

The level of excessive emotional style among children with autism from the point of view of their teachers

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The current research aims to identify the level of and excessive emotional style in children with autism from the point of view of their teachers, sample consisted of the search of (105) parameter of all the centers of autism in the province of Dhi Qar and the center of the province of Babylon, chosen by way of random, considered the nature of the Research adopted by a Researcher of the descriptive approach, and to achieve the objectives of the research prepared by T researcher of the scale of the abuse of a component (3 (0 paragraph, distributed on (6) areas are): flexibility, expectations, self-awareness, social intuition, sensitivity to context, attention) was Verification of the validity and reliability of the scale, and the statistical analysis package has been approved (spssTo extract the results, the results showed:

The results of the research showed that the excessive emotional style was greater than the theoretical mean and statistically significant, and the researcher attributes that to the fact that disabled children in general and the autistic child in particular enjoy excessive emotion as a result of rejection and neglect that this group of children are exposed to, so the child clings to the one who provides him with care and excessive attention. The variable method of emotional over the first variable covered in the study the current - limit science researcher.

The recommended researcher including comes:

- The necessity of holding conferences and seminars for teachers of autistic children to introduce them to the emotional style.
- Awareness of schools, including teachers and all community children's rights and the right to live a dignified life free of violence.
- The introduction of teachers of autistic and mobile children in autism care centers with rehabilitation and development courses to provide them with the necessary skills and scientific experiences that help them in dealing with autistic children.

Key words : style, emotional, teacher, children autism.

Chapter 1

Definition of research

Our society is not far from this problem, because childhood is one of the important stages in a person's life, as it is the basic nucleus that determines the personality of the child, and perhaps among

the things that researchers in their various schools agree upon is the basis of character building, and that is why they considered that healthy growth during it A positive indicator of the stages that follow, and one of the most characteristic features of emotion is that the apparent variation between individuals in their reactions to emotional stimuli and in their moods collectively, these individual differences have been described as emotional style.

Recent research has begun by paying attention to the components of emotional style by directing research into the nervous systems that establish emotion regulation) Davidson ,2004:15 :th).

And when looking at the emotional style, and how to respond to it in the issue of individual differences and define them in order to identify these differences, as it does not necessarily have the same pattern or image, and it is also possible that there are individual differences in the type of response when presenting some of the stimuli that They vary in severity, and the response is likely to vary, such as: (severity of facial muscle contraction, change in heart rate, etc.) spontaneously across subjects to which some individuals respond more than others) Davidson, 1998: 21)

In light of the foregoing and based on the importance and review of many scientific studies and research based on such experiences, the feeling of the problem came because the teacher in general and the teacher of special education in a more careful manner and the people who take care of the child with their roles in the required form, all of this gave birth to the researcher an idea Perform your current search

The level of excessive emotional style among children with autism from the point of view of their teachers

Second: The importance of research:

Childhood in today's world has an important position because it is one of the most important stages of human life, in which the foundations of the personality of the individual are adopted, the value and trends of the individual grow, and in it he learns and controls his emotions and his good dealings with others .The concern for the child at the present time is one of the most important criteria by which the progress and attendance of society is measured, because the concern for the child, his care and protection in any nation is, in fact, an interest in the independence and advancement of this nation (Al-Annabi, 2012: 22).

Also, any imbalance that affects the child at this stage hinders and affects the rest of the stages, because the first experiences in the child's life leave a great impact on most aspects of his social and emotional development ... etc., and the first years of a child's life are a critical period for reasons the most important of which is the unique relationship that is There is no time between him and his mother, and there is no period during which the child is in a state of helplessness and dependence on others in the same way as he is at that stage, and his experiences during this period will be the basis in light of which his future directions towards people are determined, and that what happens in the child's life will leave important effects on His behavior) .Wedad, 2012:4)

The interest in the child appeared in the early twenties of the last century with the emergence of child protection laws, where the first declaration of the rights of the child was issued in the year (1923), and the Geneva Declaration of the Rights of the Child was crystallized in the year (1924), and then the General Assembly of the United Nations adopted in the year (1959), A universal declaration of the rights of the child, followed by the declaration of (1979) as the International Year of the Child, and in

(1989) the Convention on the Rights of the Child was issued, which pledged to protect and promote the rights of the child, support his development and combat all forms and levels of violence that may be directed against him and included Article (19) of the Convention The child is protected from all forms of violence, physical and mental abuse, sexual and other exploitation, and the state must take measures to prevent this, including interference by the judiciary (Chalabi, 2003)

In Iraq, despite the provisions of the permanent constitution that was voted on October 15 2005, articles that implicitly dealt with the children of Iraq, articles (30, 29, 35), they remained of limited effect .Compared with the popular demand for reserving a special section of the Iraqi child in the Constitution, includes materials committed to spreading a culture of peace in the social upbringing of the child based on the rejection of all forms of violence and moral (the apparent 2005).

Theoretical significance

1. The sample covered by the study, which is the autism sample, due to the recent age of this type of disability and the ambiguity that still surrounds it from another side.
2. Attempt to draw emotional style to the attention of teachers and caregivers.
3. The role that plays style and emotional over the treatment of a child with a disability in general and children with autism , in particular in the development of psychological and social for the child.
4. Enlighten people on how to deal with them all through the style of emotional and development in the direction of positive ;This leads to raising the competencies of these children and making use of these energies instead of exhausting them in anxiety ,tension and psychological pressures

Applied importance:

1. Benefiting from the results of the study in introducing the school community and specialists to the effects of emotional style on children with autism.
2. Benefit as can be yielded by the results of the study on the development side of the emotional the child and upbringing upbringing health.

Third: Research objectives:

The current research aims to identify the following:

The level of emotional style that practiced by teachers of children with autism the right of the child from the face view of their teachers

Fourth: Research Limits:

-limit cognitive:

-limit the spatial: centers of autistic children in the province of Dhi Qar and the center of the province of Babylon.

-time limit: 2020-2021

-Human Limit: a sample of teachers of autistic children.

Fifth: Defining terms:

First ,the method of emotional excessive :defined by both of:

A - Richard Davidson (2004) is the term refers to a group wide of the differences of individual in the components of sub different interaction of emotional and temperamental ,a term global very: 20) Davidson , 2004).

B - Al -Rubaie :(2019) It is a psychological predisposition that tends its owner to feel certain emotions ,and to carry out a special behavior towards a specific idea or thing) Al -Rubaie.(45 :2019 , Definition of procedural :Class College that gets the sample search of answers on the paragraphs scale method of emotional hyper prepared to achieve the objectives of the search current.

Second: Autism :Defined by Badr (1997) is an emotional disorder of social relations with others ,resulting from the inability to understand emotional changes, especially in expressing them in the face or language, and this affects social relations with the emergence of some typical behavioral manifestations (Badr, 1997).

Chapter II

Research methodology and audacity

First :Research methodology:

The researcher used the descriptive approach because it is compatible with the requirements of the current research.

-1Research Community:

The current research community consists of the teachers of autism children's centers, of whom (105) are distributed among (11) centers in Dhi Qar Governorate and Babil Governorate ,as shown in Table No. (1)

Table No(1)

Number of parameters	residential area	Governorate	The name of the center	T
23	Al-Murtada District	Babylon	Babylon Specialist	1
12	Neighborhood warriors	Babylon	Babel Autism	2
4	Algeria neighborhood	Babylon	Advantages	3
22	Local Administration	Dhi Qar	Imam Hussain Institute (peace be upon him)	4
8	Shatra	Dhi Qar	Eye of the sun	5
4	Shatra	Dhi Qar	mercy	6
4	Sugar Castle	Dhi Qar	Castle paradise	7
12	Baghdad Street	Dhi Qar	Dhi Qar Health Department for Autism	8
4	Baghdad Street	Dhi Qar	Innocence	9
4	Ur district	Dhi Qar	mercy	10
8	Glory	Dhi Qar	Nasiriyah Model	11
105			Total	

- 2Research sample (The research sample):

The current research sample was chosen randomly from the current research community and from all autism centers in the Dhi Qar Governorate and the Babil Governorate which numbered (11) centers, as in Table No. (2)

Table(2)

The basic research sample for each center

Number of parameters	The name of the center	T
23	Babylon Specialist	1
12	Babel Autism	2
4	Advantages	3
22	Imam Hussain Institute (peace be upon him)	4
8	Nasiriyah Model	5
12	Dhi Qar Health Department Center for Autism	6
4	Innocence	7
8	Eye of the sun	8
4	Mercy	9
4	Castle paradise	10
4	Mercy	11
105	Total	

Third) :Adta Search):

After reviewing the literature, research and previous studies that dealt with the concept of emotional style, the researcher built the hyper-emotional style scale , and this requires a set of measures for the measures in which honesty and consistency (psychometric properties) are available.

1.Drafting the scale paragraphs:

The researcher adopted in the formulation of the paragraphs of the scale of what was presented in the theoretical framework and previous studies have taken some paragraphs premises based on the researcher in the formulation of the paragraphs of the scale ,have been drafted paragraphs measure of excessive emotional style and distributed to the six areas) flexibility, expectations, self-awareness, intuition and social, Sensitivity to context, attention).

1. -1hired a researcher outsourcing special emotional manner excessive and took some of the paragraphs that fit the sample and those fished t Davidson, 2000 , Davidson, 2012) ,(Davidson, 2004.
2. -2The researcher consulted with the supervisor, and after reviewing the literature and sources, the researcher formulated some paragraphs.
3. -3The total of the scale's paragraphs has become (30) paragraphs distributed into (6) areas as follows :the first field (flexibility) the number of its paragraphs (7) paragraphs, the second area (expectations) the number of its paragraphs (4) paragraphs, and the third area (self-awareness) the number of its paragraphs (5) A paragraph, the fourth field) social intuition) the number of its paragraphs (5) paragraph, and the fifth area (sensitivity to

context) the number of its paragraphs (6) paragraph, and the sixth area (attention) the number of its paragraphs (4).

4. Adopted researcher method (Kurt) by developing alternatives to answer included five They (always, often, sometimes ,rarely, never) and put weights of these alternatives (, 1,2,3,4 ,5 respectively.

-4Validity of the scale paragraphs and fields:

After the drafting of the paragraphs of the scale as preliminary in various fields, has been the scale on a group of gentlemen arbitrators with jurisdiction as in Annex ,(6) in order to ensure the validity of the paragraphs and the safety of their formulation linguistically and scientifically and to ensure clarity , as requested by the jury show Their opinions and notes about the validity of the paragraphs and their representation and suitability for the field they represent, and judging the validity of the alternatives to the proposed answer) always, often, sometimes, rarely, never) and Table (19) between that.

Preparing scale instructions:

After verifying the validity of the scale paragraphs by the referees, the researcher put some instructions that will help the teacher in answering the scale paragraphs by placing a mark () in front of the appropriate alternative to the paragraph and not leaving the paragraph without an answer and not choosing more than one answer for one paragraph. as shown in Annex , (9) has been developed (5) alternatives to respond to the paragraphs of the scale and put weights of these alternatives (1,2,3,4,5) and thus a degree of scale (113) , and a lower degree of the scale (35).

Instruction clarity sample:

The researcher conducted the exploratory application to find out the clarity of the answer instructions, the validity of the alternatives to the answer and their selection, and the average time spent in answering. The scale was applied to a sample consisting of (30) teachers by (15) on (2021/17/2) and after the teachers answered the scale It became clear that the scale's paragraphs, instructions and alternatives were clear and understood by the teachers ,as there were no questions that required clarification from the researcher ,and Table (20) shows that .

Table20))

The number of members of the sample of the exploratory application of the excessive emotional style scale.

Total	The name of the center	T
22	Imam Hussain Institute (peace be upon him)	1
8	Nasiriyah Model Center	2
30	Total	

-3A sample of statistical analysis of the scale paragraphs:

En detect the extent of the paragraphs of the validity of the scale requires the use of statistical analysis of the data and information obtained by the researcher through the application of the scale to reach the results to achieve goals ,and conducted a researcher statistical analysis of the scale of emotional style over a composed of (105 samples) teacher were selected from teachers child centers Autism.

Table21))

Test Aatdalah distribution Bmkiesa Shapiro Wolk and Klmejrov Smirnov
Shapiro Walk **Kmgrove Smirnov**

indicati on	Values p Probabi lity	Degree of freedo m	The comput ed value	Indicati on	Values p Probabi lity	Degree of freedo m	The comput ed value
Not a function	0,751	105	0,991	Not a function	0,200	105	0,062

B : Distinguish using the two terminal group method using the T-test for two independent samples:

After the application of the scale on a sample of statistical analysis we calculate distinguish paragraphs where arranged grades the sample , which amounted to (105) parameter is descending from the highest grade to the lowest degree and choose the ratio (27 (% of the Supreme Group and (27%) and after using the test Altaia) T-test)For two independent samples in order to identify the differences between the upper and lower groups for each paragraph of the scale ,(30) it appeared that all the paragraphs were distinct and the paragraph (6, 12, 22) was not deleted because they are weak and indistinguishable , as shown in the first table):(27,25,26,22,23,24

Table22))

The results of the T-test for two independent samples to identify the significance of the difference between the upper and lower groups of the flexibility field for the emotional style scale

indicatio n	Values p Probabi lity	T-value	Standard mean error	standard deviatio n	SMA	the group	Para grap h
Function	0,018	2,441	0,149	0,787	3,21	The world	1
			0,181	0,957	3,79	Suprem e	
Function	0,001	3,698	0,219	1,156	2,18	The world	2
			0,219	1,156	3,32	Suprem e	
Function	0,000	4,213	0,215	1,138	2,96	The world	3
			0,165	0,875	4,11	Suprem e	
Function	0,002	3,228	0,181	0,959	2,57	The world	4
			0,209	1,105	3,46	Suprem e	
Function	0,004	2,995	0,181	0,956	2,89	The world	5
			0,222	1,175	3,75	Suprem e	
Function	0,019	2,427	0,199	1,052	3,07	The	6

						world	
			0,197	1,041	3,75	Supreme	
Function	0,008	2,758	0,163	0,863	2,82	The world	7
			0,167	0,881	3,46	Supreme	

Table23))

The results of the T -test for two independent samples to identify the significance of the difference between the upper and lower groups of the range of expectations of the emotional style scale.

indicatio n	Values p Pro babilit y	T-value	Standard mean error	standard deviation	SMA	the group	Paragrap h
Function	0,017	2,460	0,209	1,105	2,96	The world	8
			0,157	0,832	3,61	Supreme	
Function	0,032	2,195	0,161	0,854	2,71	The world	9
			0,225	1,188	3,32	Supreme	
Function	0,027	2,278	0,245	1,295	3,25	The world	10
			0,170	0,900	3,93	Supreme	
Function	0,020	2,392	0,177	0,937	3,29	The world	11
			0,160	0,848	3,86	Supreme	

Table24))

The results of the T -test for two independent samples to identify the significance of the difference between the upper and lower groups of the field of self-awareness of the emotional style scale

indicatio n	Values p Probabi lity	T-value	Standard mean error	standa rd deviati on	SMA	the group	Paragra ph
Function	0,007	2,806	0,167	0,881	3,04	The world	12
			0,138	0,731	3,64	Supreme	

Function	0,004	3,007	0,238	1,262	2,50	The world	13
			0,156	0,826	3,36	Supreme	
Function	0,011	2,633	0,167	0,881	3,04	The world	14
			0,179	0,945	3,68	Supreme	
Function	0,002	3,275	0,216	1,145	2,86	The world	15th
			0,200	1,056	3,82	Supreme	
Function	0,004	2,978	0,185	0,979	2,93	The world	16
			0,171	0,905	3,68	Supreme	

Table25))

The results of the T -test for two independent samples to identify the significance of the difference between the upper and lower groups of the social intuition field of the emotional style scale

indicatio n	Values p Probabi lity	T-value	Standar d mean error	standard deviatio n	SMA	the group	Paragrap h
Function	0,011	2,619	0,209	1,105	2,54	The world	17
			0,175	0,928	3,25	Supreme	
Function	0,003	3,089	0,183	0,967	2,25	The world	18
			0,281	1,487	3,29	Supreme	
Function	0,000	3,914	0,130	0,685	2,61	The world	19
			0,220	1,166	3,61	Supreme	
Function	0,007	2,817	0,241	1,274	2,93	The world	20
			0,206	1,090	3,82	Supreme	
Function	0,024	2,319	0,219	1,156	2,68	The world	21
			0,144	0,763	3,29	Supreme	

Table26))

The results of the T -test for two independent samples to identify the significance of the difference between the upper and lower groups of the contextual sensitivity field of the emotional style scale.

indicatio n	Values p Probabilit y	T- value	Standard mean error	standa rd deviati on	SMA	the group	Paragrap h
Function	0,008	2,748	0,202	1,071	2,96	The world	22
			0,163	0,863	3,68	Supreme	
Function	0,001	3,704	0,248	1,315	2,61	The world	23
			0,128	0,678	3,64	Supreme	
Function	0,005	2,905	0,238	1,261	2,46	The world	24
			0,194	1,026	3,36	Supreme	
Function	0,006	2,859	0,214	1,133	2,89	The world	25
			0,210	1,110	3,75	Supreme	
Function	0,025	2,301	0,197	1,041	2,75	The world	26
			0,124	0,659	3,29	Supreme	

Table27))

The results of the T -test for two independent samples to identify the significance of the difference between the upper and lower groups of the attention field of the emotional style scale.

indicatio n	Values p Probabi lity	T-value	Standard mean error	standard deviatio n	SMA	the group	Paragrap h
Function	0,009	2,723	0,196	1,036	2,04	The world	27
			0,279	1,478	2,96	Supreme	
Function	0,008	2,737	0,167	0,881	2,46	The world	28
			0,103	0,544	3,00	Supreme	
Function	0,016	2,494	0,179	0,945	2,68	The world	29
			0,186	0,983	3,32	Supreme	
Function	0,002	3,218	0,206	1,090	3,18	The world	30
			0,131	0,693	3,96	Supreme	

C -Internal consistency : the relationship of the paragraph to the sum of the field scores and the total sum of the scale scores

The relationship of the paragraph correlation with the total score of the scale was calculated by using the Pearson correlation coefficient between the result of each paragraph of the scale with the total score of the scale, and the paragraph (22 ,12 ,6) was omitted because it is weak and invalid ,and it is clear that the scale paragraphs have a good degree of sincerity of consistency The procedure is the first number.(28,29,30,31,32,33)

Table28))

Correlation coefficients between paragraph scores, total flexibility field scores, and total scores on the emotional style scale

Emotional style			Total scores for the elastic field			The paragraphs
indicati on	Values p P robability	Correlation coefficient	indication	Values p P robability	Correlation coefficient	
Function	0,004	0,275	Function	0,000	0,378	1
Function	0,000	0,372	Function	0,000	0,553	2
Function	0,000	0,338	Function	0,000	0,497	3
Function	0,000	0,335	Function	0,000	0,440	4
Function	0,000	0,335	Function	0,000	0,412	5
Not a function	0,066	0,180	Function	0,000	0,384	6
Function	0,006	0,264	Function	0,000	0,403	7

Table29))

Correlation coefficients between paragraph scores, total expectation field scores, and total scores on the Affective Style Scale

Emotional style			The sum of the scores for the field of expectations			The paragraphs
indicati on	Values p P robability	Correlation coefficient	indication	Values p Probabilit y	Correlation coefficient	
Function	0,010	0,251	Function	0,000	0,549	8
Function	0,026	0,218	Function	0,000	0,540	9
Function	0,003	0,286	Function	0,000	0,554	10
Function	0,025	0,219	Function	0,000	0,478	11

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Table30))

Correlation coefficients between paragraph scores, total self-awareness field scores, and total scores on the Affective Style Scale

Emotional style			Total Self-Awareness Domain Scores			The paragraphs
indicatio n	Values p P robability	Correlation coefficient	indication	Values p Probabilit y	Correlati on coefficie nt	
Not a function	0,065	0,181	Function	0,000	0,428	12
Function	0,013	0,242	Function	0,000	0,533	13
Function	0,007	0,261	Function	0,000	0,499	14
Function	0,001	0,314	Function	0,000	0,544	15th
Function	0,010	0,249	Function	0,000	0,479	16

Table31))

Correlation coefficients between paragraph scores and total scores for the social intuition domain and total scores for the emotional style scale

Emotional style			Total score for the social intuition domain			The paragraphs
indicati on	Values p Pr obability	Correlation coefficient	indication	Values p Pro bability	Correlation coefficient	
Function	0,017	0,233	Function	0,000	0,464	17
Function	0,001	0,322	Function	0,000	0,610	18
Function	0,001	0,331	Function	0,000	0,486	19
Function	0,004	0,277	Function	0,000	0,475	20
Function	0,001	0,308	Function	0,011	0,247	21

Table32))

Correlation coefficients between paragraph scores, total scores for the context sensitivity field, and total scores for the Affective Style Scale

Emotional style			Total scores for the context sensitivity field			The paragraphs
indicati	Values p Pr	Correlation	indication	Values p Pro	Correlation	

on	obability	coefficient		bability	coefficient	
Not a function	0,063	0,182	Function	0,000	0,471	22
Function	0,001	0,332	Function	0,000	0,566	23
Function	0,003	0,286	Function	0,000	0,441	24
Function	0,004	0,276	Function	0,000	0,562	25
Function	0,014	0,239	Function	0,000	0,338	26

Table33))

Correlation coefficients between paragraph scores, total attention field scores, and total scores on the emotional style scale

Emotional style			The sum of the scores for the field of attention			The paragraph s
indicati on	Values p Pr obability	Correlation coefficient	indication	Values p Pr obability	Correlation coefficient	
Function	0,001	0,308	Function	0,000	0.523	27
Function	0,020	0,227	Function	0,000	0,427	28
Function	0,042	0,199	Function	0,000	0,587	29
Function	0,004	0,275	Function	0,000	0,569	30

Validate scale:

The researcher verified the truthfulness in two ways:

1. **Apparent honesty :** This type of honesty is related to the steps of preparing the paragraphs of the scale, and this was verified by defining the concept of excessive emotional style, its fields, skills, and components, and by relying on a group of previous sources and studies as mentioned previously, and the apparent validity was verified through the presentation of the scale. On a group of people arbitrators to ensure the integrity of the paragraphs, as it was presented to (30) arbitrators in the field of educational psychology, measurement and evaluation, to know their opinions and observations on each paragraph of the scale. The validity of the scale paragraphs and fields.
2. **Construct validity :** This type of honesty was verified for the excessive emotional style scale by finding the discriminatory power using the two terminal samples method, and the relationship of the paragraph to the total degree of the scale that was previously mentioned.
1. **-2Scale stability:**

After confirming the validity of the scale ,there is another condition for the test to be good, which is the stability of the scale, by which we mean that it gives the same results if it is applied again on the same sample and under the same conditions with an interval of (15) days .The researcher relied on finding stability in two ways .They:

-1How to re-test:

Wages T .researcher tested the second on the same sample dish on the first test after (15) days on consisting of (sample 30) parameter after the completion of the application of the test according to the stability of the scale calculates the correlation coefficient between the scores of teacher data in the first and second test reached stability (79.2).

- 2Fakronbach equation (Chronbach Alpha method):

For the purpose of verifying the reliability of the scale ,the researcher used the) Alpha-Chronbach) equation on all fields of the scale, and it reached. (0.79)

C -Statistical indicators of the excessive emotional style scale

Table(34)

Standard error	Value	Properties
0.648	93,886	Arithmetic mean
	93,780	The pointed arithmetic mean
	94	Mediator
	44,141	variance
	6,644	standard deviation
	78	The highest score
	113	A minimum degree
	35	Term
0.236	0.219	skewness
0.467	0,155	Flatulence

Final application:

The researcher conducted a final application of the two tools of research and under the appropriate conditions for the application ,as distributed Adata research on teachers in all centers and continued for the application of (1/3 (2021 / to (03/10/2021) and asked them to record the data on paper to answer, explain how The answer is for them and that their answers will be confidential and no one can see them .After completing the answer, the researcher collected the two tools and arranged the forms in order to extract the results.

The statistical methods used in the statistical analysis of the paragraphs:

The researcher used statistical means in the research, using the statistical program) SP- SS) As follows:

1. Chi -square) Ka-2) :The researcher used it to identify the opinions of experts who agreed and disagreed with the scale paragraphs.
2. T -Test for one sample) T-test :) Used to identify the level of emotional abuse and excessive emotional style in children with autism.
3. T -test of two independent samples : Use to find out the discriminating power of a scale.

4. Pearson correlation coefficient to identify the relationship between the abuse of emotional and emotional style excessive.

Chapter III

Conclusions:

Search results showed that the arithmetic average of the research sample has reached (83.93) and the deviation of the standard (6.40) and an average theoretical (81) To find out the difference between the arithmetic average and average run Doanh to scale the researcher used the test Altaia (t-Test) For one sample , and the statistical analysis showed that the calculated mean amounted to ,(83.93) which is greater than the theoretical mean of (81) and in statistical terms .pThe probability is smaller than the level of significance adopted by the current research, which is (0.05), which means that the difference is significant , and Table No. (36) Illustrates this.

Table36))

Results of a single sample T -test to identify the level of excessive emotional style in children with autism

indicatio n	Values p Pr obability	T-value	Standard mean error	standar d deviatio n	SM A	Theoretic al average	The numbe r of the sample
Function	0,000	4,70	0,62	6,40	83,9 3	81	105

It is evident from the above table that the excessive emotional style was greater than the theoretical mean and statistically significant, and the researcher attributes that to the fact that disabled children in general and autistic children in particular enjoy excessive emotion as a result of rejection and neglect that this group of children are exposed to, so the child clings to the one who provides him with extra care and attention .The excessive emotional style variable is the first variable examined in the current study - the limit of the researcher's knowledge.

Recommendations:

Researcher found a set of recommendations for those interested in children with autism and working in the educational field ,and E .Lee all concerned about it ,which is as follows:

1. The necessity of holding conferences and seminars for teachers of autistic children to introduce them to the emotional style.
2. Raising awareness in schools, including teachers and all society, of the rights of the child and his right to live a decent life free from violence.

3. Introducing teachers of autistic children and those traveling to autism care centers with rehabilitative and developmental courses to provide them with the necessary skills and scientific experiences that help them in dealing with autistic children.

The proposals:

An update to the requirements of research current suggests researcher-conducting research the following:

1. Conducting a similar study in the emotional style and its relationship to some variables.
2. Developing the current research scale and making use of it in subsequent studies.

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