

(Baker & Gerler,

(Landreth, 2002) .2004)

) (2001)

.(2007

.(Annun Ziata, 2003)

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.(Griffith, 1997)	
.	.2
.(Geldard, 2001)	.3
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	.7
(Green, 2005) .	
	.8
(Therapeutic	.9
	Function)
.(Carmichael, 2006)	
	.10
.(Geldard, 2001)	
	.11
(Casto, 2004)	
	:
(Cooper, 2000)	

. (Kootman, 1998)

.(Kelly, 1995)

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:(2007)

:Unstructured () .1

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:(Structured) .2

:(Behavioral) .3

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:(Group Counseling) .4

ju]dg

(Drewes, 2001)

(400-300)

(Drewes, 2001) .

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(12-6)

(90)

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60

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(Mathens.1983)

(Heidi.1993)

(12)

(Bryce.1995)

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(Gill.1997)

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(Macklin,1997)

(Kale.1998)

(McNair & Arman 2000)

9

(Shen & Sink, 2002)

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 (0.05 \geq α) :
 (0.05 \geq α) :
 (0.05 \geq α) :
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 (0.05 \geq α) :
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:(Play Counseling)
 (Theoretical Model)

.(Green, 2005 P:9)

:(Perceptions)

:(Barriers)

:(School Counseling)

(Packman &

.Pratton, 2003 P:7)

:(Counselor)

(Glading, 2001 P:12)

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.(2009/2008)

(77)

(178)

(101)

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(230)

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(0.05 ≥ α)

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(Chi-square)

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0.03	1	4.26
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(0.05 ≥ α)

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(2)

0.225	40	17	23	
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	178	101	77	

(2)

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($0.05 \geq \alpha$)

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(3)

(3)

0.05	176	3.06	10.20	79.077	77		
			8.71	74.72	101		

($0.05 \geq \alpha$)

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(0.05 ≥ α)

(1000) (1000-500) (500

(Chi-square)

(4)

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(Chi-square)

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0.74	2	0.60

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(0.05 ≥ α)

(Chi-square)

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(Chi -square)

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(0.05 ≥ α)

(4)

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(5)

(5)

29.2	52		
68.5	122		
42.1	75		
57.9	103		
44.4	79		
55.6	99		
65.7	117		
34.3	61		
69.7	124)
27.5	49		(
72.5	129		
23.0	41		
83.7	149		
14.0	25		
86.5	154		
11.2	20		
89.9	160		
7.9	14		
91.6	163		
6.2	11		
93.8	167		
3.9	7		
96.1	171		
1.7	3		

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(6)

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1.07	2.87	184		34
0.89	2.83	184		41
0.93	2.83	184		33
0.97	2.79	185		39
1.06	2.77	183		38
1.02	2.81	184		37
1.10	2.72	183		35
0.91	2.66	185		20
1.13	2.57	184		30

1.16	2.56	184		31
1.1	2.29	183	()	36
0.94	2.1	182		25
1.00	2.16	184		32
0.74	2.72	184		40

(6)

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178

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الجنس: ذكر انثى

تخصص المرشد: ارشاد نفسي علم إجتماع علم نفس غير ذلك

حجم المدرسة: أقل من 500 طالب 500-1000 طالب أكثر من 1000 طالب

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.1

نعم
 لا

.2 ما هي أشكال الارشاد باللعب التي تستخدمها في إرشاد الطلبة

- الرسم
- سرد القصص
- الالعب باستخدام اللوح
- المسرح (التمثيل)
- الموسيقى
- الدمى
- لعب الدور
- الرمل
- الصلصال
- الماء
- تركيب المكعبات
- الكتابة
- * اشياء اخرى اذكرها

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استخدام المرشدين المدرسين للإرشاد باللعب وإدراكاتهم حوله والعواقب التي تواجههم في استخدامه

الملخص

(178)

Play therapy Intercessions in Primary Schools: Perceptions, use and barriers.

Abstract

This study aimed at investigating the play therapy interventions used by public elementary school counselors, their perceptions about and barriers facing them in applying these interventions. To answer the questions of the study a play therapy interventions in elementary school scale was developed and applied on (178) male and female school counselor randomly selected from the elementary schools of Amman and Azarqa city.

Results showed that female's counselors were more using play therapy interventions than males. Results also revealed significant differences between male and female in their perceptions of play therapy interventions. However no significant differences were found in using play therapy interventions according to school size or counselor's speciality.

Results showed that the most barriers to implementing play therapy were the teacher's and school administrator's understanding and support, lack of suitable place and time. On the other hand the most interventions used by counselors were story telling, role playing and drawing. Where water games, sand and sculpt were the less used.

Keywords: Play therapy, School Counseling, Child Counseling