

العنوان:	أداء الأطفال الموهوبين المكتشفين وفق مدخل المحكات المتعددة في مقياس وكسلر لذكاء الأطفال الطبعة الثالثة (WISC -III)
المصدر:	دراسات - العلوم التربوية - الاردن
المؤلف الرئيسي:	عطا الله، صلاح الدين فرح
المجلد/العدد:	مج 36 ملحق
محكمة:	نعم
التاريخ الميلادي:	2009
الصفحات:	306 - 323
رقم MD:	498306
نوع المحتوى:	بحوث ومقالات
قواعد المعلومات:	EduSearch
مواضيع:	السعودية، الأطفال الموهوبون، اختبارات الذكاء، مقياس وكسلر، الاختبارات والمقاييس النفسية
رابط:	http://search.mandumah.com/Record/498306

(WISC – III)

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(%67.6) (%32.4) (37)
(118.8) (126.1) (%56.7) (10.6)
(120.4)

)
(
(Flanagan, 2005; Kaufman and Lichtenberger,
2000; Lovecky and Kearney,2005; Prifitera, Weiss, and
;Saklofske, 1998, Tannenbaum, 1993; Silverman, 2005
2002 2005 (Witty, 1951)
(2002
(%90) (Collangelo and Davis, 2003)
(Guilford, 1997)

(130)
(Bishay, 1981)
(%65)

(%70)

(Ackerman, 1993; Bethge, 1982; Gilman and Frank,
2005; Johnsen, 1997; Joyce and Wolking, 1988;
kanevsky,1993; kanevsky and Rapagna, 1990; Lidz, 1991;
MacRae and Lupart, 1991; Swanson and Gansle, 1994;
Stoeger, 2006)

(Feldhusen, Hoover, and Sayler, 1990)

(Booolootian, 2005)

2007/8/7

.2008/6/18

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				(
				.(WISC - III)	
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:		.1)	
				(
)			()		
	.((77)	
	.2		(300)		
			(31)		
	.3		(%10-%6)	(%8)	(46)
	(WISC - III)				
			(WISC - III)		
			()		
	.4				
(WISC - III)					
					.1
					.2
	(1991)	(16-6)			
(WISC - IV)	-				
	- 2003				.3
	(Wechsler Bellevue)				
(WISC)		(1946)			
WISC -)		(1949)			.4
	.(Sattler, 2001) (1974)	(R			
(WISC- R)					

(Brown, 1980) (13) ()
 (11) (1974)
 (Saccuzzo et al, 1992) (WISC-III)
 Prifitera, Weiss, and)
 : (Saklofske, 1998
 (Patchett and Stansfield, 1992) -III)
 (2002) (WISC
) (2005)
 (Brown and Yakimowski, 1993) ((2005)
 (Lawrance and Anderson, 1977) -III)
 (2200) (WISC
 (SRBCSS)
 (WISC-R)
 (Ortiz and Volloff, 1987) (1988)
 (Phelps, 1989) Braden, 1995;)
 (Kaufman, 1993; Sandoval, 1995
 : (6) (13)
) : (7) ()
 (WISC - R)
 Kaufman and Lichtenberger, 2000; Prifitera, Weiss, and) (3) .(
 (Saklofske, 1998 :
 : (4)
 (Fishken et al, 1993; Kaufman, 1992; Prifitera, Weiss, and
 .(Saklofske, 1998; Sevier et al, 1994 (16 - 6)
 (Kaufman, 1992) (WISC - R)
 (WISC - III) (Milgram, 1980)
 (Lowenstein, 1981)
) (1992)
 1991
) (2000
 (1996
 (WISC - R)
 (Lowenstein, 1981)
 Karnes and)

(505) (WISC-R)

WISC) (WISC – III)

(– IV

(Simpson et al, 2002) (WISC – III)

WISC –) :

(SB-IV) (–) (III

(40) (20) (20)

(SB-IV)

(WISC – III))

:

(

(SB-IV) (Sweetland, Reina, and Tatti, 2006)

(SB-IV)

(WISC – III)

(SB-IV) (WISC – III)

(Reiter, 2002) (130) (161)

(WISC – III)

(192)

(1058) (Norman Prater, 2004)

Woodcock-Johnson III tests of (WJ III COG)

(WISC – III) cognitive abilities

(75)

(11) (2) (9)

(0.921) (%97.7) (1)

(0.967) (0.906) (WJ III COG) (WISC – III)

) Dumont- faro (%35) (%33)

(

(Watkins, Greenawalt, and Marcel, 2002)

(WISC – III)

Dumont- faro

(Volker, 2001)
(WISC – III)
(447) (2002)

– 9) (30) (12)

(2002) () –

(%27) (99) (84) (111)

(28) () (90)

() (110 – 90) (%53)

(147) (155) (130 – 120) (%10)

(136) ()

.(133) (%13)

(128) (136)

(135) (130 – 115)

.(121)

(18)

.(11)

(15) (0.01)

.(8)

(120)

(128) (38 =)

(124.6) (12.2)

(128.7) (14.1)

(126.9) (10.5)

(125.8) (12.7)

(123) (12) (104) (112)

(13.2) (103)

.(17.9) (110.2) .(91)

(Mullins, 1999) :

(Binet IV) (WISC – III) :

(WISC – III)

(Griffiths, 1997)
 Discovering Intellectual) (DISCOVER)
 Skills and Capabilities while providing Opportunities for
 (Seagle and Rust, 1996) (Varied Ethnic Responses)

(K-BIT) (WISC - III) ()

(94) (K-BIT) (WPPSI-R) (DISCOVER)
 (34) WISC - III))

(K-BIT) (0.771) (WISC - III) WISC - III)) (WPPSI-R)
 (DISCOVER)

(0.51) (K-BIT) (DISCOVER)

(0.34) (K-BIT) (DISCOVER)

(WISC - III) (6.926) (Barter, 1997)

(K-BIT) (WISC - III)

(Fishkin and Kampsnyder, 1996) (6) (17)

WISC) (- III) (WAIS-R) (WISC - III) (WISC - R)

(141) (12.5) (6)

(131 - 124) (123 - 115) (Terminie, 1997)
 (148 - 132)

(WISC - III) () (6) (400)

(11) (11)

(6) (11) (8)

WISC) (- III) (11) (11) (9)

() (6) (11) (11) (9) (8)

(Fishkin, 1996) (11) (11) (11) (9)

:

(%83.68)
 (%92) (Kluever, 1995)
 (Vaughn-Neely, 1994) (WISC – III)
 – (Kingore)
 (11) (6) (28)

-
 (WISC – III)
 (42) (47)
 (Kingore) (Sevier et al, 1994)

(Kamphaus, 1993)
 (DAS) (35)

WISC –) (DAS)
 (111) (WAIT) (III)

(11) (12) (8) (6)
 (51) (8) (9)
 (DAS) (60)

(WISC – III) (8)
 (WAIT) (DAS)

(0.47-0.46)

:

- (Levinson and Folino, 1994)
 2002) (WISC – III)
 (Sweetland, Reina, and Tatti, 2006 2000 (29) (K-BIT)
 (WISC – III) - (7.96)
 (Norman Prater, 2004

-
 Watkins, Greenawalt, and Marcel,)

(2002 (Holmes, 1994)
 WISC) (WISC – III)

(Simpson et al, 2002) (SB-IV) (- III)
 (WISC – III) - (190)
 (Reiter, 2002)
 (Volker, 2001)

(1.1)	(10.6)	WISC -) (DISCOVER)	-
.		Griffiths,)	(III
			.(1997
			-
		(Terminie, 1997)	
	(WISC - III)	.(Fishkin, 1996)	-
		.(Fishkin and Kampsnider, 1996)	-
		(WISC - III)	-
.(0.78)	(0.87 - 0.69)	(Seagle and Rust, 1996) (K-BIT)	
(0.95)		(Levinson and Folino, 1994)	
(0.96)	(0.91)		-
			-
(0.90)	(0.94)		.(Kluever, 1995)
(0.85)	(0.87)		
(Prifitera, Weiss, and Saklofske,			
	.1998; Sattler, 2001; Wechsler, 1991)		
)			
	(2002	()
(%46) (1018)	(16 - 6)		
	(%54)		
(108))
	(0.01)		
			(
	(2005	()
(17)			(77)
		(300)	
		(46) (31)	
	0.96	(%10-%6)	(%8)
%7			
(110)			.(
	(16 - 6)		:)
	(330)		
-0.21)			
	(0.01)	(0.66	
(WAIS - R)		(37)	
		(25) (%32.4)	(12)
		(12.17 - 8.42)	(%67.6)

(38) (2002) (%6-%2) (%4) (120) (2002) (0.01)

(%10) (129 - 120) (2002)

: :

: :

: :

(1)

(1)

32.4	12	140
24.3	9	139 - 130
13.5	5	129 - 120
10.8	4	119 - 110
5.5	2	109 - 100
13.5	5	99 - 95
%100	37	

:(5) (2)

(2)

51	12.7	2.09	120.4	
37	7.4	1.2	118.8	
48	16.4	2.7	126.1	

(3)

57	11.7	1.9	91.2	
71	15.4	2.5	110.6	
30	6.6	1.1	76.8	
81	20.7	3.4	122.3	

(1)

(130)
(%56.7)

(%70.2) (143) (120)

(143)

(2)

(131)

(Sparrow and Gurland, 1998)

(137)

(120)

(130)

(76.8) (91.2)
 (110.6) (122.3)
 (103) (104) (112) :(2002)
 (2002) (91)
 (125.8) (110.2) (123) (126.9) :

(4)

13	3.2	0.52	12.7	
13	3.4	0.56	12.1	
10	2.4	0.40	10.4	
15	3	0.5	16	
12	3.3	0.55	14.1	
13	3.1	0.52	9.5	

:(2002)

(5)

11	2.7	0.44	13.8	
17	3.8	0.63	15.2	
18	3.8	0.63	12.7	
11	3	0.49	15.2	
16	4.4	0.73	12	
15	3.9	0.64	12.5	
14	4.1	0.68	11.9	

Silver and Clampit,) (Sweetland, Reina, and Tatti, 2006)
 (1992)
 (Wilkinson, 1993)
 (Fishkin et al, 1996)

:

(Terminie, 1997)

(5) (2)
 (126.1)

(Saccuzzo et al, 1992)

(120.4) (118.8) (126.1) :

(Patchett and Stansfield, 1992)

(1)

()

.(0.760) ()

(2002)

(84) (111) (99) :

()

(128.7:)

(2002)

(124.6) (128)

:(9) (6)

(6)

	()				()		
	0.645	35	17.3	128.7	12		
			16.2	125	25		
0.03	2.25	35	5.45	122.6	12		
			7.6	117	25		
	0.042	35	15.5	120.3	12		
			11.5	120.4	25		

(7)

	()				()		
	1.59	35	9	95.5	12		
			12.5	89.08	25		
	0.562	35	20.4	112.7	12		
			12.7	109.6	25		
	1.79	35	9.1	79.5	12		
			4.7	45.4	25		
	0.538	35	19.9	119.3	12		
			21.2	123.8	25		

(8)

	()				()		
	1.87	35	2.5	14.1	12		
			3.3	12.1	25		
	0.343	35	3.9	12.42	12		
			3.2	12	25		
0.04	2.6	15.5	2.9	11.8	12		
			1.9	9.7	25		
	0.613	35	2.1	16.4	12		
			3.4	15.8	25		
	1.5	35	2.8	15.3	12		
			3.5	13.5	25		
	0.018	35	3.3	9.5	12		
			3.2	9.5	25		

(9)

	()				()		
	0.644	35	3.2	14.2	12		
			2.4	13.6	25		
	0.659	35	4.6	14.6	12		
			3.5	15.5	25		
	0.583	35	4.5	12.2	12		
			3.6	13	25		
	0.047	35	3	15.3	12		
			3	15.2	25		
	0.899	35	4.6	12.9	12		
			4.3	11.5	25		
	0.192	35	3.7	12.3	12		
			4	12.6	25		
	1.775	35	3.6	13.6	12		
			4.2	11.1	25		

(9) (6)

(Terminie, 1997)

• (2002)

(WISC - III)

.(11)

(11)

)

(WISC - III)

.(10)

(Griffiths, 1997) (III
(WISC - III) (DISCOVER) (2002)
Norman Prater,) (WISC - III) (2004) (WISC - III) (Kluever, 1995)
(WISC - III) (James, 1984) (Griffiths, 1997)

WISC -)

(10)

(WISC - III)

	(WISC - III)	
**0.549		
**0.487		
**0.504		
*0.341		
**0.448		
**0.651		
**0.438		
*0.340		
0.304		
**0.507		
0.259		
**0.426		
**0.475		
0.264		
**0.421		
*0.342		
**0.442		
0.240		
**0.538		
0.086		

.(0.01)

(**) (0.05)

(*)

(11)

(WISC - III)

	(WISC - III)	
**0.533		
*0.418		
**0.530		
0.259		
**0.451		
**0.548		
**0.410		
0.230		
0.323		
*0.381		
0.292		
0.287		
*0.370		
0.241		
0.210		
*0.398		
**0.567		
**0.512		
*0.347		
0.157		

.(0.01)

(**) (0.05)

(*)

2002)

(Sweetland, Reina, and Tatti, 2006 2000

(Fishkin, 1996)

(%56.7)

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Ackerman, C. 1993. *Investigating an alternate method of identifying gifted students*. Unpublished M.Sc., University of Calgary:Canada.

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Argulewiz, E. et al. 1981. *Validity of the SRBCSS for Hispanic and Anglo Gifted students*. A paper presented at the Annual meeting of the American Psychological Association. Los Angeles, Aug 19-31. 21.

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(WISC-III)

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.133-105

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Gifted Children Whom Were Identified through Multiple Criteria Approach in (WISC-III)

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ABSTRACT

The purpose of this study is to investigate the performance of gifted children whom were identified through multiple criteria approach, in (WISC – III), the sample consisted of (37) students. (32.4%) males, (67.6%) females, with mean age of (10.6) years, results showed a ratio of (56.7%) with score (130) IQ or above, the means of three intelligences were, (126.1) for FSIQ, (118.) for VIQ, and (120.4) for PIQ; the study revealed a significance differences between males and females in VIQ, and arithmetic due to males; finally (WISC – III) and intellectual giftedness are correlated; also (WISC – III) and (SPM) are correlated.

Keywords: Gifted, Multiple Criteria Approach, (WISC – III).

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