Safwat Farag), and the Economic and Social Level Scale (prepared by Abdel Aziz Al-Fakhs). The researcher prepared a program based on educational films (educational animation and educational video modeling) to develop some social skills. The study was conducted on an experimental sample of 11 mentally retarded children in early childhood in the primary educational grades of Al-Damj Primary School 32 in Hafr Al-Batin Governorate. The results of the current research resulted in the presence of statistically significant differences between the average scores of the experimental group in the pre- and post-measurements in favor of the post-measurement of the social skills scale and their total sum. At the same time, there are no statistically significant differences between the average scores of the experimental group in the post- and post-measurements of the social skills scale and their total sum, which It indicates the effectiveness of the program based on educational films in developing some social skills for mentally retarded people who are capable of learning in early childhood, as shown by the post-measurement of the experimental group, in addition to the continued positive effect on the experimental group, as demonstrated by the follow-up measurement of the children in the research sample, and shown by the results of its hypotheses. In light of these results, a set of recommendations were presented, the first of which was the necessity of intellectual education curricula containing diverse and attractive educational films to develop the skills of mentally retarded people who are amenable to learning in the early childhood stage, especially social skills.

Keywords: Early Childhood, Educational Films, Educational Animated Films, Video Modeling, Social Skills, Mild Mental Retardation

Introduction and Problem of the Study

Early childhood is considered an important stage in human life; it lays the foundation for a child's development, shapes his personality, and determines the quality of his future life through his interactions with the experiences he encounters during developmental stages. It is a phase of development that establishes solid foundations for guiding the child's interactions in a healthy way, which, in turn, facilitates learning and growth (Al-Bakoor, 2018). During this stage, the child acquires many skills, such as thinking, social interaction, and openness to the community. The child also learns patterns of social behavior, the roles of people in society, and acquires values, customs, traditions, and life skills that will be needed later on—thus enriching his social skills (Hagras, 2024).

Social skills are among the most important in human life. Through them, individuals can approach others, interact with them, and collaborate on activities. These skills also enable them to express their feelings and emotions, and to solve problems effectively (Abdullah, 2006, p.15). Furthermore, social skills strengthen an individual's relationship with the environment, especially empathy, participation in group activities, helping one another, communication, negotiation, and problem-solving (Kili & Aytar, 2017). Social skills lie at the heart of effective and satisfactory relationships between people (Salavera & Usán, 2021). They are also essential for academic achievement, general well-being, adjustment, and mental health (Quispe, 2023).

Enhancing social skills in early childhood is among the most influential factors affecting children's ability to interact appropriately with peers, cooperate with others, establish harmonious relationships with parents, and develop control over school-related skills (Shash, 2015). Learning social skills is a fundamental requirement for academic success. Therefore, combining academic and social learning is the proper standard for practical education. It is well known that socially competent behavior provides the fundamental component of educational behaviors such as cooperation, following rules, positive interaction with teachers and peers, and self-respect—allowing children to benefit from academic learning (Al-Sawafiyah et al., 2016) and to transition smoothly into adulthood (Silva et al., 2023).

Social skills can also be considered a protective factor against behavioral problems, as they enable children to interact more positively with family members, teachers, and peers, thereby increasing opportunities for social reinforcement and problem-solving (Silva et al., 2023). If we want our children to be outstanding, responsible, non-violent, and well-mannered, if we want a righteous human being or a well-rounded child, the only way to achieve this is through thoughtful, sustainable, and systematic attention to social skills (such as self-awareness, self-management, social awareness, relationship-building skills, and responsible decision-making) in early childhood. This stage is when nearly 85% of brain development is completed, and during which the child's future is shaped (Khusnidakhon, 2021).

Conversely, deficiencies in acquiring social skills may lead to long-term negative developmental consequences, such as difficulties in social interactions, peer rejection, psychological distress, higher incidence of behavioral problems, and an impact on quality of life (Hagras, 2024). Such deficiencies may also contribute to the emergence of psychological disorders in children, along with an inability to show love, care, and to express different emotions (Al-Maghrabi et al., 2016).

The lack of social skills acquisition is one of the prominent characteristics of children with intellectual disabilities. Studies conducted on children with intellectual delays have indicated that they suffer from deficits in social skills and may display severe impairments in these skills compared to typically developing children (Ibrahim et al., 2020). They also experience limitations in spontaneous learning skills and in interacting with their typically developing peers.

Deficits in social skills among children with intellectual disabilities lead them to feel rejected by peers, which negatively affects how they behave in society and creates behavioral problems that further hinder their ability to acquire these skills (Gül, 2016). Dmitrieva et al. (2020), in a study examining social competence and its components among preschool children with disabilities (including intellectual disability), found that these children exhibited a clear lack of social competence. Similarly, Garrote (2017) found that children in grades one to four with intellectual disabilities had a smaller repertoire of social skills than their non-disabled peers, particularly in prosocial behaviors, cooperative behavior, leadership, and social participation. In fact, deficits in social skills and adaptive social behavior are considered one of the diagnostic criteria distinguishing intellectual disability, in addition to cognitive (mental) impairment (American Association of Intellectual and Developmental Disability, 2021).

Several studies have confirmed that the limited abilities of children with intellectual disabilities result in deficits in communication skills with others, making them less capable of handling social situations, and more prone to social withdrawal, defiance, aggressiveness, maladaptive, and antisocial behaviors. They tend not to prioritize building social relationships with others and struggle to establish meaningful friendships. In other words, weak social skills among children with intellectual disabilities affect social participation and social responsiveness and lead to a general and severe decline in social skills (Ashour, 2019).

Nasr's study (2018) conducted on children with mild intellectual disabilities, whose IQ levels range between 55 and 70, indicated that they show deficits in one or two aspects of adaptive behavior. However, when provided with special educational services, they can learn basic academic skills such as reading, writing, and arithmetic, and through training, they can become more self-reliant. Such support also contributes to improved school adjustment and enhanced relationships with peers and teachers (Dmitrieva et al., 2020). Higher levels of social competence are strongly associated with better school adjustment among children with intellectual disabilities and other impairments.

Researchers have also emphasized that developing social skills is a protective factor against interaction difficulties among this group of children, as it strengthens interpersonal relationships, fosters independence, improves their quality of life and well-being, and enhances their capacity to participate in society (Kalgotra et al., 2019). Training in social skills acquisition also provides opportunities for social interaction, promotes integrated development, and fosters acceptance and coexistence with peers (Silva et al., 2023). Moreover, developing social skills in children with intellectual disabilities is linked to independent living, improved quality of life, the ability to build and maintain personal relationships, the ability to learn different forms of communication, to both receive and provide information, and to establish healthy social relationships (Jurevičienė et al., 2023).

Accordingly, intervention programs aimed at developing and enhancing children with intellectual disabilities' social skills repertoires have become essential for addressing challenges that may arise in interpersonal interactions (El-Sayed, 2022; Garrote, 2017). Therefore, learning social skills for individuals with intellectual disabilities can be considered the primary means of fostering independence in dealing with their communities, reliance on themselves to solve daily problems, and successful adaptation to society. This serves as the fundamental pillar for enabling children with intellectual disabilities to integrate into society. In light of the above, programs for developing social skills among children with intellectual disabilities have become an important requirement for professionals in this field, aligning with the goals of special education that seek to help them achieve the most significant possible level of psychological and social adjustment, so that their potential can be effectively utilized within society (Al-Obaid, 2022).

In light of the above, programs for developing social skills among children with intellectual disabilities have become an essential requirement for professionals working in this field. This aligns with the objectives of special education, which aim to help such children achieve the most significant possible degree of psychological and social adjustment, thereby enabling them to invest their potential in society (Al-Obaid, 2022).

Social skills of children with intellectual disabilities who are educable have increasingly attracted the attention of researchers, given the rising prevalence of disabilities both globally and locally. In the Kingdom of Saudi Arabia, persons with disabilities represent about 7.1% of the total population according to the most recent statistics (2017). Among them, individuals with intellectual disabilities account for approximately 21.3% of the total disabled population (Unified National Platform, 2024). This presents a significant challenge for the Kingdom in providing programs that support their cognitive, health, and social development. The state has exerted considerable effort to provide educational services for this group, sparing no expense to offer modern educational tools and to keep pace with scientific advancements and innovations in educational technology, which have proven effective in teaching individuals with intellectual disabilities in many societies. Moreover, Saudi Vision 2030 has aimed to support persons with disabilities, foster societal acceptance of diverse needs, provide educational services tailored to their requirements, and activate the role of scientific research in the field of special education in ways that contribute to developing their skills and facilitating their integration into society (Saudi Vision 2030).

Given the increasing number of children with intellectual disabilities and the pressing need to develop their social skills, researchers have sought to identify the most effective strategies for fostering such skills. These strategies include: instructions, modeling, video modeling, behavior rehearsal, corrective feedback, social reinforcement, cognitive restructuring, direct instruction, incidental teaching, shaping, cooperative learning, peer-mediated learning, social stories, and pivotal response training (Yannawar, 2024; LePage & Courey, 2011). Among these, video modeling and animated educational films have emerged as particularly prominent in recent years, as educational films contain minimal text, making them both appealing and accessible across different ages (Al-Qalini et al., 2011). Furthermore, they are multi-sensory teaching tools that capture children’s attention and stimulate learning (Al-Khawalda, 2020).

Despite researchers' interest in developing social skills among children with intellectual disabilities, there remains a scarcity of studies exploring the role of educational films in teaching social skills to educable children with intellectual disabilities in Saudi Arabia.
Additionally, through her fieldwork with children with intellectual disabilities, the researcher observed apparent deficits in their level of social relationships and the limited nature of their interactions with typically developing peers in the same school. This motivated her to address this problem through a scientific study aimed at developing some social skills among this group.

In light of the foregoing and given previous research indicating a marked decline in social skills among educable children with intellectual disabilities in early childhood, the current study aims to investigate the role of educational films in developing specific social skills in this group. The study poses the following central research question:
"Can educational films contribute to the development of certain social skills among educable children with intellectual disabilities in early childhood?"
Study Objectives

The present study aims to:
1. Develop selected social skills—specifically (social interaction, cooperation, friendship formation, and the skill of following rules and instructions)—among educable children with intellectual disabilities in early childhood.
2. Design a scale that measures specific social skills of educable children with intellectual disabilities in early childhood.
3. Verify the effectiveness of a program based on the use of educational films in developing these social skills during early childhood.

Significance of Study

Theoretical Significance

1. Draws attention to the role of alternative educational tools (educational films) in developing social skills among educable children with intellectual disabilities in early childhood.
2. To the best of the researcher's knowledge, this is one of the first local studies addressing the development of social skills through educational films for educable children with intellectual disabilities in early childhood.
3. Serves as a foundation for future studies that may address other skills not covered in the present research.
4. Highlights the importance of the target group—children with intellectual disabilities—who often suffer from deficits in social skills, affecting their ability to integrate with typically developing peers in the same school.

Practical Significance

1. Provides a developmental proposal for social skills among educable children with intellectual disabilities in early childhood for professionals in the field of special education.
2. Enriches the Arabic library with theoretical knowledge on social skills and methods for developing them.
3. Assists parents and caregivers in interacting effectively with children.

4. Supports special education practitioners by encouraging the integration of non-traditional educational tools into instructional programs for educable children with intellectual disabilities in early childhood.
5. Establishes an educational electronic scientific base that contributes to the advancement of educable children with intellectual disabilities in early childhood.
6. Offers benefits to teachers of intellectual education, as well as psychological and social specialists, and designers of early childhood intellectual education curricula—by providing insights into the impact of educational films on developing social skills and their practical applications.
7. Serves as an entry point into techniques and approaches for designing educational films that enhance the skills of educable children with intellectual disabilities in general, and social skills (e.g., social interaction, cooperation and participation in activities, friendship formation, and following instructions) in particular.

Study Delimitations

- **Topical Delimitation**: The study was limited to developing selected social skills (social interaction, cooperation and participation in activities, friendship formation, and following rules and instructions).
- **Human Delimitation**: The sample consisted of 11 educable children with intellectual disabilities in early childhood, whose IQ ranged between 60–69 and whose chronological ages ranged between 7–9 years.
- **Spatial Delimitation**: Elementary inclusion schools No. 32 in Hafr Al-Batin Governorate.
- **Temporal Delimitation**: The study was conducted during the academic year 1445 AH – 2024 AD.

Study Hypotheses

1. **First Hypothesis**: There are statistically significant differences between the mean ranks of the experimental group children in the pre- and post-measurements of social skills and their overall score, in favor of the post-measurement.
2. **Second Hypothesis**: There are no statistically significant differences between the mean ranks of the experimental group children in the post- and follow-up measurements of social skills and their overall score.

Study Terminology

Educational Films

An educational film is defined as “one of the important modern educational techniques that combines hearing and vision, playing a vital role in the teaching and training process for children to acquire concepts, knowledge, skills, and experiences” (Abbas, 2016, p. 8).

- **Operational Definition**: A set of educational animated films and video models that include selected social skills targeted for development among educable children with intellectual disabilities in early childhood (ages 7–9).

Social Skills

Social skills are defined as *“all behavioral elements that are essential for the individual to maintain positive interactions with others, making him an effective member of his community”* (Al-Khawalda, 2020, p. 148).

- **Operational Definition**: A set of social skills represented by (social interaction, cooperation, friendship formation, and following rules and instructions) that will be observed among educable children with intellectual disabilities in early childhood through the application of the social skills scale used in this study.

Intellectual Disability

According to the American Association on Intellectual and Developmental Disabilities (AAIDD), intellectual disability refers to *"a disability characterized by significant limitations in both intellectual functioning and adaptive behavior, which covers many everyday social and practical skills"* (Gusmão et al., 2019, p. 2).

The American Psychiatric Association in the DSM-IV-TR defined intellectual disability as *"significantly subaverage general intellectual functioning… accompanied by significant limitations in adaptive functioning."* Adaptive functioning refers to an individual's capacity to meet the demands of daily life and live independently, depending on age, social status, and culture. Intellectual disability varies in severity, and the DSM-IV-TR classifies it into four levels: mild, moderate, severe, and profound. These categories are based on IQ levels and functional performance. Children with mild intellectual disability are referred to as *educable mentally retarded (EMR)*, and they account for approximately 85% of individuals with intellectual disabilities (Roy, 2013).

Theoretical Framework and Previous Studies

First: Educational Films

An educational film is one of the modern techniques that plays a key role in increasing learners' achievement levels. It helps learners retain information for longer periods because it includes elements of excitement and engagement. It plays a crucial role in facilitating learners' understanding of abstract ideas that are difficult to convey using traditional methods. Consequently, it enhances learners' motivation and their ability to achieve higher levels of academic performance (Jayousi, 2021).

Educational films are among the instructional media that form a part of the modern curriculum. They are characterized by their ability to provide learners with authentic experiences that enrich imagination and perception, as they rely on both hearing and sight in delivering concepts more effectively than other methods (Mastouri, 2015).

Educational films are instructional tools used to transfer knowledge, enabling skills to be explained to children visually and engagingly. They combine entertainment with education, using animation and imaginary characters to capture children's attention and motivate them to learn. Their topics vary, including general knowledge, science, mathematics, language, nature, environment, values, and social behaviors. This contributes not only to academic knowledge but also to the development of a range of skills, including critical thinking and social skills.

Characteristics and Advantages of Educational Films

Educational films are distinguished by engaging all of a child's senses attractively, which helps them grasp and understand facts more easily and quickly (Al-Enezi, 2023).

According to Al-Mutairi (2023), educational films have several distinctive features compared to other instructional programs, the most notable of which are:

a. Soundtrack – Educational films are enriched with visual beauty, colors, and sound effects that enhance the effectiveness of learning.

b. They attract attention and generate curiosity to follow the learning topic. c. They save time and costs, as a learning topic can be presented within a few minutes instead of long reading

d. They expand children's interests and motivate them to explore the learning topic further when presented in a captivating manner.

Educational Animated Films

Definition

Linguistically, animated films are a type of cinematic scene composed of sequential drawings that differ slightly from one another. These are photographed and accompanied by suitable sounds, and when displayed at a certain speed, they create the illusion of motion. Animated films are mainly directed toward children (Al-Ma'ani Dictionary).

Al-Duwaish (2022) provided a broader definition, describing animated films as programs based on sequential drawings to deliver a specific message. They rely on motion at a regular pace and convey a story based more on imagination, music, and sound effects than on language. They express concepts and skills that are difficult to represent in real life.

Al-Jassar (2022, p. 287) defined animation as "a series of images shown at a certain speed that deceives the human eye into perceiving movement. Producing animated films requires photographing a sequence of drawings or objects one by one, where each frame represents a single drawing."

Mustafa et al. (2022, p. 233) described it as "a sequence of still drawings that differ slightly from one another, presented in succession and at a speed of no less than one frame per second, producing the illusion of motion."

From the researcher's perspective: Educational animated films are one of the modern audiovisual media used in education. They can transmit curriculum-based knowledge and information to children in an enjoyable narrative style. They also help modify children's attitudes and behaviors in educational contexts by delivering pedagogical messages in an indirect yet appealing way.

Advantages of Using Animation in Education

Animated films can be employed for educational purposes, particularly for teaching abstract ideas and concepts. According to Al-Zaben (2020), who studied the effectiveness of using animation in teaching science to third graders in Jordan (using a quasi-experimental method), the findings revealed that animation significantly enhanced learning outcomes and student achievement. The study recommended employing this technique in teaching due to its effectiveness in:

- Engaging multiple senses (visual and auditory) in the learning process.
- Stimulating learner interest, satisfying needs, and increasing motivation to learn.
- Promoting active participation in learning.

- Contributing to the formation of values and habits.
- Helping students acquire knowledge, skills, and experiences, as well as enriching imagination, making the learning process enjoyable.
- Conveying educational, moral, and religious messages to children indirectly through animated characters, voices, motion, and audiovisual effects in a more attractive way.

Video Modeling

Video modeling is a modern educational technique. It will be discussed in terms of its concept and types. Video technology is one of the modern methods that improve and advance the educational process. It involves presenting models that help generalize skills once learned in different contexts. This approach is frequently used with exceptional children, which explains the focus of numerous studies on employing video modeling to train individuals in various skills, including social skills (Grish, 2023).

In recent years, video modeling and social stories have been among the most widely used strategies. Video modeling is grounded in observational learning theory. Instead of live modeling, learners observe the targeted behavior in a video before training. The video shows all steps of the desired behavior clearly to facilitate learning.

Concept of Video Modeling

Video modeling is a behavioral intervention that involves repeated viewing of correctly performed desired behaviors through recorded video clips highlighting the targeted behaviors (Qawasmeh, 2014, p. 89).

It requires learners to watch a video presentation featuring a model demonstrating specific skills or behaviors. Learners are then expected to imitate them in an organized, structured manner (Al-Zurayqat & Omar, 2019).

Al-Subaie and Al-Khouli (2016, p. 23) defined video modeling as “a form of observational learning where specific behaviors are learned by watching a video presentation, then imitating the model’s behavior through electronic activities and feedback available in virtual learning environments.”

Grish (2023, p. 76) defined it as “a teaching method based on recording and displaying video clips to provide learners with specific skills. The learner observes the targeted behavior performed in the video and then imitates and models it.”

In summary, Video modeling is an instructional method through which a child can acquire or imitate specific behaviors and skills by watching a model performing them in a clear, detailed, and simplified way. This enables the child to understand, internalize, and effectively reproduce the skills.

Second: Social Skills

Social skills in early childhood are defined as skills that primarily focus on social interactions with peers, including play, social communication, socio-emotional, and friendship skills (Dong et al., 2023).

Social skills have also been defined as the behaviors necessary to function competently in social situations, enabling the establishment of harmonious social relationships—such as

expressing positive feelings, listening to others, making requests, and expressing unpleasant emotions. They also include rules that specify what should not be done (Estival S. et al., 2024). In the field of intellectual disability, the term social skills refer to "an individual's ability to perform daily tasks and form social relationships with peers, parents, and older authority figures" (Mouawad et al., 2018).

From the above, it is clear that defining social skills in a comprehensive and precise way is difficult due to the wide range of definitions provided by scholars and researchers, as well as the variation in required social skills depending on the social contexts in which interaction takes place, the way individuals perceive social situations, the type and number of people involved in the interaction, and the level of cognitive and emotional awareness required in each situation. Despite the diversity of definitions, theoretical analysis of the scientific literature on "social skills" reveals considerable variation in interpretation. However, these definitions indicate that social skills encompass a set of behaviors that enable positive, adaptive, and effective social interaction.

Third: Intellectual Disability

Intellectual disability is a general condition that refers to significantly below-average intellectual functioning, accompanied by deficits in adaptive behavior, and that appears during the developmental period. The American Association on Intellectual and Developmental Disabilities (A.A.M.D.) adopted this definition, describing intellectual disability as: "Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior, and manifested before the age of 18." This definition is based on functional performance criteria in intellectual processes and adaptive behavior, which are identified as being two standard deviations below the mean in both (Mostafa, 2019).

From the perspective of social validity—meaning an individual's ability to establish effective social relationships with others as a reflection of their social growth, which aligns with their sensory, intellectual, and emotional development—intellectual disability is defined as an incomplete mental development that prevents the individual from adjusting to the environment of typical peers. As a result, they constantly require care, supervision, and external support (Walker & Johnson, 2006).

It has also been defined as a permanent condition characterized by below-average intelligence, resulting in limitations in learning and adaptive performance. Depending on severity, individuals with intellectual disability may be able to live independently in society and attain various levels of employment. However, as severity increases, training and support are needed even for simple daily tasks (Susatya & Setyawan, 2023).

Looking across these definitions, it becomes evident that intellectual disability has been defined in various ways, reflecting different theoretical frameworks. Most definitions agree that intellectual disability manifests during development and is primarily identified through deficits in intellectual functioning, learning, and adaptive behavior (Arif et al., 2024).

Fourth: The Role of Educational Films in Developing Some Social Skills Among Children with Intellectual Disabilities in Early Childhood

With the advancement of technology and digitization across various fields of life, it has become necessary to identify technological applications for training and developing the skills of both typical and exceptional children. These applications help them cope with challenges imposed by the digital age. Educational films, in particular, are widely considered effective tools because they help children retain information for longer periods through elements of excitement and engagement. They also facilitate understanding of abstract concepts that are otherwise difficult to teach using traditional methods, thereby increasing learners' motivation (Jayousi, 2021).

Educational films are also among the most important components of modern curriculum design. They are characterized by their ability to provide learners with authentic experiences that enrich imagination and perception, as they rely on both hearing and sight to deliver concepts more effectively than other media (Mastouri, 2015). They are used to transfer knowledge and explain skills to children in a visually engaging way, combining education and entertainment. Two major types of educational films—animated films and video modeling—are considered particularly effective in shaping children's behavior.

- **Animated Films:** These serve as important educational tools to attract children's attention and motivate learning. They are a type of visual art through which information can be conveyed, behaviors modified, and personality developed (Al-Jassar, 2022). Due to their appeal, engagement, and psychological impact, animated films have been used in studies aiming to enhance social skills among children with intellectual disabilities in early childhood.

One notable study is that of Al-Qalini et al. (2011) conducted in Egypt on a sample of children with mild intellectual disabilities aged 7–9 years. The study aimed to develop certain aspects of social skills such as cooperation, sharing with others, social relationships, forming friendships, and social responsibility. The researchers selected a set of animated films and used a quasi-experimental design with a sample of 24 boys and girls, divided into experimental and control groups. The findings revealed an improvement in social skills among children in the experimental group. The study recommended paying careful attention to the content of animated films provided to children, ensuring they are suitable for developing social skills. It also suggested creating new animated films using 3D techniques to stimulate children's imagination, thereby reinforcing knowledge and ensuring its long-term retention.

Research Methodology

This research employed a quasi-experimental One-Group Pretest-Posttest Design.

Research Sample

Pilot Sample

The pilot sample aimed to verify the psychometric properties of the research tools (validity–reliability). It consisted of 11 children with mild intellectual disabilities (educable) in early childhood, enrolled in the Institute of Intellectual Education, under the Directorate of Education in Hafar Al-Batin Governorate, Kingdom of Saudi Arabia.

Main Sample

The main research sample consisted of 11 children with mild intellectual disabilities (educable) in early childhood, enrolled in the Thirty-Second Primary School under the Directorate of Education in Hafar Al-Batin Governorate, Kingdom of Saudi Arabia. The sample had an average chronological age of 6.11 years (±0.37).

Research Tools

Social Skills Scale (prepared by the researcher)

A. Purpose of the Scale

This scale aims to measure social skills among a sample of children with mild intellectual disabilities (educable) in early childhood in Hafar Al-Batin, Kingdom of Saudi Arabia.

B. Description of the Scale

To construct this scale, the researcher reviewed numerous Arab and international studies on social skills, including those by Zeid (2003), Al-Araida (2010), Al-Qalini (2011), and Al-Omari (2021). In addition, reference was made to the studies of Al-Qahtani & Al-Juda (2018) and Øzerk & Silveira-Zaldivar (2021). The researcher also examined the scales and questionnaires used in these studies to measure social skills.

In formulating the items of the scale, the researcher took into account the following:

- Avoiding statements that reflect factual information.
- Ensuring clear and simple instructions so that teachers or psychologists can understand and respond correctly.
- Items should refer to the present and future, not the past.
- Items should be concise and focused.
- Conducting a pilot application of the scale with some special education teachers to ensure the clarity of instructions.
- Avoiding items that could simultaneously imply agreement and disagreement, which may confuse the evaluator (Al-Arabi, 2003).

Table 1

Below illustrates the number of items allocated for each dimension of the Social Skills Scale in its preliminary form:

Dimensions	**Number of Items**
Social interaction skills	9
Cooperation and participation in activities	6
Friendship formation skills	7
Following rules and instructions	6
Total	**28**

Scale Validity

- **Expert Validity and Lawshe's Content Validity**

The validity of the Social Skills Scale was assessed through expert judgment and Lawshe's Content Validity Ratio (CVR). The preliminary version of the scale was presented to 11 professors specializing in early childhood, psychology, and special education at Saudi and Egyptian universities. It was accompanied by an introductory preamble clarifying the research scope, its objectives, and the operational definitions of its terms. The aim was to ensure the suitability and validity of the scale for measuring social skills among children in the Kingdom of Saudi Arabia, as well as to gather their observations on:

- The clarity and appropriateness of the scale items.
- The clarity of the scale instructions.
- The adequacy of the scale items.
- The clarity and suitability of response options.
- Suggestions to modify, delete, or add items as deemed necessary.

The agreement ratios of the faculty experts at universities were calculated for each item of the scale in terms of the extent to which the items represent the measurement of social skills among children with mild intellectual disabilities (educable) in the Kingdom of Saudi Arabia. Content validity was also calculated using Lawshe's formula for the Content Validity Ratio (CVR) for each item of the Social Skills Scale (In Johnston & Wilkinson, 2009, p.5). Table (2) presents the agreement ratios of experts and the CVR values for the items of the Social Skills Scale.

Table (2)
Expert Agreement Ratios and Lawshe's CVR for the Items of the Social Skills Scale (N = 11)

Item	Number of Agreements	Agreement Ratio %	Lawshe CVR	Decision	Item	Number of Agreements	Agreement Ratio %	Lawshe CVR	Decision
1	11	100.00	1.000	Accepted	15	11	100.00	1.000	Accepted
2	11	100.00	1.000	Accepted	16	11	100.00	1.000	Accepted
3	11	100.00	1.000	Accepted	17	9	81.82	0.636	Revised & Accepted
4	10	90.91	0.818	Revised & Accepted	18	11	100.00	1.000	Accepted
5	9	81.82	0.636	Revised & Accepted	19	10	90.91	0.818	Revised & Accepted
6	11	100.00	1.000	Accepted	20	11	100.00	1.000	Accepted
7	11	100.00	1.000	Accepted	21	9	81.82	0.636	Revised & Accepted
8	9	81.82	0.636	Revised & Accepted	22	11	100.00	1.000	Accepted
9	10	90.91	0.818	Revised & Accepted	23	11	100.00	1.000	Accepted
10	9	81.82	0.636	Revised & Accepted	24	11	100.00	1.000	Accepted

Item	Number of Agreements	Agreement Ratio %	Lawshe CVR	Decision	Item	Number of Agreements	Agreement Ratio %	Lawshe CVR	Decision
11	11	100.00	1.000	Accepted	25	10	90.91	0.818	Revised & Accepted
12	11	100.00	1.000	Accepted	26	11	100.00	1.000	Accepted
13	11	100.00	1.000	Accepted	27	11	100.00	1.000	Accepted
14	9	81.82	0.636	Revised & Accepted	28	11	100.00	1.000	Accepted

- Overall average agreement percentage across the scale: 94.805%
- Average Lawshe CVR for the entire scale: 0.896

From Table (2), it is evident that the agreement ratios of the faculty experts on each item of the Social Skills Scale ranged between 81.82% and 100%. The overall agreement percentage among experts on the scale items was 94.805%.

Regarding the content validity ratio (CVR), the table shows that all items of the Social Skills Scale achieved acceptable values of content validity. The overall CVR average for the entire scale was 0.896, which is considered satisfactory.
The researcher also benefited from the experts' observations and guidance, which included:

- Revising the wording of some items to make them clearer.
- Rearranging certain items by changing their sequence.

Internal Consistency Validity
Field (2009, p.57) argues that internal consistency values for scale items differ considerably from Cronbach's Alpha coefficients, but both are considered reliable measures. To verify the internal consistency of the scale, the researcher calculated the following:

- Correlation coefficients between each item and its respective dimension.
- Correlation coefficients between each item and the total score of the scale.
- Correlation coefficients between the sub-dimensions and the total score of the scale.

At the outset, Table 3 shows the correlation coefficients between each item's score and the score of the dimension it belongs to, as well as the total score of the Social Skills Scale.

Table (3)
Correlation coefficients between each item's score, the dimension it belongs to, and the total score of the Social Skills Scale (N = 15)

No.	Correlation with the Dimension	Correlation with the Total Score	No.	Correlation with the Dimension	Correlation with the Total Score
Dimension 1: Social Interaction Skills			**Dimension 2: Cooperation and Participation in Activities**		
1	.794**	.634*	1	.775**	.700**
2	.760**	.667**	2	.756**	.663**
3	.778**	.699**	3	.760**	.699**
4	.715**	.653*	4	.729**	.773**
5	.791**	.736**	5	.797**	.764**
6	.817**	.695**	6	.775**	.720**
7	.765**	.700**			
8	.749**	.706**			
9	.757**	.728**			
Dimension 3: Friendship Formation Skills			**Dimension 4: Following Rules and Instructions**		
1	.763**	.680**	1	.792**	.752**
2	.754**	.620*	2	.727**	.675**
3	.787**	.725**	3	.796**	.737**
4	.778**	.742**	4	.742**	.710**
5	.758**	.673**	5	.753**	.615*
6	.769**	.648*	6	.768**	.726**
7	.783**	.717**			

It can be noted from Table 3 that:

- The correlation coefficients between each item's score and the score of the dimension it belongs to are statistically significant at the 0.01 level, indicating consistency of the items with their respective dimensions.
- The correlation coefficients between each item's score and the total scale score are also statistically significant at the 0.01 level, indicating consistency of the items with the overall scale.

Table 4 presents the correlation coefficients between the Social Skills Scale dimensions and the total score.

Table (4)
Correlation coefficients between the dimensions of the Social Skills Scale and the total score (N = 15)

No.	Dimension	Correlation Coefficient
1	Social interaction skills	.864**
2	Cooperation and participation in activities	.836**
3	Friendship formation skills	.849**
4	Following rules and instructions	.845**

Through calculating the validity of the Social Skills Scale using expert validity, Lawshe's content validity, and internal consistency validity, it becomes evident that the scale possesses an acceptable validity coefficient. This suggests its suitability for use in the current research and the reliability of the results that will emerge from it.

Reliability of the Scale

Cronbach's Alpha Reliability Coefficient

The reliability of the Social Skills Scale was calculated using Cronbach's alpha method. Table (5) shows the reliability coefficient values for each item when deleted and the overall reliability coefficient of the Social Skills Scale.

Table (5)
Cronbach's alpha reliability coefficients for each item and for the overall Social Skills Scale (N = 15)

No.	Reliability if Item Deleted	No.	Reliability if Item Deleted	No.	Reliability if Item Deleted	No.	Reliability if Item Deleted
1	.828	8	.827	15	.827	22	.825
2	.826	9	.826	16	.826	23	.827
3	.827	10	.827	17	.827	24	.826
4	.828	11	.827	18	.826	25	.828
5	.826	12	.828	19	.827	26	.825
6	.828	13	.828	20	.828	27	.827
7	.827	14	.826	21	.826	28	.827

Overall Reliability Coefficient of the Scale: 0.828

If the alpha coefficient for any item is lower than the Cronbach's alpha value for the overall scale, this means the item is important, and its absence would negatively affect the reliability coefficient of the scale (Field, 2009).

It is clear from Table (5) that the reliability coefficient for all the items of the Social Skills Scale is lower than the overall reliability coefficient of the scale, which is (0.828).

Test–Retest Reliability

The reliability of the Social Skills Scale was calculated using the test–retest method. The overall test–retest reliability coefficient for the Social Skills Scale was (0.855**), which is statistically significant at the 0.01 level.

From the above, and by calculating the reliability of the Social Skills Scale through both Cronbach's alpha and the test–retest method, it is evident that the scale enjoys a high degree of reliability. This indicates its suitability for use in the present study and the trustworthiness of the results derived from it.

Scoring the Scale

The Social Skills Scale for educable mentally retarded children in early childhood was scored according to a three-point Likert scale, as follows:

- 3 points if the behavior always appears,
- 2 points if the behavior sometimes appears,
- 1 point if the behavior rarely appears or does not appear at all in the child.

Accordingly, the maximum total score of the scale is 84, while the minimum score is 28.

Table (6)

Total quantitative scoring for the Social Skills Scale

No.	Social Skills Dimensions	Number of Items	Score Range
			Min
1	Social interaction skills	9	9
2	Cooperation and participation in activities	6	6
3	Friendship formation skills	7	7
4	Following rules and instructions	6	6
Total		28	28

2- Stanford–Binet Intelligence Scale, Fifth Edition (SB5)

(Adapted/Standardized by Safwat Farag)

(A) Objective of the Scale

To determine the Intelligence Quotient (IQ) of examinees ranging from 2 years to 85 years and above.

Description of the Scale

The Stanford–Binet, Fifth Edition (SB5) is an individually administered test designed to measure intelligence and cognitive abilities. It is suitable for examinees aged 2 years through adulthood (85+ years). The complete test includes:

- A Full-Scale IQ,
- Ten subtests,
- A brief battery comprising two entry levels (Object Series – Matrices, Vocabulary).

The scale consists of two domains:

- Nonverbal domain: five subtests,
- Verbal domain: five subtests.

Each domain relates to one of the cognitive factors measured by the Stanford–Binet. The scale provides:

- Verbal IQ,
- Nonverbal IQ,
- Full-Scale IQ.

The test takes approximately 45–75 minutes for full administration.

The domains measured by the scale are:

- Fluid reasoning,
- Knowledge,
- Visual–spatial processing,

- Quantitative reasoning,
- Working memory.

The SB5 includes items at the upper extremes to assess gifted and high-performing individuals, as well as lower-level items suitable for young children, individuals with lower performance, older children with learning delays, and adults with intellectual disabilities.
In addition, the test contains:

- A set of manipulatives and objects such as blocks and picture cards,
- Three-item books:
  - Book 1 (Entry level),
  - Book 2 (Nonverbal tests),
  - Book 3 (Verbal tests).

The item books contain colored illustrations to make the test materials engaging for children.
Furthermore, the test package includes:

- Examiner's Manual,
- Technical Manual for the Arabic edition,
- Norms Book,
- Record Forms for responses (Farag, 2011).

Validity of the Scale

- **Face Validity**

This type of validity reflects whether the tool aligns with the general logic of its structure. Examination of the SB5, its subtests, the cognitive concepts on which it is based, and the methods used to measure them shows that all elements align with the general logic of assessing mental abilities. Intelligence is considered a general, heterogeneous ability covering diverse cognitive aspects. It relies on comprehension of instructions, is linked to academic achievement, distinguishes between individual differences in mental efficiency, and reflects both age and educational differences.

- **Content Validity**

This is determined through examination of the test's components to ensure they measure what they are intended to measure and maintain internal consistency. Content validity is based on the theory of Cattell–Horn–Carroll (CHC) regarding cognitive abilities. Intelligence is considered one of the most important factors. Establishing content validity requires describing the procedures followed to ensure that the test instruments are suitable for the domains being assessed.

- **Criterion Validity**

Criterion-related validity is determined through the correlations between factors measured by the Stanford–Binet Fourth Edition and the Stanford–Binet Fifth Edition on a sample of 104 examinees. Table 7 presents the correlations between factor scores in SB4 and SB5 (Farag, 2011).

Table (7)
Correlations between Factor Scores of Stanford–Binet Fourth Edition and Stanford–Binet Fifth Edition

SB4 – SB5	Quantitative	Visual	Memory	Verbal	Composite Score
SK	.77				
BM		.79			
ST			.69		
ZA				.64	
M					.73
Total Score					.90

The following table (8) presents the correlations between the Full-Scale IQ on the Stanford–Binet Fifth Edition and the Full-Scale IQ on the Stanford–Binet LM edition.

Table (8)
Correlations between Full-Scale IQ on the Stanford–Binet Fifth Edition and Full-Scale IQ on the Stanford–Binet LM Edition

Stanford–Binet Fifth Edition	Stanford–Binet LM Edition
Nonverbal IQ	.73
Verbal IQ	.88
Full-Scale IQ	.85

These correlation coefficients confirm the validity of the Stanford–Binet Fifth Edition.
Factorial Validity
Factorial validity was calculated through correlations between weighted scores across different levels of the five verbal and nonverbal factors. The test was administered to a sample of 200 individuals from the Egyptian population, aged 10 to 50 years. Using the Hotelling method, the following factor was obtained.

Table (9)
Factor Derived from Correlations between Scores on Different Levels of the Five Verbal and Nonverbal Factors of the Stanford–Binet Fifth Edition (N = 200)

Factors	Factor	Communalities
Nonverbal Knowledge	.9316	.8679
Nonverbal Quantitative Reasoning	.8917	.7952
Nonverbal Visual–Spatial Processing	.9061	.8210
Nonverbal Working Memory	.9134	.8343
Nonverbal Fluid Reasoning	.8651	.7484
Verbal Fluid Reasoning	.9184	.8435
Verbal Quantitative Reasoning	.9350	.8742
Verbal Visual–Spatial Processing	.9307	.8663
Verbal Working Memory	.9264	.8583
Verbal Knowledge	.8211	.6742
Latent Roots	8.184	
Total Variance	81.8	81.8

It is evident from Table 9 that the total variance explained by the five factors across their ten subtests was 81.8%. This represents strong evidence of both factorial validity and construct

validity of the Stanford–Binet Fifth Edition, indicating the trustworthiness of the results it yields.

Concurrent Validity

The test also demonstrates concurrent validity, as there is a positive correlation between intelligence, age, and educational level up to certain stages. This serves as a concurrent criterion for test validity: intelligence scores increase linearly with age up until the mid-thirties to early forties, after which they begin to decline with increasing age—though this decline is in terms of raw scores rather than IQ. Therefore, the correlation between intelligence and age provides evidence of the concurrent validity of the test (Farag, 2011, pp. 96–100).

Reliability of the Scale

- **Cronbach's Alpha**
  The reliability of the Stanford–Binet Fifth Edition was calculated using Cronbach's alpha after administration to the pilot sample. The overall Cronbach's alpha coefficient was **0.882**.
- **Test–Retest Reliability**
  The reliability of the Stanford–Binet Fifth Edition was also calculated using the test–retest method after administration to the pilot sample. The overall test–retest reliability coefficient was 0.914, which is statistically significant at the 0.01 level. Therefore, the scale enjoys a high degree of reliability, making it suitable for use in the present study and ensuring the trustworthiness of its results.

Scoring the Test

The test can be scored either manually using the traditional method or electronically using the computer software provided with the scale. The manual scoring method yields the same results as the computerized scoring method (Farag, 2011, p. 10).

Table (10)
Intelligence classifications according to total scores on the Stanford-Binet Intelligence Scale, Fifth Edition

No.	Category	Classification
1	154–160	Highly gifted or exceptionally advanced
2	130–144	Gifted
3	120–129	Superior
4	110–119	High average
5	90–109	Average intelligence
6	80–89	Low average
7	70–79	Borderline intellectual disability
8	55–69	Mild intellectual disability
9	40–54	Moderate intellectual disability
10	25–39	Severe intellectual disability

The Socio-Economic Status Scale (Standardized by Abdul Aziz Al-Shakhsh, 2006)

a. Purpose of the Scale

This scale aims to determine socio-economic levels.

b. Description of the Scale

The scale consists of three dimensions through which the socio-economic status of the family can be determined:

- **Occupation (for both genders)**: includes nine levels.
- **Educational level (for both genders)**: includes eight levels.
- **Average monthly per capita income**: includes seven categories.

The socio-economic status of the family is estimated using the following predictive equation:
Y=0.073+0.264×X1+0.284×X2+0.102×X3+0.160×X4+0.125×X5Y = 0.073 + 0.264 × X1 + 0.284 × X2 + 0.102 × X3 + 0.160 × X4 + 0.125 × X5Y=0.073+0.264×X1+0.284×X2+0.102×X3+0.160×X4+0.125×X5
Where:

- **Y** = the socio-economic level of the family to be predicted
- **X1** = score for average monthly per capita income
- **X2** = score for father's occupation
- **X3** = score for father's educational level
- **X4** = score for mother's occupation
- **X5** = score for mother's educational level

Based on the total score obtained through the equation, the individual can be classified into the following socio-economic levels: Very low, Low, Below average, Average, Above average, High, and Very high.

Scoring the Scale
Table (11)
Distribution of socio-economic levels and their score ranges

Level	**Score Range**
Very low	12–20
Low	21–29
Below average	30–42
Average	43–60
Above average	61–71
High	72–84
Very high	85–97

Study Results and Discussion
This section examines the validity of the research hypotheses, interprets and discusses the results in light of the theoretical framework and previous studies, and concludes with the researcher's recommendations and proposed future research.

To test the hypotheses, the researcher relied on the following statistical methods:
1. **Wilcoxon Signed-Rank Test**
Also known as the sign-rank test, it is used to determine whether there are differences between two related samples. It serves as a nonparametric alternative to the paired-samples *t*-test (Hilmi Al-Feel, 2018, p. 249).

2. **Effect Size (Eta-Squared, η^2)**

Used to determine the effect size of the program based on educational films in developing the social skills of educable children with intellectual disabilities in early childhood. The η^2 value ranges between (0–1). According to Cohen (1988):

- $\eta^2 \geq 0.1$ → Small effect
- $\eta^2 \geq 0.3$ → Medium effect
- $\eta^2 \geq 0.5$ → Large effect (Corder & Foreman, 2009, p. 59)

The researcher used the Statistical Package for the Social Sciences (SPSS 20) to perform the statistical analyses. The results are presented and interpreted as follows:

Testing the First Hypothesis

The hypothesis states:

"There are statistically significant differences between the mean rank scores of the experimental group children in the pre- and post-tests of social skills and their total score, in favor of the post-test."

To test this hypothesis, the researcher used the Wilcoxon Signed-Rank Test to calculate the significance of differences between mean rank scores of the experimental group children in the pre- and post-tests of social skills and their total score.

The researcher also calculated the effect size (η^2) to determine the impact of the educational film-based program on developing social skills among educable children with intellectual disabilities in early childhood.

The results are shown in **Table 13:**

Results of the Table (13)

Wilcoxon test for the significance of differences between mean rank scores of the experimental group children in the pre- and post-tests of social skills and their total score (n = 11)

Variables	Type of Measurement	Mean	SD	Rank Distribution	N	Mean Ranks	Sum of Ranks	Z Value	Sig. Level
Social interaction skill	Pre-test	13.73	3.71	Negative ranks = 0	0	0	0	2.943	0.01
	Post-test	24.82	2.20	Positive ranks = 11	11	6.0	66		
Cooperation and participation in activities	Pre-test	7.64	1.45	Negative ranks = 0	0	0	0	2.953	0.01
	Post-test	17.09	1.12	Positive ranks = 11	11	6.0	66		
Friendship-making skill	Pre-test	8.45	3.25	Negative ranks = 0	0	0	0	2.943	0.01
	Post-test	18.82	1.75	Positive ranks = 11	11	6.0	66		
Following rules and instructions	Pre-test	8.91	1.45	Negative ranks = 0	0	0	0	2.940	0.01
	Post-test	16.09	1.92	Positive ranks = 11	11	6.0	66		

Variables	Type of Measurement	Mean	SD	Rank Distribution	N	Mean Ranks	Sum of Ranks	Z Value	Sig. Level
Total social skills score	Pre-test	38.73	7.39	Negative ranks = 0	0	0	0	2.938	0.01
	Post-test	76.82	4.36	Positive ranks = 11	11	6.0	66		

From Table (13), it can be observed that:

- There are statistically significant differences between the mean rank scores of the experimental group children in the pre- and post-tests of social interaction skill in favor of the post-test, with a computed *Z* value of 2.943, significant at the 0.01 level.
- There are statistically significant differences between the mean rank scores in the pre- and post-tests of cooperation and participation in activities in favor of the post-test, with a *Z* value of 2.953, significant at the 0.01 level.
- There are statistically significant differences in friendship-making skill between pre- and post-tests in favor of the post-test, with a *Z* value of 2.943, significant at the 0.01 level.
- There are statistically significant differences in the following rules and instructions between pre- and post-tests in favor of the post-test, with a Z value of 2.940, significant at the 0.01 level.
- There are statistically significant differences in the total social skills score between pre- and post-tests in favor of the post-test, with a *Z* value of 2.938, significant at the 0.01 level.

The researcher also used effect size (η^2) to assess the impact of the educational film-based program in developing social skills among educable children with intellectual disabilities in early childhood. The results are shown in Table 14.

Table (14)

Effect sizes (η^2) of the educational film-based program in developing social skills among educable children with intellectual disabilities in early childhood (n = 11)

Variables	η^2 Value	Effect Size
Social interaction skill	0.627	High
Cooperation and participation in activities	0.630	High
Friendship-making skill	0.627	High
Following rules and instructions	0.627	High
Total social skills score	0.626	High

From Table (14), it can be observed that:

- The effect size of the program on social interaction skill was (0.627), a high effect, meaning that 62.7% of the variance in this skill is attributable to the program.
- The effect size of the program on cooperation and participation in activities was 0.630, a high effect, with 63% of variance explained by the program.
- The effect size on friendship-making skill was (0.627), a high effect (62.7% variance explained).
- The effect size on the following rules and instructions was (0.627), a high effect (62.7% variance explained).
- The effect size on the total social skills score was (0.626), a high effect (62.6% variance explained).

These results are consistent with studies conducted on children with intellectual disabilities, such as:

- Al-Qalini (2011) in Egypt,
- Barman & Jena (2023) in India,
- Al-Araida (2010) in Saudi Arabia, which focused on modeling as a traditional technique for developing social skills,
- Avcioğlu (2013), which used video modeling in its program.

All these studies reported statistically significant differences between pre- and post-test measures of the experimental group, favoring the post-test, which confirmed the effectiveness of the applied program.
The researcher attributes these findings to the following reasons:

- Educational films contribute to developing social skills because they include animated films and videos that rely on elements of attraction and engagement, which suit children's developmental characteristics and increase their motivation to learn.

Testing the Validity of the Second Hypothesis
The second hypothesis states that *"There are no statistically significant differences between the mean rank scores of the experimental group children in the post-test and follow-up measurements of social skills and their total score."*

To test this hypothesis, the researcher used the Wilcoxon test to calculate the significance of differences between the mean rank scores of the experimental group children in the post-test and follow-up measurements of social skills and their total score. The results are shown in Table (15):

Table (15)
Results of the Wilcoxon test for the significance of differences between the mean rank scores of the experimental group children in the post-test and follow-up measurements of social skills and their total score (n = 11)

Variables	Measurement Type	Mean	Std. Dev.	Rank Distribution	N	Mean Ranks	Sum of Ranks	Z-value	Sig. Level
Social interaction skill	Post-test / Follow-up	24.82 / 25.27	3.71 / 2.69	Negative = 2, Positive = 3, Ties = 6	–	2.50 / 3.33	5.00 / 10.00	0.680	Not sig.
Cooperation and participation skill	Post-test / Follow-up	17.09 / 16.36	1.45 / 1.91	Negative = 6, Positive = 2, Ties = 3	–	4.58 / 4.25	27.50 / 8.50	1.354	Not sig.
Friendship formation skill	Post-test / Follow-up	18.82 / 18.36	3.25 / 3.67	Negative = 3, Positive = 2, Ties = 6	–	3.67 / 2.00	11.00 / 4.00	0.962	Not sig.
Following rules and instructions	Post-test / Follow-up	16.09 / 15.64	1.45 / 1.80	Negative = 7, Positive = 2, Ties = 2	–	4.21 / 7.75	29.50 / 15.50	0.844	Not sig.
Total social skills score	Post-test / Follow-up	76.82 / 75.64	7.39 / 7.55	Negative = 6, Positive = 3, Ties = 2	–	5.17 / 4.67	31.00 / 14.00	1.017	Not sig.

From Table (15), it is observed that

- There are no statistically significant differences between the mean rank scores of the experimental group children in the post-test and follow-up for social interaction skill, as the calculated Z-value (0.680) is not significant at the 0.05 level.
- There are no statistically significant differences between the mean rank scores of the experimental group children in the post-test and follow-up for cooperation and participation skill, as the calculated Z-value (1.354) is not significant at the 0.05 level.
- There are no statistically significant differences between the mean rank scores of the experimental group children in the post-test and follow-up for friendship formation skill, as the calculated Z-value (0.962) is not significant at the 0.05 level.
- There are no statistically significant differences between the mean rank scores of the experimental group children in the post-test and follow-up for the following rules and instructions, as the calculated Z-value (0.844) is not significant at the 0.05 level.
- There are no statistically significant differences between the mean rank scores of the experimental group children in the post-test and follow-up for the total social skills score, as the calculated Z-value (1.017) is not significant at the 0.05 level.

These results are consistent with the findings of several previous studies, such as Al-Araida (2010) and Avcioğlu (2013), whose results indicated the absence of statistically significant differences between the scores of the experimental group children with intellectual disabilities in the post-test and follow-up, and the persistence of the program's effect even after a period following its application. In contrast, other studies on children with intellectual disabilities did not apply a follow-up measurement after the end of the program, such as Al-Qaliny et al. (2011) and Barman & Jena (2023).

The researcher attributes this result to the following reasons:

- The persistence of the effect of educational films over time, as they include characters that have a profound impact on the child's psyche and social upbringing, thereby enhancing their ability to generalize the skills learned to different life situations at home and school.
- Educational films incorporate multimedia elements such as sound, image, and movement, which help children retain information and skills in memory, making it easier to recall them when performing the skill.

General Commentary on the Research Results

The results of the current research showed that the program based on educational films had a positive effect on developing social skills among educable children with intellectual disabilities in early childhood. Statistically significant differences were found in the post-test results of the experimental group in the social skills variable across all its dimensions (social interaction, cooperation and participation in activities, forming friendships, and following rules and instructions).

The researcher attributes this result to the method used in training children on social skills through animated cartoon films, which are characterized by attractive colors and engaging stories that capture the child's attention and increase their motivation to follow the storyline and attempt to understand it. These films also rely on imagination, making them an influential tool for children. This aligns with the study of Awf (2017), which aimed to identify the impact

of cartoons on children, and it is consistent with Al-Qalini et al. (2011), who also relied on cartoons. However, it differs from the studies of Al-Araida (2010) and Barman & Jena (2023), which did not use animated films and instead relied solely on modeling.

The researcher also explains this result by pointing out that the animated films presented in the program simplify complex facts, information, and skills for children, helping them understand the intended meaning, grasp abstract ideas, and assimilate them more easily. This finding aligns with Saleh (2016) and Jayousi (2021), who have highlighted the advantages of animated films.

Moreover, the presence of cartoon characters accompanied by sound, image, and movement in the educational films greatly contributed to delivering the intended educational message to the children more indirectly and attractively. In addition, discussing and engaging children in dialogue about the program's content encouraged their active participation, enabling them to acquire skills and experiences in a pleasant manner. This, in turn, led to an improvement in their targeted social skills. This finding is consistent with Al-Zaben (2020), who emphasized the importance of cartoons in the educational process.

The researcher also interprets this result as being linked to the program's reliance on video modeling, a highly effective method for teaching positive behaviors and skills. In this method, video characters demonstrate a social skill as a new behavior while the child watches the steps. After the video presentation, children are asked to model the skill immediately and receive feedback, which supports their independence in performing the behavior. This agrees with Barman & Jena (2023), but differs from Al-Qalini et al. (2011) and Al-Araida (2010), who did not use video modeling with their experimental samples.

In addition, the program relied on feedback and video self-modeling, where children with intellectual disabilities watched recordings of themselves performing behaviors. They observed their own actions, identifying appropriate and inappropriate ones, and then discussed these behaviors with the trainer, who helped them adjust inappropriate behaviors. This approach facilitated the rapid acquisition of skills. This finding is consistent with Al-Qawasmeh (2014) and Al-Khouli & Al-Subaie (2014) regarding the concept of video modeling, and it also agrees with Barman & Jena (2023), who relied on interactive video. However, it differs from Al-Araida (2010) and Al-Qalini et al. (2011), who did not apply video modeling in their programs.

Furthermore, the researcher attributes the result to the program's reliance on animated films presenting stories that embodied a set of social manners and desirable social skills. These stories conveyed values and skills in a dramatic and engaging manner, which is a suitable learning method for children with intellectual disabilities. It helps capture attention, enjoyably impart experiences and skills, and serves as an educational element that stands out in the learning context to achieve the intended goals. This finding aligns with Qurban (2016), who studied the use of animation in developing children's social values, and with Al-Qalini et al. (2011).

The result can also be explained by the techniques used in the program based on educational films, such as dialogue and discussion, feedback, reinforcement, role-playing, and modeling.

The process involved presenting the cartoon film, followed by a discussion with the children about its content. Then, a video was shown in which other individuals demonstrated the skill directly without a storyline. The child with intellectual disabilities would observe the steps of the sub-skill, immediately model it, and retrain on it. Afterwards, the children would take turns role-playing the skill with peers until they mastered it, receiving feedback from the trainer and immediate reinforcement for the desired behavior. This aligns with Al-Araida (2010), who emphasized the importance of a training program based on these techniques for developing social skills among educable children with intellectual disabilities, with statistically significant differences found in favor of the post-test.

The result can also be explained by other techniques used in the program while training children on social skills across all dimensions, such as social learning, play, video modeling, and peer-network interventions during the program. These contributed to the development of social skills such as self-assertion, cooperation, and effective peer communication, accelerating the process of skill acquisition and thereby improving social skills compared to the pre-test. This agrees with Ibrahim et al. (2020) regarding social learning. Furthermore, social interaction among children during training played a key role in learning social skills, as individuals learn through interaction with others without the need for direct reinforcement. In addition, the social interactions during program implementation—such as greetings, handshakes, and social exchanges—greatly influenced their behavior and helped them acquire social identity. This is consistent with Mahmoud & Ahmed (2015), Mohammed et al. (2023), and Avcioğlu (2013).

The researcher also attributes the result to the inclusion of varied activities (movement and role-play) in the program during training on cooperation, participation in activities, and forming friendships. The training included physical activities such as group play for building friendships, cooperation, and helping each other in tasks like arranging chairs or returning toys to their places, as well as following rules and instructions in games, applying rules, and waiting for turns in school settings. All of these skills required movement-based activities in addition to role-playing, where children observed their peers performing them and were influenced by one another during training. This served as a factor in acquiring social skills through social learning and group play. This finding agrees with Ibrahim et al. (2020) and Barman & Jena (2023), who emphasized that regular practice of different activities through video helped develop social skills. Furthermore, the friendships formed during the program through social interactions increased children's sense of security, which helped them acquire and demonstrate social skills in classroom situations. This is consistent with Jaees et al. (2019). The current research also revealed a positive effect of the program based on educational films in developing social skills among the experimental sample. In the follow-up test, the children showed either improvement or stability in performance even after some time had passed since the program ended. This means that the program's impact persisted beyond its implementation, as there were no statistically significant differences between post-test and follow-up test results for the experimental group.

The researcher attributes this result to the use of multiple techniques such as behavioral practice, repeated training, modeling, reinforcement and positive support, and generalization in real-life contexts at home and school. This finding is in agreement with Al-Araida (2010), who confirmed that the program's effect persisted beyond its implementation, and with

Avcioğlu (2013), who emphasized the importance of generalizing skills to various real-life situations. The program also relied on animated films that engaged all the child's senses, making learning longer-lasting in memory and easier to recall when performing skills with others. This finding is supported by Mastouri (2015), Abbas (2016), and Al-Anzi (2023) regarding the benefits of animation, as well as by Al-Qalini et al. (2011), who used animation as a primary tool for developing social skills among children with intellectual disabilities. They further recommended designing 3D animated films to stimulate imagination and reinforce information retention over longer periods.

From the researcher's perspective, the stability and persistence of the program's impact over time may also be attributed to the teachers' understanding and enthusiasm for the program, which motivated them to reinforce the techniques used. Additionally, the active response from mothers to the behavioral changes observed in their children, along with their desire to sustain and strengthen these effects at home, may also explain the result.

Research Recommendations

- Conduct training programs for early childhood teachers in intellectual education to develop their skills in designing educational films that contribute to developing skills beyond those addressed in the present study.
- Incorporate diverse and attractive educational films into intellectual education curricula to foster different skills among educable children with intellectual disabilities in early childhood.
- Integrate non-traditional educational tools into the instructional programs provided for educable children with intellectual disabilities in early childhood.
- Adopt specialized training programs based on educational films to develop social skills in children with mild intellectual disabilities.
- Ensure the presence of educational technology specialists in intellectual education institutes and inclusive schools, to serve as a resource for teachers who may face challenges in using technological innovations.

Suggested Research

- Investigating the role of educational films in developing independence skills among trainable children with intellectual disabilities.
- Studying the effectiveness of an educational cartoon-based program in shaping positive behaviors among educable children with intellectual disabilities in early childhood.
- Studying the effectiveness of a video-modeling-based program in developing fine motor coordination skills among children with motor difficulties in early childhood.
- Proposing a training program for teachers in intellectual education aimed at enhancing the social skills of educable children with intellectual disabilities in early intervention programs, using the educational films employed in the current study.

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