

Psychometric Properties of a Measure of Social Acceptance of Students Towards their Peers with Mild Intellectual Disabilities in Integration Schools

By

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Abstract: The research aimed to build a scale that measures the social acceptance of students towards their peers with mild intellectual disabilities in integration schools and to verify its psychometric properties. The scale in its initial form consisted of four dimensions, containing (80) statements. The scale was applied to the study sample, which numbered (15) male and female students in the stage. Age range (11 - 12) years, and (21) items were deleted from the scale that did not meet the agreement of the arbitrators, and thus the final version consisted of (59) items, and the scale had a high degree of validity, as the significance level was 0.01 for the value (Z) for validity. One-sided comparison (discriminant validity), and the reliability coefficient values were limited between (0.860 - 0.976) whether for the sub-dimensions or the total score on the form of the scale for students with intellectual disabilities. It was also shown that the value of the reliability coefficient was limited between (0.780 - 0.962) whether for the sub-dimensions or the total score on The picture of the scale for ordinary students shows acceptable and high reliability values, which confirms the stability of the test, which indicates the availability of psychometric properties to a high degree in the scale. The researcher recommended the use of the scale by teachers and specialists at the primary level.

Keywords: scale - social acceptance - mild intellectual disability - integration

Introduction: Intellectual disability is one of the most important problems that trouble society, as it is a multifaceted and multidimensional problem. Its dimensions are psychological, medical, social, economic, and educational, and these dimensions

overlap with each other, which makes this problem a unique model in formation.

No society is devoid of the problem of intellectual disability. Because the intellectually disabled person is unable to adapt to himself and the surrounding environment in which he lives, he is therefore always in urgent need of care and attention from others.

Therefore, the issue of intellectually disabled children who are capable of learning is considered one of the most important humanitarian, social and economic issues raised in the arena of the third millennium, as it has educational, preventive and therapeutic dimensions.

Accordingly, these children have become the focus of attention in various international fields, and any failure to provide this care leads them to further isolation and a sense of failure. Which reflects on society and on the child himself (Khalifa and Issa, 2020, 5).

Special education programs provided to people with disabilities have witnessed many developments until they reached the implementation of the integration system, as trends in special education shifted from the direction of isolating people with disabilities to integrating them with ordinary children in regular schools (Abdul Muti and Abu Qala, 2015, 79).

Inclusion has a positive impact on intellectually disabled students, as they gain new experiences, improve their abilities to

achieve academically, practice adaptive behaviors, enable them to play roles, and develop their abilities for independence (Johnson, 2006, 27).

Despite the many advantages that intellectually disabled students gain within regular classes in public schools, the reality indicates that there are many obstacles to integration, including the acceptance of their intellectually disabled peers by ordinary people, and the integration process requires many efforts made by all parties to achieve the desired results, such as acceptance of ordinary children.

For their disabled peers, previous studies and research have indicated, including: Mahmoud's study (2018); Rafiq's study (2015); Hamed's study (2016) highlighted the importance of social acceptance from an ordinary child with a disability, and Suleiman's study (2020) aimed at modifying the attitudes of ordinary children towards their intellectually disabled peers and its impact on social acceptance. From the above, it becomes clear the importance of social acceptance of students towards their peers with mild intellectual disabilities in integration schools, given the long period they spend in integration schools.

Research problem: Social acceptance is considered a fundamental pillar in the socialization process of the mentally disabled student who is capable of learning.

The mentally disabled student acquires patterns of acceptable social behavior through social acceptance, and also acquires the prevailing trends in society through mutual acceptance between the mentally disabled student and the normal students surrounding him.

Which helps him to be more positive within the society in which he lives, and also contributes to shaping the mentally disabled student's self-concept, and then his self-acceptance, and thus he becomes more compatible and adaptable to the environment in which he lives.

The concept of social acceptance can be expressed in many formulations, such as social fame, social attractiveness, social satisfaction, and the need for love from others, and the most important of these concepts is social compatibility.

The results of some studies also indicated that the mentally disabled need an improvement in their social acceptance after their integration into society, unlike the samples that were not integrated and remained in isolation schools.

Others confirmed that the longer the period of integration, the greater the rate of improvement in their social acceptance, such as the study (Cooney; Jahoda; Gumley & Knott, 2006), and a study (Glenn, 2001).

Despite the importance of social acceptance for integrated mentally disabled students, the methods for measuring acceptance were limited, and the measures that were previously developed - within the researcher's knowledge - require further research and exploration to reach the optimal form of a scale that can measure the social acceptance of students towards their peers with disabilities.

Mild intellectual disability in integration schools. The quality of the tools used in the research is extremely important, since the results reached by the researcher depend primarily on the information he obtains from those tools, and this is what prompted the researcher to build a scale that measures the social acceptance of students towards their peers with mild intellectual disabilities in integration schools.

Hence, the study problem can be formulated in the following questions: - What are the indicators of the validity of the measure of social acceptance of students towards their peers with mild intellectual disabilities in integration schools?

- What are the indicators of the stability of the measure of social acceptance of students towards their peers with mild intellectual disabilities in integration schools?

Research Aims:

The current research aims to the following:

- 1- Verifying the validity indicators of the social acceptance scale for students towards their peers with mild intellectual disabilities in integration schools.
- 2- Verifying the indicators of the social acceptance scale of students towards their peers with mild intellectual disabilities in integration schools.

Research Importance:

The current research gains value and importance, firstly, from the sample on which the research is conducted, and secondly, from its educational content.

The researcher can clarify this importance through two main points:

A- Theoretical importance:

- 1- Social behavior measures are one of the most important measurement tools.
- 2- Building any measure, especially a measure of students' social acceptance towards their peers with mild intellectual disabilities in integration schools, is an important qualitative contribution to be added to the educational library.

B - Practical importance:

- 1- Assisting teachers and those in charge of the educational process in making objective judgments on the level of social acceptance of students towards their peers with mild intellectual disabilities in integration schools.
- 2- Helping teachers and those in charge of the educational process make objective judgments about the level of social acceptance felt by integrated intellectually disabled primary school students from their normal peers.

Procedural Research Concepts:

(1) Normal students They are students who do not accept their peers with mental disabilities who are integrated into the same school and who are between the ages of (11-12) years and who have the lowest scores on the social acceptance scale.

(2) Intellectually Handicapped Persons: The intellectually disabled person is known procedurally as belonging to the category of mild mental disability, whose IQ ranges between (50 - 70) on the Stanford-Binet intelligence scale

Educationally, they are known as the category of those who are capable of learning, who are accompanied by an inability to respond to the requirements of daily social life, which makes them victims of lack of social acceptance in schools. Merger.

(3) The concept of comprehensive inclusion The researcher defines it procedurally as "providing opportunities for intellectually disabled children to engage in the education system as a measure to emphasize the principle of equal opportunities in education.

Integration generally aims to meet the special educational needs of the intellectually disabled child within the framework of a regular school and in accordance with appropriate educational methods and curricula, and its provision is supervised by a body." Specialized education in addition to the regular school teaching staff.

(4) Social acceptance: Social acceptance Mutual social acceptance is procedurally defined as: the feeling of ordinary students and those with intellectual disabilities that they are loved and accepted by each other, which is expressed in their acceptance of routine integration with each other in class, and the formation of social relationships based on love, understanding, cooperation, and emotional participation in daily life activities.

It is measured by the grade that the student obtains through the scale used in this study.

Search Parameters:

The search parameters are as follows: Temporal limitations: The research tool was applied in the first semester of the academic year 2022/2023.

Spatial limitations:

It was implemented in schools (Al-Safa, Abbas Saleh, Muhammad Salama, Ahmed Orabi), and these schools are affiliated with the Al-Arish Educational Administration - North Sinai Governorate. Human Determinants: A group of (15) male and female students.

Theoretical framework:

First: Mutual social acceptance is one of the important pillars of working and living with a group.

We cannot imagine a successful relationship between two or more parties without these parties accepting each other. Acceptance also depends on thought, conviction, and practice.

Human beings differ according to their societies and the nature of their upbringing. What is acceptable to a person may be... It is rejected by others, and accepting people with intellectual disabilities in general and coexisting with them realistically has many positives over time, which is reflected in the child with intellectual disabilities, so that he receives the best educational, social, health and psychological services, and participates in various activities, which enhances his self-confidence.

Among the psychological wounds that affect a person with a disability is his feeling of not being accepted by those around him, his disapproval, rejection, and being seen as neglectful and not sharing his colleagues' activities, and his disapproval, rejection, and being viewed as neglectful and not sharing his colleagues' activities.

We find that such matters have a negative impact on the disabled child. Black hair, which increases his anxiety, irritability, stubbornness, and extremism in behavior (Al-Qaryouti, 2008, 179).

- 1- The concept of social acceptance: It has been noted that some scholars have tended to define acceptance in general, including social acceptance, and some of them have tended to define social acceptance directly.
- 2- The following is a presentation of the concept of acceptance in general, as well as social acceptance, as follows:

Al-Quraiti (2010, 393) also defined it as the process of integrating children with disabilities where they become effective elements in society, and are treated like any other element in society.

Ibrahim (2012) defined it as the ability to establish acceptable social relationships characterized by love, cooperation, and tolerance.

Social acceptance also relates to the degree of success of individuals in membership of the groups to which they

belong, and is determined by the choice of other members as companions who participate with them in play or work.

It is clear from the above that the most widespread and studied concept of acceptance in the psychological heritage is peer acceptance, and this concept is the subject of study in this research.

Therefore, the current study focuses on the dimension of peers, namely ordinary children and those with intellectual disabilities who are integrated with them, because of its great impact on their souls.

For a child with an intellectual disability, peers help him more than his own teacher. It is also clear that most of what was extracted from the analysis of the definitions of acceptance and social acceptance can also apply to the definition of mutual acceptance, because the features of the concept of acceptance under the umbrella of psychology do not change whether the acceptance is directed towards... Self or other directed?

A- Dimensions of Social Acceptance:

The dimensions of social acceptance are: self-acceptance, family acceptance, peer acceptance, and school acceptance.

The following is a presentation of each of these types separately: A) Self-acceptance: Ismail (2010, 148) defined it as the individual's enjoyment of psychological health, compatibility with himself and his society, the ability to deal successfully, and a sense of respect from others.

While Hasib Abd Rabbo (2000, 20) defines the self-accepting individual as the individual who has insight through which he realizes his abilities, potentials, and aptitudes in a correct and objective manner, and is better able to avoid situations of frustration and brokenness in a constructive manner.

He is a person who acknowledges his strength, as well as the aspects of his shortcomings, which is reflected in his relationship with others is positive. This individual who learns how to accept himself has the ability to accept others and get along with them, and the child's self-acceptance depends on two important variables and factors, which are as follows:

- The child's realistic mental image of himself: This includes his perceptions of all aspects of his academic, social and physical personality, and his view of himself as a person with an entity with the ability to learn or, on the contrary, with weak abilities and always failing.
- The ideal self-image: It includes what the child should be from his point of view, and is formed in the child's mind. Comment: It is concluded that normal children have greater self-acceptance than those with intellectual disabilities.

Therefore, you will seek to help people with intellectual disabilities to accept themselves through acceptance by their peers. The narrower the gap between these two factors, the more mature the child becomes, and it becomes possible for this ideal image to be achieved, and then it can be saying that this child accepts himself, has confidence in himself and his abilities, and trusts those who provide him with a helping hand.

B) Family Acceptance:

The family is considered the first educational institution through which the child learns social, moral and behavioral values, principles and standards, which accompany him throughout his life.

It is in it that the process of socialization begins, which in turn affects the child and his relationship with others, and makes him able to adapt to his society. It is clear from the above that the role of the family in raising its ordinary children with values and acceptance of others helps greatly in modifying the tendencies of these ordinary children to accept their intellectually disabled peers and deal with them as individuals within this society.

C) The School Accepts:

The school is considered the second educational institution after the family, from which the child receives his ideas, values, and personality components. It works to help the child integrate into the larger society, and provides him with the skills that help him do so. Rifai (2008, 209) believes that the school is the institution entrusted with transporting children from home to society, and in it the child practices forms of social activity with his peers.

He is trained in cooperation, teamwork, and competition. He learns a lot from his teachers and is influenced by them, whether positively or negatively, as they serve as role models.

To him, and tries to imitate them, and thus the child's relationship with the school and those in it directly affects his social acceptance, whether positive or negative.

Therefore, the school can contribute effectively to building the individual's personality because of the possibilities it offers him for growth in all fields.

It can be concluded from the above that the family, school, and peer group are the people entrusted with caring for the child. The peer group plays an important role in an individual's life since childhood.

The child works to prove himself within this group, trying to prove that he is no longer a child. He finds responsive ideas among them because they are in the same stage of development, so they understand him and her, and help him achieve independence and satisfy his desires.

3- The importance of social acceptance for people with intellectual disabilities:

Children are not born hating certain people, situations, or things, but it is easy for them to receive intolerance from influential people in their lives.

It is necessary to teach children at this young age the virtue of tolerance before they learn the opposite, and to accept those who are different from them. In this context, (Devine; Piatt & Dawson, 2015) pointed out that individuals with disabilities usually suffer from a low level of social acceptance from their normal peers, which directly affects their integration into community life in its various aspects.

Fiasse & Grosbois (2012) pointed out the importance of social acceptance and its role in achieving social harmony among children with intellectual disabilities.

Therefore, many studies have indicated the importance and necessity of developing social acceptance among ordinary children and people with disabilities, including the study of Mahmoud (2018) on the necessity of working to increase social

acceptance of people with intellectual disabilities by ordinary children, because of its great psychological and social impact on the souls of these disabled children.

Rafiq's study (2015) confirmed the improvement of the level of social acceptance among a sample of mentally disabled adolescents who are capable of learning. The concept of social acceptance can be expressed in many formulations such as: social fame, social attractiveness, social satisfaction, the need for love from others, social desirability, and the most important.

These concepts of social compatibility also emphasized the necessity of the process of socialization and integration of children with intellectual disabilities with their normal peers for as long as possible.

While Ali's study confirmed; And Muhammad (2017) emphasized the importance of social acceptance of students with visual disabilities integrated into regular schools, and its impact on the psychological, social, and educational aspects of children with disabilities.

On the other hand, Hamed's (2016) study pointed out the importance of social acceptance of the ordinary child with a disability, which relied on a counseling program to improve the social acceptance of ordinary children for their integrated disabled peers.

It is clear from the above that the presence of peers affects the social interaction and acceptance of people with intellectual disabilities, and social acceptance is considered an essential pillar in the socialization process of the individual with intellectual disabilities.

Through social acceptance, the individual with an intellectual disability acquires patterns of acceptable social behavior, and also acquires the prevailing trends in society through mutual acceptance between him and the children around him, which helps him to be more positive within the society in which he lives, and also contributes to shaping the concept of the individual.

The person with a disability becomes self-accepting, thus becoming more compatible and adaptable to the environment in which he lives.

Second: Mild intellectual disability: Intellectual disability is one of the main disabilities that was one of the first disabilities that human societies knew and provided special care for. Disability in general is the cumulative product of the barriers and restrictions that disability imposes on the individual and that prevent him from doing the maximum that his abilities allow (Al-Khatib, 2011, 17).

The person (2004, 67) believes that intellectual disability is a serious humanitarian, social, familial and educational problem, as it focuses on the mental competence of individuals upon whom societies build, develop and prosper.

Therefore, the problem has received increasing global attention in the recent period and this is evident from the increasing number of care institutions.

The qualifications for these groups, as well as the interest of international organizations in them.

1- Definition of intellectual disability: Intellectual disability is defined in the Diagnostic and Statistical Manual of Mental Disorders-5 as a disorder of mental development that begins during the developmental period and includes deficits in mental and adaptive functioning in the cognitive, social, and practical domains.

This deficit was identified as a diagnostic criteria for intellectual disability, and was represented by a deficiency in mental functions such as thinking, problem solving, planning, abstract thinking, judging things, academic learning, and learning from experiences.

This deficit is confirmed by both clinical and individual assessments, and standard intelligence tests, a deficiency in adaptive performance that... Leads to failure to meet developmental standards, social and cultural standards for personal independence, and social responsibility, without ongoing support.

This deficit is identified in one or more activities of daily living such as communication and social participation, and independent living in various settings such as home, school, and work.

It appears Mental and adaptive deficiency during the child's development period (Mustafa, and Al-Redi, 2011, 21).

2- Characteristics of intellectually disabled children:

The researcher addressed the characteristics of the intellectually disabled in: social, emotional, physical, motor, linguistic, academic, and educational aspects.

A) Social characteristics: Abdullah (2004, 80) states that among the most important social deficiencies characteristic of children with mental disabilities are: a deficiency in social competence, an inability to adapt to the environment in which they live, a deficiency in the ability to communicate, an inability to initiate conversations with others, and difficulty in forming... Relationships and friendships with others, and they are not interested in establishing social relationships with those of their age.

B) Emotional characteristics:

Intellectually disabled children are often characterized by irritability, rapid change, instability, and hesitation, as well as lack of emotional control and incomplete emotional regulation.

They are also characterized by emotional disturbance, poor adjustment, and their behavior is characterized by monotony and repetitive behavior (Muhammad, 2012, 50).

Some of them also suffer from inferiority, withdrawal, inertia, hyperactivity, low self-concept, and lack of confidence in their abilities, and this is due to low expectations as a result of long experiences with failure.

Which leads to a lack of motivation, so this must be avoided by providing him with an encouraging environment in which he feels successful (Fouad, 2005, 50).

C) Gross and kinetic properties:

Abdullah (2011) pointed out a number of manifestations of deficiencies in the physical aspects and general movement of children with mild mental disabilities, which are: - Not showing any motor activity in the first weeks while those around them produce a number of sensory stimuli.

- A clear delay in physical growth. - Motor development decreases below the normal rate. - Weakness in visual-motor coordination. - Weak ability to distinguish different smells. - Delay in bladder control and bowel control. - Disturbances in endocrine secretions.

D) Linguistic characteristics:

The deficiencies in linguistic development among children with moderate mental disability are as follows: disorders and delays in linguistic development, speech disorders and speech defects, deficiencies in processing processes related to speech, expressive language deficiencies, deficiencies in language understanding, and deficiencies in language learning in general (Al-Mawla, 2013).), Difficulty in verbal expression, problems with language style (pragmatic language), problems accompanying verbal tasks that require some listening, difficulty repeating a story that has been read, difficulty understanding nouns that go back to pronouns, difficulty with construction. Grammar (Mustafa, 2012, 118).

E) Academic and educational characteristics:

It has now become a given that children with mental disabilities learn slowly and forget what they learn quickly.

Because they preserve information and experiences in sensory memory after strenuous efforts to learn them, and educational programs can provide them with opportunities to develop their limited energy to acquire some basic skills, and most children with mental disabilities face educational difficulties, the reason for which is attributed to difficulties in attention, and their insufficient focus on performance of the required work, which leads to them falling behind academically and educationally (Gargiulo, 2003).

3- Characteristics of ordinary students in the primary stage:

A) Physical and motor characteristics:

Late childhood witnesses an increase in weight of 10% per year, and an increase in height of 5% per year. Physical skills increase and are considered a necessary basis for group membership and social activity.

Individual differences appear clear, as all children do not grow in the same way, or at the same rates (Badir, 2012). , 157).

Motor skills play an important role in the child's success at this stage, whether in performing his school activities or in playing with other children.

Therefore, a child whose motor development is less than that of his peers usually feels helpless and weak, and may withdraw from the group.

This stage is considered The stage of clear motor activity, in which there is a clear increase in strength and energy, as the child cannot remain still without continuous movement, and the movement is faster and more powerful, and the child can control it to a better degree (Zahran, 2005, 236).

B) Emotional characteristics:

It is considered a stage of emotional stability and stability, and therefore researchers call it the "calm childhood stage". Emotional intelligence grows, which includes a set of skills, including: self-control, enthusiasm, perseverance, and self-motivation.

The child learns how to control his emotions, and how to control his emotions when angry, And trying to control oneself. For example, if a child gets angry, he will not physically assault the person who provoked the anger. Rather, his aggression will be verbal or in the form of interruption (Badir, 2012, 191).

Therefore, the importance of the family and the school lies in the necessity of providing appropriate opportunities for the student to vent and express his emotions, through play and educational excitement, developing his skills, and his intellectual, behavioral and social tendencies, and avoiding the style of cruelty and puritanism or comparing him to other children.

C) Social characteristics:

The general cultural pattern begins to influence the child, and his feeling of his individuality from others around him grows. The feeling of responsibility and ability to self-regulate behavior increases.

The growth of social responsibility is considered a specific basis for behavior that expresses altruism, generosity, and helping others. Scientific research confirms the necessity of making the child live experiences from which he learns to endure.

Social responsibility, learning altruism, the behavior of generosity and helping others, and enhancing this behavior in him, as mere guidance, preaching, and counseling are not enough (Zahran, 2005, 267).

School is considered the most important mediator of social normalization in late childhood. Teachers consciously and intentionally encourage many types of group behavior through many things, including: group play, group study, and group activity. At this stage, more mature behavior replaces immature behavior (Abu Hatab; Sadiq, 2009, 295).

Many cultures have become more inclusive of people with disabilities in all aspects of society (European Commission, 2010; Organization for Economic Co-operation and Development [OECD, 2010).

It has been found that inclusion has some benefits and areas have been identified that appear to be risk factors for successful inclusion. For example, the nature of the social or communication skills of students with intellectual disabilities may play a key role in the participatory process (Daley & McCarthy, 2021).

Other important factors for successful inclusion are students' disability knowledge (Al Nahdi et al., 2020) and their attitudes toward peers with disabilities (De Boer et al., 2012; Di Maggio et al., 2021; Freer, 2021).).

It is important to highlight that the time students spend in class alone is not enough to achieve greater acceptance (Nepi et al., 2013). From the teachers' perspective, the more they see the benefits of inclusion, the smaller the gap in social inclusion becomes (Heyder et al., 2020).

Inclusion research primarily focuses on attitudes toward people with disabilities. Studies disaggregated by disability groups show that prejudice against and social distancing from people with intellectual disabilities is significantly high (Harper & Peterson, 2001; Nowicki, 2006; Patel & Rose, 2014).

Most people support inclusion, but some still have negative preconceptions and beliefs towards people with disabilities. For

example, people with disabilities are viewed as a threat to resources and achievement in high-income countries, and continue to be stigmatized in low- and middle-income countries (Scior et al., 2020).

Recent trends in research focused on bias reduction suggest that model interventions could be model studies using direct or imagined contact, cognitive and emotional training using reasoning and emotion strategies, or social categorization interventions that encourage participants to rethink group boundaries or give Priority over shared identities.

Most of these interventions (76% of studies) are mild interventions with unproven effectiveness (Paluck et al., 2020).

Studies using longer methods have demonstrated that lasting relationships between people with and without disabilities can reduce prejudice (Pettigrew & Troup, 2006).

However, due to segregated education and social isolation, such a relationship is not always possible. Procedural steps for research:

First: Research methodology:

The current research relied on the quantitative analytical approach in analyzing the scale and its items, and verifying the psychometric properties of the social acceptance scale for students towards their peers with mild intellectual disabilities in integration schools.

Second: Research sample:

It consisted of (15) male and female students, aged 11-12 years, with an average age of (11.47) years and a standard deviation of (0.516).

Search tool:

A measure of social acceptance of students towards their peers with mild intellectual disabilities in integration schools (prepared by the researcher):

Steps to Set up the Scale:

The following is an explanation of the procedures that were followed in constructing this scale, the stages that were followed in its preparation, and how to verify its statistical properties (validity - reliability).

A) Preparing the initial image of the scale: In this regard, the researcher followed the following steps:

- The researcher reviewed the psychological research literature that dealt with the concept of social acceptance among intellectually disabled and normal students in integration classes, and benefited from it in constructing the scale, defining its dimensions, and defining the procedural definitions of the dimensions.

- The researcher reviewed some standards and tests that included dimensions or phrases that contribute in one way or another to building the current scale, including the following:

Table (7): Social Acceptance Measures Reviewed

NO.	Name of the Standard	Preparer of the Standard	Year
1	Caroline Rafiq	Social acceptance among a sample of teachable disabled adolescents	2015
2	Rania Faraj	Social acceptance of kindergarten children	2020

- The researcher conducted a pilot study in the form of an open question to benefit from it in identifying the most important dimensions of social acceptance, on a number of teachers and psychologists in primary schools (Ahmed Orabi School - Martyr Ahmed Abdel Aziz School - Abbas Saleh School - Muhammad Salama School) in which it was applied.

The integration system of the Al-Arish Educational Administration in North Sinai Governorate.

The exploratory study included the following open question:

- Through your dealings with intellectually disabled and normal students aged (11-12) years, in your opinion, what are the most important dimensions of social acceptance among these students? Through the theoretical framework, previous studies, review of previous measures, and the results of the exploratory study, the researcher was able to define the dimensions of the scale, define them procedurally, and formulate a set of expressions expressing each dimension, which are as follows:

The first dimension:

Perceived self-acceptance:

This means that the student feels satisfied with himself while he is with others, and when talking to them in a way that makes him feel a degree of happiness and psychological comfort.

The second dimension: Perceived acceptance of the family:

This means that the student feels that he is wanted, that he is cared for and appreciated by his family members, and that he is surrounded by a fence of love and tolerance.

The third dimension: Perceived acceptance of the school: This means the student's feeling of love and respect for the teacher and the school administration and his feeling of happiness once he is in school.

The fourth dimension: Perceived acceptance by peers:

This means the student's awareness that he is the focus of attention of his peers and that they accept his opinions and seek to share with them in most of the activities that they do and that he feels happy just by being among them.

B) Building the initial image of the scale:

Thus, the scale in its initial form consisted of four dimensions, and each dimension included a number of statements, and they were determined through the psychological heritage and previous measures of social acceptance.

Accordingly, a procedural definition was developed for each dimension of the scale, and when formulating the statements, the conditions for that were taken into account.

The phrases are clear, do not contain more than one idea, do not suggest specific answers to the respondent, and are appropriate for the study sample.

The scale was presented to the judges, where the phrases that scored 80% or more were retained. - After transcribing the phrases included in the scale in its initial form, the phrases for each dimension were identified and formulated, which amounted to (80) phrases.

C) Scale correction method:

Answer alternatives were developed, ranging from (1-3) so that you never get one point, sometimes you get two points, and you always get three points, and the opposite in the negative statements, which are: statements 3, 5, 8 in the dimension of self-aware acceptance, and statements 1, 2, 4, 7, 8, 11, 13, 17 in the dimension of perceived acceptance of the family, and phrases 2, 6, 7, 8, 11, 12, 13 in the dimension of perceived acceptance of individuals, and phrases 14, 15 in the dimension of perceived acceptance of the family, and the score indicates A high score indicates a high level of social acceptance among the student, while a low score indicates a low level of social acceptance among the student.

The scale also contains two sample statements:

- Model (A) for the intellectually disabled student.
- Model (B) for the ordinary student.

Statistical methods used:

Cronbach's Alpha.
2- Discriminant validity.
Arithmetic Mean.
Standard deviation Std. Dev.

Research Results:

To verify the psychometric properties of the scale, it was applied to the research sample, which consisted of (15) primary school students, and the scale's validity and reliability were calculated as follows:

Validity of the scale:

It is intended that the test represents the aspects that it was designed to measure.

The validity of the test was verified by:

A) Honesty of Arbitrators:

The validity of the judges is related to the suitability of the content of the scale to the field that it measures.

Therefore, the scale was presented in its initial form, consisting of (80 statements), to (10) arbitrators with expertise in the field of special education and psychological counseling to judge the validity of the scale's statements, express an opinion, and judge the extent of its validity.

Measure and ensure:

- The integrity and clarity of the scale's instructions.
- The ability and effectiveness of the scale's statements to measure the level of social acceptance.
- Suitability of the scale items for application to the targeted research sample.
- Correctness of linguistic formulation.
- Suitable number of paragraphs or items.
- The scale items represent the dimensions of social acceptance that were designed to measure them.
- Comprehensive areas of social acceptance dimensions. - Comprehensiveness of the items in one dimension of the scale.
- The relationship of the dimensions of the scale to social acceptance.
- Clarity of the proposed correction key for the scale prepared by the researcher.
- Mention any proposed amendments, suggest paragraphs they deem necessary, or delete unnecessary paragraphs.

Then the percentage of agreement between the arbitrators was calculated, and the researcher adopted the criterion of the percentage of agreement (80%) or more to accept the statements of the scale.

The researcher excluded the items on which there was little agreement between the arbitrators, and thus the final number of phrases of the scale became (59 statements), suitable for measuring the level of acceptance.

The researcher summarizes her findings in the table.

Table No. (1) Arbitrators' Agreement Rates

Item of Self-Aware Acceptance		Item of Perceived Acceptance of the Family		Item of Perceived Receptivity of Individuals		Item of Perceived Acceptance of School	
Single Number	Agreement Rates	Single Number	Agreement Rates	Single Number	Agreement Rates	Single Number	Agreement Rates
1	90	1	80	1	90	1	80
2	70	3	90	2	90	2	90
3	70	3	80	3	50	3	80
4	90	4	90	4	90	4	60
5	80	5	60	5	70	5	80
6	90	6	80	6	80	6	90
7	90	7	90	7	80	7	90
8	70	8	90	8	90	8	90
9	80	9	80	9	90	9	80
10	70	10	90	10	70	10	80
11	90	11	90	11	90	11	80
12	90	12	60	12	80	12	50
13	90	13	90	13	50	13	80
14	90	14	90	14	90	14	80
15	60	15	80	15	60	15	80
16	90	16	50	16	90	16	90
17	80	17	80	17	70	17	90
18	90	18	90	18	90	18	90
19	70	19	90	19	60	19	70
20	70	20	90	20	90	20	50

-The researcher then made adjustments to the wording based on the opinions of the arbitrators. Some words were deleted and replaced with appropriate words that fit the characteristics of the current study sample, and this is shown in Table (2)

Table (2) The Items that the Arbitrators Agreed to Modify are a Measure of Social Acceptance

NO.	Single before modification	Single after modification	The dimension you belong to
1	Participates in Recreational Activities at School	Participates in School Excursion Activities	Item of the Perceived Acceptance of School
2	Always Criticized for his Shortcomings	His family Members Focus on his Virtues more than his Faults	Item of the Perceived Acceptance of the Family
3	He is Always Quarrelsome with	He has a bad relationship with	Item of the Perceived

	his Regular Colleagues	his Regular Colleagues	Receptivity of Individuals
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This step resulted in the following observations:

- The integrity and clarity of the scale's instructions.
- The ability and effectiveness of the scale's statements to measure the level of social acceptance.
- Suitability of the scale items for application to the targeted research sample.
- Correctness of linguistic formulation.
- Appropriate number of paragraphs or items after deleting the paragraphs that the arbitrators did not agree on.
- The scale items represent the dimensions of social acceptance that were designed to measure them.
- Comprehensive areas of social acceptance dimensions.
- Comprehensiveness of the items in one dimension of the scale.
- The relationship of the dimensions of the scale to social acceptance.
- Clarity of the proposed correction key for the scale prepared by the researcher.

B) Honesty (discriminating):

The discriminant validity of the social acceptance scale was calculated by arranging the study group's scores in descending order, then determining the upper scale (the top 27% of the sample individuals) and determining the lower scale (the lowest 27% of the sample individuals), and then calculating the significance of the difference between the two ends of the scale (upper - lower), and calculate its critical ratio.

The following table shows the value of the critical ratio.

Table (3) The critical ratio for calculating the discriminant validity of the social acceptance scale

Image	Balance	Average Rank	Value (Z)	The Significance	The result
Picture of ordinary students	The Above	12,50	3,368	0,01	Significant at a significance level of 0.01
	Lowest	4,50			
Image of disabled students	The Above	12,50	3,383	0,01	Significant at a significance level of 0.01
	Lowest	4,50			

It is clear from the previous table that the difference between the highest and lowest scales is statistically significant at a significance level (0.01), which indicates the ability of the social acceptance scale to discriminate.

It is clear from the above that the scale has obtained a large percentage of agreement among the arbitrators, as it has become clear through discriminant validity that the scale items have obtained a significance of (0.01), which indicates a high level of honesty, which indicates that the scale phrases measure the objectives that were set. In order to measure it, as demonstrated by discriminant validity.

Scale stability:

The stability of the scale was measured statistically by calculating the reliability with Cronbach's Alpha for each dimension of the scale in its two forms (normal - disabled), using

the statistical analysis program (SPSS). The results were as shown in the following table:

Table (4) Values of the reliability coefficients of the social acceptance scale

Image of ordinary students		Image of disabled students	
Items	Cro-Nbach's alpha coefficient	Items	Cro-Nbach's alpha coefficient
Self-aware Acceptance	0,780	Self-aware acceptance	0,860
Perceived Family Acceptance	0,863	Perceived family acceptance	0,912
Perceived Receptivity of Individuals	0,872	Perceived receptivity of individuals	0,916
Perceived Acceptance of School	0,904	Perceived acceptance of school	0,936
A Measure of Social Acceptance as a Whole	0,962	A measure of social acceptance as a whole	0,976

It is clear from the previous table that the reliability coefficients are high, which indicates that the social acceptance scale is stable to a reassuring degree.

Which indicates the ability and stability of the scale to give the same results if the measurement is repeated on the same study sample members several times in the same circumstances, which indicates the validity of the scale for generalization to primary school students with intellectual disabilities and their normal peers. ‘

Discussion of search results:

The following Results are Evident from Analyzing the Data:

- The validity of the items of the social acceptance scale that was built for application to integrated intellectually disabled primary school students and their normal peers.

The estimates of the parameters of the scale items had acceptable values within the standards of educational and psychological measurement and evaluation.

Two types of validity were achieved for the study tool (social acceptance scale): logical validity through content validity (agreement by arbitrators) and discriminant validity through peripheral comparison.

- The results showed that the scale has a high degree of reliability, as it was found that the value of the reliability coefficient was limited between (0.860 - 0.976) whether for the sub-dimensions or the total score on the form of the scale for students with intellectual disabilities.

It was also found that the value of the reliability coefficient was limited between (0.780 - 0.962) whether For the sub-

dimensions or the total score on the scale for ordinary students, these are acceptable and high reliability values, which confirms the stability of the scale.

Research recommendations:

Through the results of the current research, the researcher recommends the following:

- 1- Use of the scale by teachers and specialists at the primary level in integration schools.
- 2- Use of the scale by specialists in the field of intellectual disability, and in centers that deal with primary school students with intellectual disabilities.
- 3- Benefiting from the methodology used in constructing the scale to build other scales for people with special needs in general and for the intellectually disabled group in particular.

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