

# Impact of Theater Drama in Developing Positive Practices and Tolerance among a Sample of Special Needs Students

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**Abstract--- Summary:** *The current study aimed at identifying the role of theater drama in developing positive practices and tolerance among a sample of (25) students with special needs at the Sheikh Rashid bin Saeed Islamic Institute in Dubai in the preparatory and secondary stages. The study depended on the semi-experimental approach that is based on one group, the study sample received a number of theaters that discussed a number of positive practices and tolerance. The researchers prepared a questionnaire for each of the positive practices and tolerance, which were applied before and after the study sample, findings indicated that there are statistically significant differences at the level (0, 05) between the average levels of pre and post application in favor of post-application in both positive practices and tolerance.*

**Keywords---** *Academic Problems, Positive Practices and Tolerance.*

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## I. INTRODUCTION

The current study aimed at developing a number of positive practices and tolerance among people with special needs depending on the school theater and its significant role and impact in modifying negative practices and behaviors that students with special needs are accustomed to, in addition to developing their tolerance, the study comes to shed light on the importance of the school theater In solving many academic problems, especially those related to dealing with special needs students, as many studies have confirmed the effectiveness of theater drama in developing the positive aspects of students, whether ordinary or with special needs, as it is considered a class with Special needs come first in the categories that need care and attention.

### **Study Problem**

The problem of the study is the school's lack of dependence on the activities associated with it, and its role in overcoming many educational problems, such as low academic achievement, the presence of negative practices within the school, and widespread violence among students, and this was confirmed by the studies of See and Kokotsaki (2017), Raqqada Bin Zahi (2014), Al-Baqmi (2012), Khasawneh and Food (2012), Hamira (2011), Al-Shahid (2011), Muhammad (2011), Milad (2011), Azazi (2007), and James (2005) study where he was Theater has an effective role in overcoming educational problems.

Studies have pointed to the need to develop positive practices among students such as Goldman Gold (2017), Brik (2015), Haseeb (2014), Shaqqura (2014), Olayan and Al-Nawajha (2014), Nocera et al. Et, al. (2014), Bakir

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(2013), Younis (2013), while Hammad (2016), Khazali and others (2016), Abu Hashem (2014), Al-Harbi (2014), Mahmoud (2014), and Abdul-Hadi (2013) ), Carr (2013), Abdel Wahab et al (2012), Al-Muzain (2009), Hindi and Al-Ghuwairi Study (2008) and the need to spread the values of tolerance inside and outside the educational institution, and when people with special needs need to solve their problems that face them that would To support their adaptation and inclusion in society was the need for that study.

### ***Study Questions***

The problem of the study is the following main question: What is the impact of the theater drama in developing positive practices and tolerance among a sample of special needs students?

Several sub-questions branch into the study through the main question:

1. Are there statistically significant differences between the average levels of the pre and post application levels in the questionnaire of positive practices after applying the school theater for special needs students?
2. Are there statistically significant differences between the average levels of the pre and post application levels in the questionnaire of tolerance after applying the school theater for special needs students?
3. Are there statistically significant differences between the average grade levels of special needs students at the secondary and intermediate levels in the questionnaire of positive practices after applying the school theater?
4. Are there statistically significant differences between the average grade levels of special needs students at the secondary and intermediate levels in the tolerance questionnaire after applying the school theater?

### ***Study Objectives***

The current study aims to identify the role of theater drama in developing positive practices and tolerance among special needs students at the Sheikh Rashid bin Saeed Islamic Institute in Dubai, preparatory and secondary levels, with other goals represented in:

1. Enhancing the role of educational strategies and activities such as the school theater in overcoming educational problems facing the school and students.
2. Finding out the most positive practices that need to be reinforced and rejecting negative practices inside the school.
3. To increase the value of tolerance among students and within the school community.
4. Verifying the extent to which students with special needs benefit from the activities practiced in the school environment.

### ***Study Terms***

**A. Drama Theater:** dramatic theater activity that is performed inside or outside the classroom, and it uses several colors of arts and literature to communicate certain educational concepts and goals that may relate to what the student learns or teaches him socially acceptable values and behaviors. Khasawneh (2013: 184).

**B. Positive Practices:** A set of behaviors and methods that are issued by the individual and are socially acceptable, so that they are issued voluntarily without restrictions, and have positive results on the individual and the

surrounding community. Barbakh (2015: 6).

**C. Tolerance:** Tolerance defined by Hammad (2016: 6) as respect and acceptance of the diversity and diversity of cultures of our world, which is not an ethical duty but a political and legal necessity, a virtue that makes peace a global possibility, and promotes the behavior of the person and society.

**D. Special Needs Student:** Every person who suffers from a permanent or temporary total or partial deficiency or imbalance in his physical, sensory, mental, communicative, educational or psychological ability to the extent that limits the ability to meet his normal requirements as his counterparts without People with special needs. The official portal of the United Arab Emirates government (2017).

### **Study Limits**

1. Objective Limits: The current study examines both the School Theater, positive practices and tolerance of people with special needs.
2. Spatial Limits: The study was applied at the Sheikh Rashid bin Saeed Islamic Institute in Dubai.
3. Human Limits: The study was applied to a sample of (25) students with special needs in the preparatory and secondary levels at the Sheikh Rashid bin Saeed Islamic Institute in Dubai.

## **II. THEORETICAL LITERATURE**

In this part of the study, the school theater will be covered in addition to exposure to both positive practices and tolerance, and then a summary of people with special needs will be presented, as follows:

### **First: School Theater**

Many Arab countries have noticed the seriousness and importance of the educational process, and it has taken upon them to amend their educational policies in terms of curriculum, teaching methods, and classroom and extra-curricular activities, so it has been interested in introducing various educational entertainment techniques such as television, theater and computers, and this is what modern education has sought in terms of the importance of different activities in transferring values And knowledge and behavioral patterns that have the greatest impact on the minds of students, where the school theater was one of the most important of those activities that contribute to forming and shaping the values and mentality of the child inside the school, and building his personality through purposeful and scripts that contain Within the culture and knowledge of different values-oriented students and community alike. (Muhammad, 2011).

The theater is one of the fun arts that started with the early life of man, and its origins are due to religious rituals, magic, influencing nature, and the prevailing belief that dramas in general are exciting for people, especially children, and they are a motivation from the exploration, knowledge and learning of values, and the child is usually in urgent need To follow the theater to teach him values, morals, statutes, counseling and guidance, as the child has a tradition of tradition, reincarnation, picking up information and embedding it in his mind, and this requires those in charge of the educational process to consider the issue of the school theater and provide a school theater for each school that can be used God teach students and community values and principles which benefit them and they take root. (Maliki, 2011: 163)

The theater develops a sense for the learner due to the pleasure and pleasure it provides when it presents the experiences of others and transmits their news, cultures and values, through verbal performance and impact strength, as it transmits the simulated scene as if it is reformulated, which leaves the learner to live life as it is and interacts with the theatrical situation in all His feelings, and this lends joy and pleasure to the learner and conveys the goal to be achieved directly, as children in particular are more affected by the theater situation and are agitated and affected by it, and this is what made those interested in the educational field jump in their ideas towards the idea of applying the school theater and expanding it to serve the goals Different educational, so they started in some western countries try to teach different courses and knowledge through the theater curriculum (Theatrical Approach). Bouchelaq (2009: 3).

The idea of the school theater in education has developed after noticing the great impact of the educational programs provided by television and the result of the apparent deficiency in the school theater's educational and educational role supposed to be done, and Khasawneh and Al-Alakl (2012: 195) pointed out several obstacles facing the school theater, as follows:

- Weak financial means and theatrical activity restricted to one party in the school year or two at most.
- Not to use the method of theatrical curricula, despite its proven usefulness through scientific studies.
- The lack of majoring in theater activities for schools.
- The apparent lack of training courses provided for supervisors of theater activity in schools.
- The paucity of specialists in creative drama, especially in primary schools.
- Not to allocate a specific time on the school day for theater, similar to artistic, musical and physical education.

The school theater occupies a vital position today in developed countries, so that the school theater has turned into an educational and teaching tool, and an introduction to teaching rather than a literary or artistic goal. The school theater is not intended to produce professional actors or directors, but the goal is to employ theatrical representation in the educational process to develop capabilities and capabilities Students are better and to the greatest degree possible. The role of the teacher is in planning and executing the sessions and it is his duty to make the learners trust him and increase their independence, self-confidence and decision-making. Prophets (2011: 3).

The school theater is one of the main elements that participate in the educational process because student theatrical activities are an appropriate opportunity to gain the students 'experience in depth through the interaction between the group and the documentation of their mutual relations. On the other hand, the school theater is prepared in the school based on a plan developed by students and the teacher to ensure learning good skills, concepts, values and attitudes without leaving them to chance, hence the school theater is an important axis in the educational process so that it is not ignored in any way. (Milad, 2011: 145).

Educators and psychologists have taken great interest in the school theater, because it has a great impact on achieving the desired learning goals, as they divided the school theater into four different stages according to the students' growth, which were summed up by both food (2010: 87) and Shaaban (2008: 41) as following:

The stage of realism and limited imagination: It includes kindergarten students from three to five years (early

childhood).

- Imagination stage: it includes children from six to eight years (middle childhood).
- The championship stage: It includes children from nine to twelve years (late childhood).
- Ideal Stage: It includes students from twelve years to fifteen years (early adolescence).

Theatrical work is like a language that enables the student to express himself, communicate his feelings, achieve his being, increase his social effectiveness, psychological compatibility and sense of his value among his peers, which makes him feel psychological and social security. Representation through the school theater has today become a strong therapeutic trend that the institutions and psychological, social and educational centers seek for adults and children together. Where theater therapy is a type of art therapy, which is considered one of the most important methods of venting and knowing the manifestations of the disorder, its motives and roots; and then treating the troubled behavior to restore the emotional and social balance, in addition to teaching values Meaningful, and educate positive behaviors. Raqqada& Bin Zahi (2014: 64).

The educational theater can deal with various educational and educational topics from inside and outside the curriculum as well, as it is considered a window from which the student overlooks the external community. And more positive, as the theater plays a very important role in raising the values of students with meaning when they reach them meanings and ideas in a smooth manner such as commitment and order and take responsibility and play the role. Nawasrah (2002).

In order to carry out the school theatrical work, several elements must be defined by Gholamia (2003) as follows:

Accidents: It is an essential component, as its development stimulates movement and activity in the theatrical work and increases the pleasure of viewing.

- Suspense: by raising viewers and making them permanently motivated, and by arousing emotions such as compassion, fear, love and admiration.
- Plot: It is the sequence of accidents in which theatrical work takes place and is natural and complex in an acceptable way.
- Characters: The theatrical work must include personalities loved and hated as well.
- Complexity: where the theatrical work must include a complex problem in which the actor becomes very excited and with him the same viewer.
- The spatial and temporal environment: the place is theater and time is the time of presentation.
- The value: since any theatrical work must reflect the reality of life, so there must be values that are intended to be given to viewers such as the value of sincerity or honesty.... etc.

**Method:** The method by which the writer can use his means to achieve his desired goals.

- Dialogue: It is one of the most important elements of the school theatrical work in drawing characters in theatrical work.

**Conflict:** It is an internal and external conflict that is between contradictions such as good and evil.

As for the elements of theatrical teaching, it is defined by Afaneh and Louh (2008: 25) as the following:

- Teacher: who is required to play his role as a teacher of the subject and at the same time his role as a planned director and guide for students.
- The learner or the specialist: It is the focus of the educational and theatrical process.

The educational subject: which the teacher converts into a theatrical work in the form of situations that the students represent.

- The educational subject: It is what is transformed into theatrical work in the form of positions.
- The teaching environment: It is represented in theater teaching in the classroom or in the school theater.

**Linguistic activity:** It is about theater teaching, preferably through classical language.

### ***Second: Positive Practices***

The primary goal of education is to modify human behavior, and to bring about the desired changes for both the individual and society, where the individual always needs to modify his wrong practices and behaviors to positive behaviors, where it is the responsibility of education to always guide and guide learners and provide them with positive behavior patterns instead of negative, in addition to Planting positive attitudes and values for them, just as instilling positive practices in the hearts of learners is one of the most important duties of the school that must be given priority in the education system. Yunus (2013: 67).

Positive practices refer to the acceptable individual and social behavior that achieves a positive result, which are practices that the individual performs towards certain situations or issues with the aim of achieving the interest and benefit of the individual himself and others at the same time; thus, these are judged to be positive that they benefit the individual and society , Provided that this practice receives appreciation and acceptance from society and the environment, and positive practices can be represented in helping others and expressing love towards them. Barbakh (2015: 44).

Positive practices occupy an important place among philosophers, psychologists and education, as they are part of a comprehensive moral education, and the development of positive practices is one of the primary goals that educators strive to achieve with the student, and this will only come through caring for the learner's behavior and achieving discipline for him, and this has the greatest impact on Psychological and social compatibility of learners and contribute to building their personalities to be a positive personality in the school and society. Therefore, the school and its educators must explore unacceptable behaviors and then modify and correct them, in addition to accepting their behavior in the beginning and making sure to fix them if it is Be negative, and make every effort to develop the learners' abilities to practice and set their behavior to be in the desired positive manner. Barakat (2012: 4).

Shaqqura (2014: 12-13) identifies a number of capabilities that must be available to students in order for his behavioral practices to be positive:

- The ability to demonstrate emotional maturity, that is, independent of his thinking and work, relying on himself.

- The ability to keep pace with others, where the learner with his flexible personality can adapt himself to the changing and volatile situations around him.
- The ability to love others, as a student with positive behavioral practices is able to love others and this love is stable in the depths of his heart.
- The ability to have a philosophy in life that raises it above the level of complications it faces in daily life, as it acquires experience from past experiences.
- The ability to search for suitable opportunities for change in order for a person to always fit in with the situations presented.
- The ability in the high motivation to achieve as it helps the learner to change and direct his goals in a specific way.
- The ability to anticipate events, where a person with positive behavioral behavior predicts what will happen and is therefore ready for everything new and avoids problems before they occur.
- The ability to persevere and be patient with work despite its difficulty, and continuous renewal without copying past solutions to problems.
- The ability to take calculated risks in the sense that the learner who has positive practices is not satisfied with the idea, but rather tests it and does not hesitate to take the leadership and positive role.

Bakir (2013: 25) has indicated that the most important characteristic of positive practices among people is that they are voluntary actions stemming from the individual and not by coercion, as most positive behaviors occur for several reasons, the most important of which is motivation such as obtaining a reward or the approval of others or because the person really cares about others; People who have positive practices of being other-orientated, and these practices are usually stemming from an individual's internal motivation for his love of altruism or his inner values, and that person's sense of self-satisfaction and life, and sometimes these practices push the person to risk and sacrifice sometimes, as Be net These practices seek to reward the individual with his self-respect and self-esteem. In return, a person can be punished with remorse and a sense of inferiority if he does not perform these positive practices.

Researchers have usually classified behavior into normal behavior, and Ub-Normal behavior. Normal behavior usually reflects positive behavior, which usually requires support to achieve positive practices for students, where positive practices have taken a large part of the attention at the research level in research in the fields of education and science. The soul, in order to create a study environment that enhances positive practices for students, and this will only be achieved through continuous evaluation of students' behaviors and to provide positive reinforcement and support to them in the event that they are appropriate and positive, in addition to teaching students desired practices inside and outside the school and refuting behaviors See the desired; the school should also identify positive practices must be desirable students are used by. (McKevitt & Braaksma, 2016).

Researchers believe that positive practices are one of the goals of positive psychology in its modern concept. Positive practices express an acquired behavior through which a person learns the appropriate standards and trends for the social roles required of him, so that he can cope with the society in which he lives and corresponds positively

with him, and that positive practices have a big role In achieving the comprehensive integration of the learner in all school activities, and positive practices within the school are a great indication of happiness, compatibility and quality of life for its people, as far as what the learner or individual is doing is desirable positive practices insofar as this gives evidence that it A person has a great deal of good qualities and socially acceptable and educational.

### ***Third: Tolerance***

The world today is in urgent need of tolerance and positive coexistence between people more than ever, due to the conflict between cultures, and thanks to the information and communication revolution and the technological revolution that removed the temporal and spatial barriers between peoples, despite this the actions of hatred, violence and conflict increased instead of increasing the forms of Tolerance and interpersonal tolerance, which called for the holding of international and domestic conferences that call for tolerance and non-violence, as the Universal Declaration of Human Rights was to affirm that everyone has the right to freedom of expression, and that education should in the first place aim to develop the values of tolerance In various fields, such as religious, social, political, economic and cultural tolerance, and the consolidation of friendship between learners; not only this but also between peoples and civilizations, in addition to rejecting all forms of intolerance, supporting freedom of expression and accepting others. Abu Hashem (2014: 53).

The General Conference of UNESCO declared at its twenty-eighth session in Paris in November (1995) that the member states of the United Nations Educational and Scientific Organization are committed to the declaration of principles on tolerance and the generalization of its meaning, and to creating a unified definition for it, in addition to defining the role and responsibility of states in spreading and promoting the value of tolerance, And that the role of education in those countries is to show the value of tolerance; this was crowned with the proclamation of a World Day for Tolerance. Abdul Hadi (2013: 76).

Hindi and Al-Ghuwairi (2008: 415) have indicated that tolerance means going beyond the mistakes of others without fanaticism and dealing in a positive manner when they differ, and the individual's applicability to the practical meaning of commitment and respect for others' beliefs, customs and feelings in their treatment as human beings regardless of their color and their ethnic and sectarian affiliations or their social backgrounds And tolerance represents a great virtue and involves a wide range of values. Tolerance is either negative values represented in leaving the person all that is reprehensible, or positive values and is represented in the behavior of positive practices always.

Dril and his colleagues have mentioned Driel, et.al. (2016) that the school is the second institution after the family, a major role in rejecting images and forms of violence and intolerance, and developing students' behavior towards tolerance, as the child graduates from the homogeneous family community to the larger, less homogeneous society which is the school, and this social breadth and the contrast of the characters that the child meets must It increases his social experiences, strengthens his sense of rights and duties, appreciates responsibility and cooperation with others, and teaches him to tolerate others.

Al-Muzain (2009: 244) also indicated that the areas of tolerance include religious, social, political, cultural and scientific tolerance, and the educational institution should pay special attention to teaching its students tolerance and



human rights values, as no educational system can be developed without creativity, innovation and freedom of thought, so it must The school encourages tolerance, respect, and openness, and educates generations to believe in the rights of others like them and respect the rights of others.

#### ***Fourth: Special Needs***

The term people with special needs came to express those with special needs as indicated before, and those with special needs are part of society and the educational system. Modern strategies and technologies must be harnessed in their education, education and education, and this was confirmed by the recommendations of many international and local conferences and seminars, and that the use of Various techniques and strategies and their use in teaching contribute to achieving many of the goals of special education to achieve integration for them and involve them in all activities inside and outside the school.

Special needs suffer from many psychological and social problems Scholastic and scholastic as a result of their apparent or hidden disabilities, whether physical or sensory; therefore, they are always in need of support and empowerment. Zahran&Dabour (2014).

#### ***Second: Previous Studies***

In this part of the study, the previous studies will be divided into three axes, the first axis deals with the previous studies that were concerned with theatrical drama, the second axis deals with the previous studies that dealt with positive practices and finally studies that dealt with tolerance, and each axis will be dealt with separately as follows:

##### ***A: Studies dealing with the School Theater***

See & Kokotsaki (2017) aimed to identify the effect of performing arts on cognitive and non-cognitive outputs for schoolchildren in England from the age of 3 to 16 years by reviewing a number of studies, and most of the study results showed that the performing arts are useful for children's learning in general, as indicated Studies indicate that the cognitive and non-cognitive development of students increases through learning through the various dramatic or theatrical arts that depend on drawing, for example, drama or story, and there are not few studies that relied on the experimental approach to applying the arts in the academic curricula in order to develop the mental aspects of students. To study in the end, it is necessary to employ different arts in education, whether for students at lower levels or at higher levels.

The study of Raqqada and Bin Zahi (2014) also aimed to highlight some basic concepts of the school theater (Mimi) and to identify its role in modifying the aggressive behavior of the deaf child in Algeria, where a sample of (18) students of both sexes was chosen, and the study relied on theatrical texts So that it includes topics directed at modifying the aggressive behavior of a child with hearing impairment and deaf, and the results of the study reached the effectiveness of the theatrical method in mitigating the aggressive behavior of the hearing impaired child, and the study recommended the need to intensify efforts and studies to expand the establishment of the school theater in its various forms within the various educational institutions.

##### ***B: Studies dealing with Positive Practices***

(Goldman (2017 study) aimed to identify the effect of positive organizational practices on the school climate in

middle school schools in America, where positive school practices have been studied that provide participation opportunities for students that support their independence and encourage them to learn, and the study sample consisted of (513) students in the preparatory stage. From both sexes, the study results indicated that positive practices within the school support students' progress and independence, as well as provide a wonderful school climate that facilitates learning and practicing school activities. The results also showed that there are no statistically significant differences between males and females in their assessment of School positive practices are enriched on the school climate.

The Brech Study (2015) aimed to identify the habits of the mind and its relationship to the aspects of positive behavior among a sample of (515) male and female students at Al-Azhar University in Gaza, and to know whether there are differences in each of the habits of the mind and positive behavior attributed to the educational level, specialization and sex, the results of the study reached That the level of positive and statistically significant relationship between all dimensions of mind habits and the overall degree of positive behavior questionnaire of Al-Azhar University students owning both habits of mind and aspects of positive behavior were high, while the results showed the presence of positive social behavior, and the results indicated that there were no statistically significant differences in All dimensions of positive behavior and the overall score of the questionnaire according to the variable of mother and father education and the income level of the sample members.

### *C. Studies Dealing with Tolerance*

Khazali and others study (2016) tried to identify the effect of (Jigsaw 2) strategy on developing social tolerance among a sample of tenth grade students in the city of Irbid. To achieve the purpose of the study, four study groups were selected, comprising (81) male and female students, distributed randomly to two groups Experimental and other control, the experimental study was studied according to (Jigsaw 2) strategy in the subjects of Arabic language, Islamic education and earth sciences, while the control is studied by traditional methods of learning, the results of the study indicated the presence of statistically significant differences in the average score of the experimental group on the post-measurement of the social tolerance questionnaire attributed to the learning strategy Based strategy (Jigsaw 2) compared to the control group, and the absence of significant differences in the questionnaire of tolerance attributed to sex or group interaction between the variable and sex.

Hammad (2016) study also discussed the role of student councils in the universities of Gaza in promoting the values of tolerance among students and its relationship to national affiliation according to the variables of gender, university, place of residence and affiliation. The sample of the study consisted of (385) male and female students in Al-Azhar, Islamic and Al-Aqsa universities. The results of the study found that the paragraphs of the Social Enhancement Tolerance Paragraphs reached an average degree of 59.5%, and the percentage of the Axis for Promoting Religious Tolerance Values was medium (64.3). %, Whereas paragraphs of the T. axis Increase the values of tolerance and its relationship to national affiliation (56.4%). The study results indicated that there are statistically significant differences for the averages of university students 'estimates of the role of student councils in promoting the tolerance values due to the gender variable in favor of males, and the presence of statistically significant differences for the average sample estimates for the role of student councils In promoting the values of

tolerance in favor of Al-Aqsa University, then the Islamic University, and finally Al-Azhar University.

### III. METHOD AND PROCEDURES

This part of the study includes a description of the study methodology, its society, its sample, the measurement tools used, the procedures that were followed in conducting the study in addition to the statistical methods that were used in data processing, and this will be clarified as follows:

**Study Method:** The semi-empirical approach was relied on for its relevance to the nature of the study, its goals and questions, which depends on the same group depending on the pre and post applications.

#### *Study Sample*

A sample consisting of (25) students with special needs was chosen in the Sheikh Rashid bin Saeed Islamic Institute in Dubai, who were diagnosed as students with special needs, given their need for individual plans and additional educational programs in order to achieve what their ordinary colleagues achieve, and the following table shows a classification The sample of the study is according to their diagnosis and the individual plans developed for each student, as follows:

Table 1: Shows the Distribution of the Study Sample According to their Educational Needs

Diagnosis	Num	%
LD	12	48
ADHD	6	24
ADD	4	16
Psy&Behav Disorder	3	12

It is clear from the previous table that the percentage of students with special needs who have academic learning difficulties (LD) was (48%), where the largest percentage of the sample was from them, while the percentage of students with Attention deficit hyperactivity disorder (ADHD) was (24%), and represented (16 %) Students with Attention Deficit Disorder (ADD), and finally, the percentage of students who were psychologically and behaviorally disturbed (12%) of the total study sample.

#### *Study Tools*

The researchers reviewed the theoretical literature and previous studies related to the subject of the study; then they built a number of story plays that are appropriate to the subject of the study, and presented some theatrical presentations to them, in addition to the questionnaire of positive practices and the questionnaire of tolerance. The researchers will discuss the two measures separately as follows:

#### ***First: Positive Practices for Students Questionnaire***

**Questionnaire Description:** The researchers reviewed the theoretical literature and previous studies related to the questionnaire of positive practices and behaviors. Then the questionnaire was built in its initial form. The questionnaire initially included (57) phrases, and at the end it became (45) words after calculating honesty, consistency and excluding phrases. Inappropriateness or which the arbitrators did not agree upon, and responses were developed ranging from (approved - neutral - disagree), and the researchers will explain how to calculate the honesty and consistency of the v of positive practices for students as follows:

**Validity and Reliability of the of Positive Practices Questionnaire:** The accuracy of the questionnaire was verified by the apparent honesty: The questionnaire was presented in its initial form to a group of arbitrators with expertise and specialization to ensure its sincerity and knowledge of their opinions on the adequacy of the paragraphs and their affiliation with the questionnaire, and the terms that were not agreed upon by the arbitrators were less than (75%), until it reached The questionnaire in its applied image, reliability calculated by alpha Crompagh which was (0.91) that is mean the questionnaire is valid for the current study.

**Second: Student Tolerance Questionnaire**

**Questionnaire Description:** The researchers reviewed the theoretical literature and previous studies related to the subject of tolerance; then a tolerance questionnaire was built, which initially included (52) phrases, and in the end (42) words became after calculation of honesty and consistency and excluding the inappropriate or not Arbitrators agree upon them, and responses have been developed ranging from (approved - neutral - disagree), and the researchers will explain how to calculate the honesty and consistency of the students' tolerance questionnaire as follows:

**Validity and Reliability Tolerance Questionnaire:** The validity of the questionnaire was verified by the apparent honesty: the questionnaire was presented in its initial form to a group of arbitrators with expertise and specialization to ensure its honesty and knowledge of their opinions on the suitability of the phrases and their affiliation with the questionnaire and the phrases that the arbitrators did not agree upon were removed by less than (75%), until it reached The questionnaire in its applied image. reliability calculated by alpha Crompagh which was (0.89) that is mean the questionnaire is valid for the current study.

**IV. FINDINGS**

The main question of the study stipulated: What is the effect of theater drama on developing positive practices and tolerance among a sample of students with special needs? And Table No. (4) Indicates the results of this question as follows:

Table 2: Shows the Differences between the Pre and Post Measurement of the Experimental Group Using the T Test

Questionnaire	Measure	N	Mean	Stdv	T	Sig
Positive Practices	Post	25	12.5	2.03	13.7	00.00
	Pre		19.6	1.04		

Findings of the previous table indicate that there are significant differences at the level (0.01) between the pre and post applications of the study sample in the Questionnaire of positive practices through the test of T, where the value of (T) reached (13.7), and this value is greater than the value of (T) Table (2.76). Thus, it is clear that there are statistically significant differences between the two applications in favor of post-implementation, which indicates the effect of the school theater on developing positive practices for special needs students.

The study also included four questions, and the results of the study will be addressed and discussed each question separately as follows: -

**A. Findings of the First Question**

Table No. (3) Indicates the results of this question as follows:

Table 3: Shows the Significance of the Differences between the Mean Levels for the Pre and Post Applications of the Questionnaire of Positive Practices

Questionnaire	Applicate	N	PositiveRanks	Negative Ranks	Identical Ranks	Total of Ranks	Mean of Ranks	Z
Positive Practices	Pre	25	12	3	10	8.0	110	-
	Post					15.0	325	4.7*

Significant at the level of 0.05 where the value of Z <of 0.05

It is clear from the previous table that there are differences between grade averages and the value of (Z) for the pre and post applications with respect to the questionnaire of positive practices, where the calculated value of Z (4.7-) is less than the value of the table (Z) (0,11), which means the presence of Statistically significant differences between the pre and post applications in favor of post application in the questionnaire of positive practices.

**B. Findings of the Second Question**

Table 4: Shows the Significance of the Differences between the Mean Levels for the Pre and Post Applications of the Tolerance Questionnaire

Questionnaire	Applicate	N	Positive Ranks	Negative Ranks	Identical Ranks	Total of Ranks	Mean of Ranks	Z
Tolerance	Pre	25	7	4	14	9.3	140	-
	Post					14.5	218	4.4*

\* Significant at the level of 0.05 where the value of Z <of 0.05

It is clear from the previous table that there are differences between grade averages and the value of (Z) for the pre and post applications in relation to the tolerance scale, where the calculated value of Z (4--4) is less than the value of the table (Z) (0, 11), which means that there are differences Statistically significant between the pre and post application in favor of post application in the questionnaire of positive practices.

**C. Findings of the Third Question**

Table no. (5) Shows the results of that question as follows:

Table 5: Shows the Significance of the Differences between Grade Averages for the Two-Stage Students in the Questionnaire of Positive Practices

Source of Contrast	Mean	Deviation	Stdv	T	Sig
Secondary	120.1	3.69	66	3.79	*0.001
Prep	115.4	7.47			

\* Significant at the level of 0.05.

It is clear from the previous table that there are statistically significant differences between the secondary and preparatory students in the scale of positive practices, where the calculated value of T reached (3,79), and this value is greater than the value of the tabular (T) (2.76) and therefore it is clear that there are statistically significant differences when Level (0.05) between high school and junior high students for the secondary stage.

#### ***D. Findings of the Fourth Question***

The following table shows the results of the fourth question in the study as follows:

Table 6: Shows the Significance of the Differences between the Grade Averages for the Two-Stage Students in the Tolerance Questionnaire

Source of Contrast	Mean	Deviation	Stdv	T	Sig
Secondary	116.6	7.28	65.4	2.21	*0.001
Prep	119.8	4.46			

\* Significant at the level of 0.05.

From the previous table that there are statistically significant differences between the secondary and preparatory students in the tolerance scale, where the calculated value of T (2,21), and this value is greater than the value of the tabular (T) (2.76) and therefore it is clear that there are statistically significant differences at the level of (0,05) among high school and junior high students in favor of middle school.

#### **V. FINDINGS DISCUSSION**

Findings of the study clarified in its four questions in addition to the main question the effectiveness of the drama in developing positive practices and tolerance among people with special needs, thus the results of the current study confirm what the results of the studies of See & Kokotsaki (2017), Raqqada and Bin Zahi (2014), Al-Baqmi (2012) indicate. Khasawneh and Al-Akl (2012), Hamira (2011), Al-Shahid (2011), Muhammad (2011), Milad (2011), Azazi (2007), and a study (James (2005). Thus, the results of the current study agreed with those studies in emphasizing the importance of School theater as an activity through which positive behaviors and practices can be developed.

Findings of the study also indicated that positive practices can be developed for students as it reflects the prevailing spirit within the school community, and this was confirmed by the studies of (Goldman (2017, Brikh (2015), Haseeb (2014), Shaqqura (2014), Olayan and Al-Nawajhah) 2014 ), Nocera. Et, al. (2014), Bakir (2013), Younis (2013), where the results of the current study achieved the goals that it aimed to develop positive practices among students with special needs, and this is what many previous studies in the Arab environment neglected Focus on developing such practices for students with special needs.

The results of the current study also showed the importance of the value of tolerance within the school environment and the possibility of its development among students, as tolerance is a general goal of education through which the general behaviors of students rise and love and familiarity prevail within the school, and this is in line with the results of the studies of Hammad (2016), Khazali and others (2016). ), Abu Hashem (2014), Al-Harbi (2014), Mahmoud (2014), Abdul-Hadi (2013), Carr (2013), Abdul-Wahab et al. (2012), Al-Muzain (2009), and the study of Hindi and Al-Ghuwairi (2008) on the necessity of upholding the spirit of tolerance As a primary goal to educate all students, whether ordinary or people of concern.

The results of the study indicated that there are differences in favor of high school students in the scale of positive practices compared to middle school students, which the researchers explain, perhaps because high school

students are older and more reasonable than middle school students whose behavior tends mostly to childish behavior that is aggressive and hyperactive. .. etc. On the contrary, the differences were in favor of the preparatory stage students in the tolerance scale compared to the high school students, and this result needs to be considered and guided, so those differences may be due to the nature of the age stage that high school students go through, From self-reliance and self-esteem, in addition to the adolescence stage, which has many changes, whether for ordinary people or those with special needs.

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