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The effectiveness of a program based on audio and video recording activities in alleviating selective mutism among elementary school students

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Abstract:

The study aimed to verify the effectiveness of a program based on audio and video recording activities in reducing elective silence among primary school students. The study adopted a quasi-experimental design, utilizing the Elective Silence Scale and the program based on audio and video recording activities, developed by the researcher. The study sample consisted of 20 fifth-grade students from schools in the Al-Baha region's education administration, aged between 10 and 11 years. The sample was divided into two groups: an experimental group (n=10 students) and a control group (n=10 students). The results of the study revealed statistically significant differences at significance levels of 0.01 and 0.001 between the mean ranks of the control and experimental groups in the dimensional measurement of the Elective Silence Scale and its sub-dimensions in favor of the experimental group. Additionally, there were statistically significant differences at the 0.01 significance level between the mean ranks of individuals in the experimental group in the pre-test and post-test measurements of the total score of the Elective Silence Scale and its sub-dimensions, indicating improvement in the post-test measurement. However, no statistically significant differences were found between the mean ranks of individuals in the experimental group in the pre-test and follow-up measurements of the Elective Silence Scale and its sub-dimensions. In conclusion, the study demonstrated the effectiveness of the program based on audio and video recording activities in reducing elective silence among primary school students, emphasizing the positive impact of incorporating multimedia methods in educational interventions.

Keywords: Audio and video recordings, selective mutism, Elementary school.

فاعلية برنامج قائم على أنشطة التسجيل الصوتي والمرئي في خفض الصمت الاختياري لدى تلاميذ المرحلة الابتدائية

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الملخص:

هدفت الدراسة إلى التحقق من فاعلية برنامج قائم على أنشطة التسجيل الصوتي والمرئي في خفض الصمت الاختياري لدى تلاميذ المرحلة الابتدائية. واعتمدت الدراسة التصميم شبه التجريبي باستخدام مقياس الصمت الاختياري والبرنامج القائم على أنشطة التسجيل الصوتي والمرئي من إعداد الباحثة. وتكونت عينة الدراسة من ٢٠ طالباً من طلاب الصف الخامس من مدارس إدارة تعليم منطقة الباحة، وتتراوح أعمارهم بين ١٠ و١١ سنة. تم تقسيم العينة إلى مجموعتين: مجموعة تجريبية (عدد = ١٠ طلاب) ومجموعة ضابطة (عدد = ١٠ طلاب). وأظهرت نتائج الدراسة وجود فروق ذات دلالة إحصائية عند مستوى دلالة ٠,٠١، ٠,٠٠١ بين متوسطي رتب المجموعتين الضابطة والتجريبية في القياس البعدي لمقياس الصمت الاختياري وأبعاده الفرعية لصالح المجموعة التجريبية. بالإضافة إلى وجود فروق ذات دلالة إحصائية عند مستوى دلالة ٠,٠١ بين متوسطات درجات أفراد المجموعة التجريبية في القياسين القبلي والبعدي للدرجة الكلية لمقياس الصمت الاختياري وأبعاده الفرعية، مما يشير إلى تحسن في القياس البعدي. ولم تظهر فروق ذات دلالة إحصائية بين متوسطات درجات أفراد المجموعة التجريبية في القياسين القبلي والتابعي لمقياس الصمت الاختياري وأبعاده الفرعية. وفي الختام، أثبتت الدراسة فعالية البرنامج القائم على أنشطة التسجيل الصوتي والمرئي في تقليل الصمت الاختياري لدى طلاب المدارس الابتدائية، مع التأكيد على الأثر الإيجابي لدمج أساليب الوسائط المتعددة في التدخلات التعليمية.

الكلمات المفتاحية: التسجيلات الصوتية والمرئية، الصمت الاختياري، المدارس الابتدائية.

Introduction:

Childhood plays a vital role in the psychological stability of a child's life. It appears that a child's stability during this stage is a strong indicator of psychological stability in later stages of life. Some changes are positive, while others are negative, and these negative changes may result in psychological and behavioral disorders in the child. Dealing with these disorders requires care and attention to ensure that the child overcomes them. Among these disorders, "selective mutism" is one of the most prominent outcomes of negative interactions between the child and the environment in which they grow up, whether it is the family, school, or other public gathering places. Selective mutism is a problem that requires special attention and care to help the child overcome it (Rodrigues et al., 2023).

Selective mutism is a disorder that occurs in children who express themselves normally in some settings, usually at home, but are unable to speak in other settings, such as school. Selective Mutism Disorder (SMD) is considered a type of psychological disorder, and researchers believe that its incidence rate is significantly low compared to other disorders. Furthermore, scientists, doctors, and treatment professionals point out that there is limited knowledge about SMD (Koskela et al., 2023). According to the Diagnostic and Statistical Manual of Mental Disorders - Fifth Edition (DSM-5) issued by the American Psychiatric Association, selective mutism is defined as a child's persistent failure to speak in specific social situations where he or she is expected to speak, while at the same time the child speaks in other situations. Thus, selective mutism occurs "selectively" and inconsistently across environments, making diagnosis very complex and difficult. (Shah et al., 2014).

There are many treatments available to treat SMD, all of which seek to develop behavioral adaptation skills for children affected by this disorder. These treatments focus on developing adaptive skills, which are a strong foundation for overcoming symptoms of selective mutism and enhancing children's ability to interact with others in their environment by improving social and verbal communication. These include developing the ability to verbally communicate effectively and perform various roles in educational and family settings. This therapeutic approach is considered an important contribution to supporting the development of children with Selective Mutism and enhances their future opportunities for social interaction and the development of their professional skills (Sweify, 2016).

Audio recording techniques provide a model of a target behavior the recorded individual is initially shown and then asked to replicate and imitate the behavior to reflect everyday contexts of social interaction. These techniques have achieved great popularity in the field of treating social and behavioral disorders in general, due to the availability and ease of access to video recording devices and the advancement of modern technology. (Phillips, 2011). Video modeling and video self-modeling techniques have been used successfully in the treatment of social and behavioral interactions with individuals on the autism spectrum; these models include videos featuring peer role models or siblings as references for imitation. These models have shown increased effectiveness in improving play-related language skills and independent living skills in young children on the autism spectrum, and the use of adult models in video modeling therapy to improve conversational skills with individuals with autism has also been documented. These adult role models are positive role models that individuals on the autism spectrum can look up to and imitate, which contributes to improving their understanding and better application of conversational skills. (McCoy, & Hermansen, 2007).

Audio and video recording-based therapy is based on social learning theory, which proposes that learning occurs and is reinforced by observing the behavior of others (models). The observer is supposed to retain the behavior in memory and undertake to repeat it, while being motivated to reproduce and perform the behavior again. Viewing videos that depict effective behaviors not only enhances skill acquisition, but also increases an individual's self-efficacy. Self-efficacy is an essential factor in the treatment of behavior disorders and is defined as an individual's belief in his ability to perform a certain behavior through achieving alternative performance and experience. When an individual serves as his or her own behavioral model, the likelihood of increasing self-efficacy by displaying performance accomplishments increases (Hart, 2010).

It can be said that audio and video recording activities represent an effective tool for motivating primary school students to interact verbally and participate effectively in class by directing special attention to alleviating the severity of their selective mutism. These activities can contribute to developing

their communication and social interaction skills. By using effective behavior models in video recordings, students can be motivated to imitate positive behaviors and increase their understanding of the skills needed for effective social interaction.

The study problem:

The researcher conducted a pilot study on 25 primary school students, noting through field observations that there are significant challenges facing these students in verbal interaction and effective communication. The observations revealed that many students exhibit varying levels of selective mutism during classroom activities, which is attributed to a lack of verbal participation and difficulties in expressing thoughts and feelings. The researcher also observed that students experiencing this mutism tend to be more reluctant to participate in classroom activities, which could negatively impact their educational experience and personal development. Thus, the problem of the study arises in how to motivate and encourage primary school students to overcome selective mutism and improve their ability to express themselves verbally.

In many cases, parents expect children to overcome selective mutism disorder (SMD) without therapeutic intervention, not realizing that neglecting appropriate treatment can lead to psychological issues that may persist throughout life. A study by Mulligan et al., (2015) highlighted the negative effects of selective mutism on children's lives, both socially and academically. Selective mutism often interferes with academic achievement, social interaction, and personal adjustment, impacting various aspects of a child's life. This disorder can pose challenges in educational, professional, and social settings. Selective mutism affects a child's social skills, as it leads to avoidance of verbal communication with others. Alyanak et al., (2013) and Kristensen (2001) found that students with selective mutism are more prone to aggressive behaviors. This highlights the importance of intervention in reducing selective mutism among primary school students. As de Jonge et al., (2024) explained, technology-based simulation activities can be effective in reducing selective mutism. Thus, a key question arises: How can an effective program be designed, using audio and video recording activities, to motivate primary school students to interact verbally and participate actively in class, with a particular focus on alleviating their selective mutism?

Based on this context, the problem of the study is how to motivate and encourage primary school students to stop their selective mutism and improve their ability to express themselves verbally. Previous studies indicate that selective mutism may lead to negative effects on the social and academic lives of children. The current study highlights the importance of designing an effective program based on audio and video recording activities to enhance verbal interaction and effective participation in class, with a focus on alleviating selective mutism among primary school students.

Purpose of the study: Check the effectiveness of a program based on audio and video recording activities in alleviating selective mutism among primary school students.

Study hypotheses:

1- There are statistically significant differences between the average scores of the experimental and control groups in the post-measurement of the Selective Mutism Scale and its sub-dimensions in favor of the group.

2- There are statistically significant differences between the average ranks of the experimental group’s scores in the pre- and post-measurements of the Selective Mutism Scale and its sub-dimensions in favor of the post measurement.

3- There are no statistically significant differences between the average ranks of the experimental group’s scores in the post- and follow-up measurements of the Selective Mutism Scale and its sub-dimensions.

The importance of studying:

Practical Importance:

1. The use of audio and video recordings motivates children to speak and interact more, enhancing their communication and social interaction skills.
2. These activities provide children with opportunities to improve their oral and written language skills by encouraging them to express themselves and share their experiences.
3. Audio and video recordings allow children to monitor and improve their progress, which builds self-confidence and fosters a positive attitude towards their personal abilities.

4. These activities serve as educational tools that can enhance academic interaction, such as explaining concepts or presenting reports.
5. The use of recording methods provides diverse learning styles, promoting better understanding of topics through varied experiences.
6. Audio and video recordings enable teachers and parents to gain a clearer understanding of a child's needs, identifying areas that may require additional support.
7. These activities facilitate communication between school and home, allowing parents to track their child's progress and actively motivate them.
8. Recordings of children's behaviors and performance can be beneficial for scientific research and educational assessments.
9. The integration of technology in learning through recordings offers an incentive for children and teachers to benefit from modern technological tools.

Theoretical Importance:

1. Providing opportunities for using audio and video recordings in the classroom encourages children to engage effectively with both teachers and peers, promoting their participation.
2. These activities help children develop their everyday language skills, including speaking, understanding commands, and expressing needs.
3. Audio and video recording activities are particularly beneficial in stimulating social engagement, as children are encouraged to communicate with peers and participate in group activities.
4. These activities can be tailored to support children's individual educational programs, helping them make progress at their own pace.
5. Teachers can use audio and video recordings to offer constructive feedback, guiding children in improving their social and language skills.
6. Recordings can facilitate communication between teachers and parents, offering parents a clear view of their child's progress and development.
7. The promotion of technology in education through these activities enhances the effectiveness of learning and encourages children to acquire technological skills.
8. Recording children's performance helps identify their learning needs and assists in designing individualized educational plans.
9. By recording their performance, children are encouraged to track their own progress, fostering self-improvement and skill development.

The limitation of the study:

Objectivity limits: Determined by the study variables represented in a program based on audio and video recordings and selective mutism.

Human limits: It was determined by a sample of primary school students in the Al-Baha Region Education Department.

Time limits: The current study tools were applied during the academic year 1445 AH.

Spatial limits: The tools were applied to a sample of fifth grade primary school students in the Department of Education in the Al-Baha Region.

Study terminology:

1- Sound recordings

"Sound recordings use technical means to record sounds and dialogues in the classroom. Audio recording devices can be used to document class discussions, instructions, and students' verbal contributions. Audio recordings can be directed to analyze language and communication patterns and used as a tool to assess the level of verbal engagement"(Vhaduri et al., 2023, P,15)**.**

The researcher defines it procedurally as those recordings prepared specifically for students with SMD in order to encourage them to speak and reveal what is inside them when they are placed in a realistic situation at school.

2-Video recordings:

Video recordings allow the use of cameras to document classroom activities, record discussions, perform group activities, and non-verbal interactions. Video recordings are an effective way to explore

verbal stimulation and nonverbal communication, and can be used to analyze the verbal and nonverbal interactions of primary school students. (Buchbinder et al., 2021, 279).

The researcher defines it procedurally as those recordings prepared specifically for children with selective mutism disorder in order to encourage them to speak and reveal what is inside them when they are placed in a realistic situation at school..

3- Selective mutism:

Selective mutism, as described by Reitman et al., (2023), is "a psychological disorder that usually appears in childhood, where the child affected by it is characterized by the ability to speak in some environments, such as home, but remains silent or shows little speech in other environments, such as school or public places" (p. 5). The researcher defines selective mutism as the situation in which primary school students avoid verbal participation or oral communication in a stereotypical manner within the classroom or educational environment. These students express reluctance to contribute to class discussions and may show a decline in communication with teachers and peers.

Theoretical framework

The first axis: Selective mutism:

Selective mutism is one of the most prominent psychological disorders that may appear in children at the age of five, and its symptoms gain particular clarity when children newly join the school environment. Statistics indicate that the percentage of people with selective mutism is about one to two percent of the total number of children in the United States of America, approximately equivalent to seven cases for each 1000 children. Thus, it appears that the prevalence of selective mutism exceeds the prevalence of autism spectrum disorder (Al-Najjar, 2015).

The concept of selective mutism:

According to the definition of Jaber and Kafafi (1990), selective mutism "is a rare disorder that appears in childhood, characterized by a persistent refusal to speak in most social situations, including the educational setting, even though the child has the ability to speak and understand language." Despite this, the child still speaks normally in other contexts. In order to diagnose this disorder, the symptoms must persist for at least a month, with the exception of the first month of school entry, given that "shyness, children's fear of speaking in the classroom may be normal during this period" (Shah et al., 2014, p. 5).

According to these definitions, selective mutism can be defined as a rare disorder that occurs in childhood. A child with this disorder is characterized by a persistent refusal to speak in most social situations, including school situations, even though the child has the ability to speak and understand language. This disorder manifests when the child refrains from speaking in specific social situations where speaking is expected, such as at school or with playmates, while continuing to speak normally in other situations. The concept refers to the existence of a discrepancy between the child's ability to speak and understand language and their refusal to speak in some social contexts, which distinguishes this disorder from normal cases of mutism that may result from transient shyness or hesitation in some situations.

Characteristics of children with selective mutism:

Including excessive shyness and fear of social embarrassment. These symptoms can lead to social isolation and withdrawal from social situations, in addition to clinging behaviors, which involve avoiding verbal participation in social situations. This clinging behavior reflects the impact of selective mutism on the individual's interaction with the surrounding social environment (Hung et al., 2012). These characteristics can be detailed as follows:

Emotional characteristics: Many children with selective mutism have difficulties in social situations, which can cause them to feel afraid to interact with peers or adults, leading to a lack of enjoyment in school. They actively engage in nonverbal communication with others across various environmental contexts. Children with selective mutism are likely to have developed effective avoidance strategies, such as selectively speaking in certain situations, which reduces their anxiety during these social encounters (Bergman et al., 2002; Rodrigues et al., 2023)

The following emotional characteristics:

-Shyness and hesitation leading to avoiding participating in conversations or social activities.

-Social anxiety, making them feels anxious and nervous in social situations where they are expected to speak.

-Social withdrawal, resulting in them avoiding interaction with peers.

-Reserved emotions, where they tend to keep their feelings internally rather than talking about them.

-Poor social relationships as it may be difficult for them to build friendships and participate in group activities.

-Poor self-confidence, particularly with regard to speaking and social interaction.

Understanding these emotional characteristics indicates the importance of providing support and understanding to students with selective mutism to help them overcome the social and emotional challenges they may face.

2- Linguistic and expressive characteristics: Usually communication disorders have appeared Studies indicate the presence of disorders in the areas of speech and language in up to 30.3% of a sample of children with selective mutism (Steinhausen et al., 2006). McInnes et al., (2004) explained linguistic and expressive manifestations in the following ways:

-Lateness in speech development: Children may stumble when forming sentences and expressing their thoughts.

-Weakness in their vocabulary: They may suffer from limited use of vocabulary and challenges in choosing the appropriate words to express themselves

-Difficulties in verbal expression: which leads to their dependence on non-verbal means of expression such as body language?

-Hesitation to use facial expressions: which makes them rely more on non-verbal communication?

-Difficulties in social interaction: They avoid speaking in situations where speech is expected, which affects their interactions with peers.

-Weakness in verbal interaction skills: such as active listening and verbal responses to conversations

3- Psychological characteristics: Children who suffer from Selective Mutism face several challenges that affect their self-concept, which includes a low level of self-confidence and the emergence of feelings of depression and social phobia. They also have difficulty building new social relationships and fail to acquire necessary social skills. These difficulties lead to a weak ability to initiate conversations and communicate effectively which affects their social interactions. These challenges result in lower academic achievement for children with selective mutism. These children avoid participating in class activities and staying away from others, which enhances their isolation and negatively affects their social interaction. They therefore become vulnerable to losing self-confidence and tend to avoid social situations and so ultimately lead to a negative impact on their overall performance and academic achievement (Abdel Hamid, 2015; Koskela et al., 2024).

Understanding these characteristics contributes to making positive changes in the lives of children suffering from selective mutism and helps direct efforts towards improving their psychological and social quality of life.

4- Social characteristics: Many studies identified that those suffering from Selective Mutism may display distinct social characteristics that affect their interactions with the school and social environment (Rodrigues et al., 2024; Schwenck et al., 2021; Schwenck et al., 2022). These characteristics may include:

-Avoiding verbal participation such as class discussions or group activities and prefer to remain in the background.

-Social isolation as they avoid interacting with peers and prefer to play alone.

-Difficulties in building friendships:

Understanding these social characteristics helps teachers and parents provide the appropriate support and environment to stimulate social interaction and enhance students' social experience at school.

The second axis: activities of audio and video recordings to reduce selective mutism:

There are many methods that effectively use audio and video within therapeutic interventions, including the following:

-Video modeling: Video modeling may be subjective or non-subjective, and self-modeling is one technique that involves presentation of Clips Edited videos that model appropriate behaviors. The child watches him or herself receives a desired reward for speaking in a loud, clear tone in front of the class. Self-reinforcement involves receiving a reward for displaying appropriate speaking behavior and involves fading of stimulus to forbid Gradual anxiety-provoking stimulation. For example, new classmates are introduced gradually with the purpose being to facilitate better contextual speaking.

-Video feed: This technique films children speaking fluently in familiar contexts, then edits the video to show the child speaking fluently among strangers or at school.

- Clips the Acoustic is considered (Regan and Howe, 2017, p. 93).

The use of audio recordings and video recordings is very effective in dealing with many behavioral disorders, especially those related to anxiety, social phobia, and other disorders. Audio recordings and video recordings also benefit greatly from recent technical developments that have facilitated the processes of employing them in psychotherapy (Little et al., 2019). Therefore, these techniques can be effective in treating selective mutism in children.

Audio recordings may help motivate children to talk or interact more in a non-threatening environment, promoting stronger language skills. Recordings can be used to enhance language and pronunciation skills: the use of video recordings to record and monitor a child's behavior in certain social situations can then make it easier to evaluate progress and identify areas that need focus. Video recordings can be analyzed to better understand how a child interacts in social situations and check their verbal and non-verbal responses (Dalton, 2020; Doll, 2021; Van Hoeve, 2022).

Previous studies:

Al-Najjar's study (2015) focused on the effectiveness of a proposed treatment program in alleviating the symptoms of SMD in a girl in primary school, modifying inappropriate environmental conditions, and providing the girl with some of the skills necessary to deal with some social situations. The study used a case study approach, where the study sample was limited to one girl aged eight years in Riyadh. The study used tools, including a case study form, the proposed therapeutic program represented by clinical interviews and behavioral therapy sessions based on systematic fortification, shaping, reinforcement and self-modeling. Therapeutic interviews were also prepared, which took about 12 months to complete. The study concluded the effectiveness of the program sessions. The proposed treatment for alleviating the severity of the symptoms associated with SMD in the child and her ability to interact positively with the peer community and the social environment outside the home.

Abdul Hamid (2015) aimed to reveal the effectiveness of a behavioral program in reducing the severity of selective mutism and developing social competence among primary school students. The study was applied to a sample of six students whose ages ranged between six and eight years. In the city of Taif, the study used the Selective Mutism Scale for children as perceived by parents, the Selective Mutism Scale for children as perceived by teachers, the Social Competence List for Children as perceived by parents and teachers, the Stanford Interpersonal Intelligence Scale and the behavioral program for children. The study found statistically significant differences between the average ranks of the experimental group's scores on the scale of selective mutism and social competence (as perceived by parents and teachers) in the post and follow-up measurements. It also concluded that training with the behavioral program has a positive effect in reducing the severity of selective mutism and developing social competence among first-year primary school students.

Shaarawi (2016) investigated alleviating the severity of selective mutism in primary school children, verifying the effectiveness of a counseling program in alleviating the severity of selective mutism in children, and educating parents and teachers about the causes of the disorder and its impact on the child in the primary stage. The study was applied to a sample of seven students (4 females and 3 males) with selective mutism, including primary school students, their teachers, and their parents. The study used several tools, including the Selective Mutism Scale for Children (photo of the teacher - photo of the mother), and the counseling program. The study found that the program was effective in alleviating the severity of selective mutism.

The study of Sweify (2016) aimed to reduce the symptoms of selective mutism among kindergarten children by giving the children adaptive behavior skills by subjecting them to a cognitive-behavioral program. The study employed a questionnaire for diagnosing selective mutism for kindergarten children as perceived by parents and teachers, an adaptive behavior scale, and a cognitive-behavioral program for developing some adaptive behavior skills for kindergarten children with selective mutism. The study sample consisted of 22 male and female children, the sample was divided into two equal groups, experimental and a control group. The results of the study found that there were statistically significant differences between the average ranks of the children of the experimental group in the pre- and post-applications of the questionnaire for diagnosing selective mutism for kindergarten children, as perceived

by parents and teachers, in favor of the post-application. There were also statistically significant differences between the average scores of the children of the experimental group in the pre- and post-applications of the adaptive behavior scale for kindergarten children, in favor of the post-application.

Comment on previous studies:

These previous studies showed positive efforts in exploring and providing therapeutic programs to alleviate selective mutism in elementary school children. Al-Najjar (2015) demonstrated the effectiveness of a proposed treatment program in improving social interaction and alleviating the symptoms of SMD for the participating girl. In Abdul Hamid's (2015) study, the results showed the effectiveness of a behavioral program in reducing the severity of selective mutism and enhancing social competence for primary school students. As for Shaarawi's study (2016), it reviewed the effectiveness of a counseling program in alleviating the severity of selective mutism in children and educating parents and teachers about the causes of the disorder, while achieving success in improving the condition. Jad Al-Rab's (2016) study also highlighted the effectiveness of a cognitive-behavioral program in improving adaptive behavior skills in kindergartners with selective mutism.

Overall, the introduction of these programs reflects a growing interest in improving the lives of pupils suffering from selective mutism and alleviating social pressures on them. Although these studies may be limited by sample size and implementation context, they represent positive steps toward a better understanding of the nature and treatment of SMD in the context of primary education. This current study is distinguished by its focus on the use of audio and video recordings as tools to reduce the severity of selective mutism among primary school students. The use of modern technology such as audio and video recordings reflects developments in the field of treating SMD s. Taking advantage of modern technological means can help to improve the effectiveness of therapeutic programs with the aim of improving social interaction for children with SMD , helping them develop the skills necessary to deal with social situations SMD .

Study methodology and procedures:

First: curriculum study and experimental design:

The researcher adopted a quasi-experimental approach with two equal groups (the control group and the experimental group). This approach requires dealing with two basic variables, one independent and the other dependent. Activity-based audio and video recordings served as the independent variable, while selective mutism is considered the dependent variable, the Selective Mutism Scale was applied after a period of one month from the post-measurement to obtain the scores for the follow-up measurement.

Secondly: study sample

1-A sample to verify the psychometric properties of tools the study:

This sample consisted of (66) primary school students, who were selected from primary schools affiliated with the Al-Baha Region Education Department, and their chronological ages ranged between (10-11) years, with an average age of (10.47).Years And standard deviation (0.503).

2- Basic sample The sample consisted of (20) students from the fifth grade of primary school in schools located in the Al-Baha Region Education Department, whose chronological ages ranged from(10 to 11)year, with an average age of (10.55) years and a standard deviation of (0.510). The sample was divided into two groups: experimental (n = 10 students) and control (n = 10 students). The following table shows the statistical indicators for the final sample.

Table (1) Statistical indicators for the basic (experimental) sample.

Groups	n	Their average chronological age	Standard deviation of chronological age
Experimental group	10	10.60	0.516
Control group	10	10.50	0.527
Basic sample	20	10.55	0.510

Homogeneity and equivalence were conducted between the two groups on the variables: chronological age and selective mutism, and the results reached are as follows:

1- Parity in terms of chronological age:

The researcher used the Mann-Whitney test for two independent samples Mann-Whitney to verify the significance of the differences between the experimental and control groups in chronological age, the ages of the sample members ranged between (10-11) years with an average of (10.55) years, and a standard deviation of (0.510). Table (2) shows the results of parity between the two groups in Chronological age.

Table (2): Mann-Whitney test results Mann-Whitney to calculate the differences between the experimental and control groups in chronological age and their significance.

variable	the group	Average rank	Total ranks	value "z"	Statistical significance
Chronological age	Experimental before me	11.00	110.00	-0.438	(0.661) Not statistically significant
	An officer before me	10.00	100.00		

It is clear from the results in Table 2 that there is no statistically significant difference between the average scores of the members of the experimental and control groups in terms of chronological age indicating that the two groups are equal in chronological age.

2- Parity between the two groups in the pre-application of the Selective Mutism Scale and its sub-dimensions

To verify the equality between the scores of the experimental and control groups in the pre-application of the Selective Mutism Scale, the Mann-Whitney test for independent samples was used. To know the significance of the differences between the average ranks of the two research groups in selective mutism, Table (3) shows the results of the Mann-Whitney test:

Table (3) Equivalence between the experimental and control groups in the pre-measurement of the Selective Mutism Scale and its sub-dimensions.

The scale and its sub-dimensions	the group	n	Average rank	Total ranks	Mann-Whitney value (U)	value (Z)	Interpretation of significance
First dimension (General features of mutism)	Experimental before me	10	10.55	105.50	49.500	-0.038	(0.969) Not statistically significant
	An officer before me	10	10.45	104.50			
The second dimension (Social interaction)	Experimental before me	10	10.60	106.00	49,000	-0.077	(0.939) Not statistically significant
	An officer before me	10	10.40	104.00			
Third dimension (Language and Communication)	Experimental before me	10	10.30	103.00	48,000	-0.155	(0.877) Not statistically significant
	An officer before me	10	10.70	107.00			
Selective mutism scale as a whole	Experimental before me	10	10.30	103.00	48,000	-0.154	(0.878) Not statistically significant
	An officer before me	10	10.70	107.00			

The results in Table 2 show that there are not statistically significant values, which indicates that there are no statistically significant differences between the average ranks of the scores of the experimental and control groups in the pre-measurement of the Selective mutism scale and its sub-dimensions (general characteristics of mutism, social interaction, language and communication). This result indicates that parity was achieved between the scores of the experimental and control groups in the pre-measurement of the Selective Mutism Scale.

Data collection tools:

Scale selective mutism for primary school students Prepared by: Researcher:

1-Determine the goal of the measure:

The goal of the scale was determined to measure the selective mutism of primary school students using the three proposed dimensions of general features of silence, social interaction, language and

communication. The researcher then reviewed the theoretical frameworks and previous Arabic and foreign studies that dealt with the variables of selective mutism as shown in the theoretical framework and in previous studies, as well as reviewing the different metrics that were used to measure it, such as the Selective Mutism Scale (Rodrigues.et al., 2024), the Selective Mutism Scale (Gensthaler et al., 2020), the Selective Mutism Questionnaire (Oerbeck et al., 2020), and the Selective Mutism Scale (Al-Dhahabi , 2017).

2-Formulation of the scale in its initial form:

By referring to theoretical frameworks, previous studies, and standards, the procedural definition of selective mutism was determined, and the scale vocabulary was formulated in a simple, ambiguity-free manner that suits the nature of the sample. **The scale** included (25) items, and the student's performance on these vocabulary items was evaluated in light of the stated dimensions (the general features of silence, social interaction, language, and communication).

3-Calculating the psychometric properties of the scale:

The researcher calculated the psychometric properties according to the following:

A-Validity of the arbitrators:

The scale was presented to 10 professors who were arbitrators in educational technology, special education, education, and psychology. To determine the validity and integrity of the scale's items, their freedom from ambiguity, their connection to the scale, and their suitability to the study sample, it resulted in modifying some of the items and deleting five items. The researcher adopted a percentage of 90% for agreement between the arbitrators

B- Validity of the peripheral comparison:

The validity of the two-sided comparison was calculated on a sample of (66) primary school students, using the Mann-Whitney test and nonparametric Mann-Whitney to check the significance of differences between two independent samples to verify the significance of the differences between the average scores of (18) high-performing students and (18) low-performing students on the selective mutism scale, with a 27% division into high and low performers. The results were as follows:

Table (4) results of the end-to-end comparison validity of the Selective Mutism Scale among primary school students.

The scale and its sub-dimensions	the group	n	Average rank	Total ranks	Mann-Whitney value (U)	value (Z)	Interpretation of significance
First dimension (General features of mutism)	Lowest performance	18	9.58	172.50	1.500	-5.095	Statistically significant at 0.001
	Highest performance	18	27.42	493.50			
The second dimension (Social interaction)	Lowest performance	18	9.50	171.00	0.000	-5.139	Statistically significant at 0.001
	Highest performance	18	27.50	495.00			
Third dimension (Language and Communication)	Lowest performance	18	9.50	171.00	0.000	-5.135	Statistically significant at 0.001
	Highest performance	18	27.50	495.00			
Selective mutism scale as a whole	Lowest performance	18	9.50	171.00	0.000	-5.129	Statistically significant at 0.001
	Highest performance	18	27.50	495.00			

The results in Table (4) clearly show that values (z) calculated reached (-5.095, -5.139, -5.135, -5.129), which are statistically significant values at the level connotation (0.001) which indicates that there are statistically significant differences at the level connotation (0.001) between the average ranks of the scores of low- and high-performing students in the total score of the Selective Mutism Scale, and its sub-

dimensions (general features of mutism , social interaction, language and communication) in the direction of the high-performing students. This result indicates the high discriminatory ability of the scale and the veracity of the peripheral comparison.

Second: Internal homogeneity of the scale:

Calculating the correlation coefficients between the items, the dimension score, and the total score of the scale:

Pearson correlation coefficients were calculated between vocabulary and the degree of the dimension to which it belongs, and the total score of the scale, on a sample of (66) primary school students. To identify the extent of homogeneity of the scale's items, and whether it measures one trait or multiple traits, Table (5) shows the values of the correlation coefficients between the items and the dimension score, and the scale's total score.

Table (5) Pearson correlation coefficients between vocabulary and each of the sub dimensions and the Selective Mutism Scale as a whole.

Sub-dimension	Single	Dimension correlation coefficient	Correlation coefficient with the total score of the scale
First dimension (General features of mutism)	1	0.771**	0.700**
	2	0.815**	0.762**
	3	0.813**	0.795**
	4	0.774**	0.693**
	5	0.706**	0.631**
	6	0.691**	0.651**
The second dimension (Social interaction)	7	0.791**	0.751**
	8	0.764**	0.759**
	9	0.756**	0.738**
	10	0.802**	0.766**
	11	0.796**	0.706**
	12	0.600**	0.505**
	13	0.747**	0.670**
Third dimension (language and communication)	14	0.647**	0.622**
	15	0.753**	0.738**
	16	0.701**	0.643**
	17	0.797**	0.793**
	18	0.801**	0.770**
	19	0.870**	0.826**
	20	0.777**	0.721**

(*). Significant at the 0.05 level (**). D at the 0.01 level

Table (5) shows that all Pearson correlation coefficients between vocabulary scores and each of the sub-dimensions (general features of mutism, social interaction, language and communication) and the total score of the scale are statistically significant at the significance level (0.01). This confirms the internal consistency and homogeneity of the scale items and the validity of the scale for use in the present study. Thus, the number of items in the scale remains (20) after internal consistency was performed on it.

1. Calculating correlation coefficients between the sub-dimensions and the total score of the scale:

Pearson correlation coefficients were calculated between the scores of the sub-dimensions and the total score of the scale, on a sample of (66) primary school students. Table (6) shows the correlation coefficients between the scores of the sub-dimensions and some of them, and the total score of the scale.

Table (6) Correlation coefficients between the sub dimensions and the total score of the Selective Mutism Scale.

The scale and its sub-dimensions	General features of mutism	Social interaction	Language and communication	Selective mutism scale as a whole
General features of mutism	1	0.783**	0.834**	0.926**
Social interaction	0.783**	1	0.836**	0.931**
Language and communication	0.834**	0.836**	1	0.954**
Selective mutism scale as a whole	0.926**	0.931**	0.954**	1

(*). Significant at the 0.05 level (**). D at the 0.01 level

It is clear from results table (6) the presence of positive and statistically significant correlation coefficients at the level of connotation (0.01) between sub-dimensions (General features of mutism, social interaction, language and communication) and each other, and between them and the total score for the Selective Mutism Scale among primary school students has good correlation coefficients, and this indicates the homogeneity and consistency of the scale in terms of sub-dimensions.

Third: The stability of the scale

The researcher verified the stability of the scale using the following methods: split-half (using the two Guttman equations and the Spearman-Brown length correction) and the Cronbach's alpha coefficient on a sample of primary school students. The results were as follows:

Cronbach's alpha method Cronbach Alpha

The researcher applied the scale to a sample of (66) primary school students, then the values of the test's reliability coefficients were calculated using the Cronbach's alpha method, and the results were as follows:

Table (7) Reliability coefficients of the Selective Mutism Scale (Cronbach's alpha coefficient).

The scale and its sub-dimensions	Number of vocabulary	Cronbach's alpha coefficient
The first dimension (general characteristics of mutism)	6	0.855
The second dimension (social interaction)	7	0.870
Thhird dimension (language and communication)	7	0.879
Selective mutism scale as a whole	20	0.948

Table (7) reports Cronbach's alpha reliability coefficients are high and greater than (0.60), indicating that the scale has a high degree of reliability and stability.

Half split method

The correlation coefficient (split-half reliability coefficient) was calculated between the two halves of the test for each of the sub-dimensions and the scale as a whole, using the two Guttman equations and the Spearman-Brown length correction on a sample of (66) primary school students.

Table (8) Reliability coefficients of the Selective Mutism Scale and its sub-dimensions (split-half method).

The scale and its sub-dimensions	Number of vocabulary	Spearman-Brown Retail Laboratories		Guttman coefficient
		Before correction	after correcting	
First dimension (General features of mutism)	6	0.733	0.846	0.841
The second dimension (social interaction)	7	0.718	0.838	0.816

The scale and its sub-dimensions	Number of vocabulary	Spearman-Brown Retail Laboratories		Guttman coefficient
		Before correction	after correcting	
Third dimension (Language and Communication)	7	0.765	0.869	0.865
Selective mutism scale as a whole	20	0.888	0.941	0.941

Table (8) reports the split-half stability coefficients using the Spearman-Brown and Guttman equations are acceptable and greater than (0.60) and so indicates that the scale has a high degree of reliability and stability.

Description of the scale in its final form and how to correct it:

The current scale consists of (20) items, the answer on the scale ranges into five levels (always, often, sometimes, rarely, never), and the scores are (5-4- 3- 2- 1Respectively in the case of positive statements, and (1-2-3-4-5) in the case of negative statements negativity. Therefore, the maximum score of the scale becomes (20 x 5 = 100) and indicates a low level of selective mutism among primary school students, and the minimum score of the scale becomes (20 x 1 = 20) and indicates a high level of selective mutism among them.

Secondly: Activities based on audio and video recordings Researcher preparation:

Program goal:

Alleviating the severity of selective mutism among primary school students by relying on a program based on audio and video recording activities

Preparing and building the program:

1-Reviewing literature and previous studies that dealt with training programs to reduce the severity of selective mutism among primary school students.

2- Relying on various techniques represented in activities recording the sound and video.

3- The evaluation methods and methods used in the program were diversified and characterized by continuity. It was not limited to the summative evaluation only, but rather formative and formative evaluation methods were used during the course of the training sessions.

4- The program was presented after it was prepared to a group of Professors specializing in Educational technologies to obtain their opinions on the extent of the sequence and interconnectedness of the program's steps and sessions, and the appropriateness of the aim of the study, as well as the suitability of the techniques and strategies used. The researcher made whatever modifications he was asked to do, whether by deletion, addition, or rephrasing.

Program duration:

In its final form, the program consisted of (15) training sessions, two sessions per week for students in the experimental group, and the program continued for approximately two months during the academic year 1445 AH.

Statistical methods used:

The researcher used several statistical methods to process the data and test the validity of the hypotheses, which are: arithmetic means, standard deviations, Mann-Whitney test, Nonparametric Mann-Whitney, Nonparametric Wilcoxon test, Wilcoxon Test, Cohen's effect size (Cohen's d), split-half (Spearman-Brown, Guttman equations), Pearson's linear correlation coefficient, and Cronbach's alpha coefficient.

D results:

1-Validity test: First hypothesis

The first hypothesis stated that "there are statistically significant differences between the average ranks of the scores of the experimental and control groups in the post-measurement of the Selective Mutism Scale and its sub-dimensions in favor of the experimental group." To verify the validity of this hypothesis, the "Mann-Whitney" test was used for independent samples, in order to reveal the significance of the differences between the average ranks of the scores of the experimental and control group members in the post-measurement of the Selective Mutism Scale, and Table (9) shows the results of this test:

Table (9) Results of the Mann-Whitney test to detect the significance of the differences between the average ranks of the scores of the experimental and control group members in the post-measurement of the Selective Mutism Scale.

The scale and its sub-dimensions	The group	n	Average rank	Total ranks	Mann-Whitney value (U)	value (Z)	effect size (r)
First dimension (General features of mutism)	Post hoc experimental	10	14.95	149.50	5.500	-3.374**	(0.754) strong
	Officer after me	10	6.05	60.50			
The second dimension (Social interaction)	Post hoc experimental	10	15.15	151.50	3.500	-3.524***	(0.788) strong
	Officer after me	10	5.85	58.50			
Third dimension (Language and Communication)	Post hoc experimental	10	15.10	151.00	4.000	-3.493***	(0.781) strong
	Officer after me	10	5.90	59.00			
Selective mutism scale as a whole	Post hoc experimental	10	15.50	155.00	0.000	-3.782***	(0.846) strong
	Officer after me	10	5.50	55.00			

(**). It denotes a significance level of 0.01(***). It represents a significance level of 0.001

It is clear from the results in Table (9) that the first hypothesis was verified and correct, as the values reached “"Z" calculated (-3.374, -3.524, -3.493, -3.782) at the level of the total score of the Selective Mutism Scale and its sub-dimensions, which are statistically significant values at two significance levels (0.01, 0.001) This indicates the presence of statistically significant differences at two significance levels (0.01, 0.001) between the average ranks of the scores of the control and experimental groups in the post-measurement of the Selective Mutism Scale and its sub-dimensions (general features of mutism , social interaction, language and communication) in favor of the experimental group. It is also noted from the previous table that the effect size (r) values reached (0.754, 0.788, 0.781, 0.846), which are large values and this indicates that the program has great effectiveness in reducing selective mutism among students participating in the experimental group compared to the control group that was not exposed to the program..

2-Validity test: Second hypothesis

This hypothesis states that “there are statistically significant differences between the average ranks of the scores of the experimental group members in the pre- and post-measurements of the Selective Mutism Scale and its sub-dimensions in favor of the post-measurement.” To verify the validity of this hypothesis, the “Wilcoxon” test for correlated samples was used, in order to reveal the significance of the differences between the average scores of the experimental group members in the pre- and post-measurements of the Selective Mutism Scale, and Table (10) shows the results of this test:

Table (10) Results of the Wilcoxon test to detect the significance of the differences between the average ranks of the scores of the experimental group members in the pre- and post-measurements of the Selective Mutism Scale.

The scale and its sub-dimensions	Rank direction	the number	Average rank	Total ranks	value "z"	Effect size(r)
First dimension (General features of mutism)	Negative	0	0.00	0.00	-2.668**	(0.597) strong
	Positive	9	5.00	45.00		
	Equality	1				
The second dimension (Social interaction)	Negative	0	0.00	0.00	-2.809**	(0.628) strong
	Positive	10	5.50	55.00		

The scale and its sub-dimensions	Rank direction	the number	Average rank	Total ranks	value "z"	Effect size(r)
	Equality	0				
Third dimension (Language and Communication)	Negative	0	0.00	0.00	-2.805**	(0.627) strong
	Positive	10	5.50	55.00		
	Equality	0				
Selective mutism scale as a whole	Negative	0	0.00	0.00	-2.805**	(0.627) strong
	Positive	10	5.50	55.00		
	Equality	0				

(*). It denotes a significance level of 0.05(**). It denotes a significance level of 0.01

Table (10) shows the second hypothesis was verified and correct, as the values of "Z" calculated (-2.668, -2.809, -2.805, -2.805) at the level of the total score of the Selective Mutism Scale and its sub-dimensions, which are statistically significant values at the 0.01 level of significance. This indicates the presence of statistically significant differences at the level of connotation (0.01)Between the average ranks of the scores of the experimental group members in the pre- and post-measurements of the total score of the Selective Mutism Scale and its sub-dimensions (general features of mutism , social interaction, language and communication) in the direction of the post-measurement, as it is noted from the previous table that the effect size values (r) amounted to (0.597, 0.628, 0.627, 0.627), which are large values that indicate that the program has great effectiveness in reducing selective mutism among the experimental group..

3-Validity test: Third hypothesis

This hypothesis stated that "there are no statistically significant differences between the average ranks of the experimental group members' scores in the post and follow-up measurements of the Selective Mutism Scale." To verify the validity of this hypothesis, the Wilcoxon test for linked samples was used to reveal the significance of the differences between the average scores of the individuals in the experimental group. The scores of the experimental group members in the post and follow-up measurements of the Selective Mutism Scale, and Table (11) shows the results of this test:

Table (11) Results of the Wilcoxon test to detect the significance of the differences between the average ranks of the scores of the experimental group members in the post and follow-up measurements of the Selective Mutism Scale.

The scale and its sub-dimensions	Rank direction	the number	Average rank	Total ranks	value "z"	Statistical significance
First dimension (General features of mutism)	Negative	4	2.50	10.00	-1.124	(0.261) Not statistically significant
	Positive	4	6.50	26.00		
	Equality	2				
The second dimension (Social interaction)	Negative	4	4.25	17.00	-0.655	(0.512) Not statistically significant
	Positive	5	5.60	28.00		
	Equality	1				
Third dimension (Language and Communication)	Negative	3	5.33	16.00	-0.281	(0.779) Not statistically significant
	Positive	5	4.00	20.00		
	Equality	2				
Selective mutism scale as a whole	Negative	4	4.88	19.50	-0.817	(0.414) Not statistically significant
	Positive	6	5.92	35.50		
	Equality	0				

The third hypothesis, as shown in Table (11),was verified and correct, as the values of "Z" was calculated (-1.124, -0.655, -0.281, -0.817) at the level of the total score of the Selective Mutism Scale and its sub-dimensions. These values are not statistically significant, and this indicates that there are no statistically significant differences between the average ranks of the scores of the experimental group members in the two post-measurements. The tracking of the Selective Mutism Scale and its sub-

dimensions (general features of mutism, social interaction, language and communication), which indicates the stability of the effect of the training program after a month of its implementation.

Discussion of the study results:

Discussing the results of the hypotheses:

The researcher explains the improvement represented by the reduction in selective mutism for primary school students that occurred in the experimental group compared to the control group in the post-measurement in favor of the experimental group, and in the pre- and post-measurements of the experimental group in favor of the post-measurement as follows:

The session "Explore stories with audio" helped to motivate students to listen and express their ideas creatively, enhancing critical thinking skills and interacting with stories, with the aims of reducing selective mutism through the use of an audio recording of a short story titled "A Journey in Search of Lost Voices" followed by discussion. Creative writing was then used as the students were asked to write their own short story based on a specific topic and then record their personal stories using phones or designated devices.

The session “Exploring Stories Using Sounds and Words” contributed to motivating students to listen and express their ideas creatively using sound and writing, enhancing oral and written expression skills, and alleviating selective mutism by listening to stories. The techniques included playing an audio recording of a short story titled “The Journey of a Lost Voice,” asking stimulating questions to encourage students to verbally express what they heard, providing a period for students to record their actual responses using audio, and motivating students to write summaries of the story using writing. The session “Recording Our Daily Experiences with Our Voices” contributed to encouraging students to express their daily experiences in a creative way, for example by motivating them to use music or background sounds to give their recordings a creative atmosphere, thereby enhancing communication and self-expression skills, and alleviating selective mutism using voices by providing instructions on how to use phones or video cameras effectively. The researcher explains the improvement in reducing the selective mutism of primary school students that occurred in the experimental group as being due to the following reasons:

- **Stimulating creativity and interaction**:

The “Exploring Stories with Audio” and “Exploring Stories with Sounds and Words” sessions provided opportunities for students to express their ideas creatively, whether through writing or using audio. This motivated students and increased their participation and interaction in audio activities.

- **Use of technology**: The use of phones and devices designed to record personal stories has made it easier for students to convert their ideas into audio, making the expression process easier and more enjoyable. Technology has also made it possible to share stories more widely, which has increased students' enthusiasm and pride.

- **Stimulating oral and written communication**: “Exploring stories with sounds and words” and “Recording our daily experiences with our voices” sessions focus on enhancing oral and written communication skills. This focus has helped develop students' abilities to express themselves in multiple ways, leading to improved overall communication.

- **Giving students’ ownership of stories**: Students were helped to write and record their personal stories, creating an opportunity for them to freely express their thoughts and experiences. This sense of ownership and personal influence helped motivate them to participate more.

- **Adding creativity**: The “Recording Our Everyday Experiences with Our Voices” session encouraged students to use music or background sounds to give their recordings a creative atmosphere. This can make the activity more fun and interesting, thus increasing the level of engagement.

- The “**Watch and Share**: Inspiring Ideas with Video” session allowed students to actively participate and interact after watching video clips, enhancing critical thinking and analysis skills, alleviating the severity of selective mutism by encouraging communication, by explaining the importance of watching video clips and participating afterwards, and presenting Short and interesting videos, choosing clips that are inspiring and encourage critical thinking.

- The “**Audio Conversations**: Our Participation is Heard” session worked with students through recorded group conversations, enhancing speaking and listening skills, and alleviating the severity of selective silence through the audio communication experience.

- The session "**Dialogue Discussions**: Your Voice Matters" helped students to participate in group discussions on specific topics, enhancing thinking and analysis skills, and alleviating the severity of selective silence through the experience of interaction and dialogue.

- The "**Voice of Creativity**: Recording and Sharing Opinions" session assisted students to audio-record their opinions and exchange them with others to alleviate the severity of Selective silence.

- Likewise, the "Challenge Yourself: Speaking in Front of the Camera" session encouraged students to overcome the severity of Selective silence by practicing speaking in front of the camera.

- As for the "Your Voice in the Camera" session: The "Selective Mutism Challenge" helped students to submit short reports or share information in front of the camera to alleviate the severity of selective mutism and enhance communication skills. As for the "Voice of Creativity: Voice Competitions to Stimulate Communication" session, it provided ways to motivate students to communicate and express themselves through voice competitions. The "Short Competitions" session stimulated communication and alleviated the severity of selective silence by holding short competitions that included recording quick responses to questions or challenges. The "Audio Recording Activities" session provided students to use audio recordings as a means of expressing themselves and reducing the severity of selective mutism. The "Video Recording Activities" sessions provide opportunities for the students to enhance communication and expression skills using video recordings.

The researcher explains the improvement in reducing the selective mutism of primary school students that occurred in the experimental group for the following reasons:

- Diversity of activities: Various sessions such as "Watch and Share," "Audio Conversations," "Dialogue Discussions," "Challenge Yourself," "Voice of Creativity," and "Voice Competitions" provided different opportunities for students to participate in different ways according to their personal interests and skills.

- Using technology: Relying on audio and video recording helped provide a more attractive and flexible means of expression for students. The ability to use a camera, microphone or mobile phones has removed technical barriers and increased the possibility of participation.

- Stimulating positive competition: Short competitions and challenges sessions encourage students to participate more to overcome challenges and achieve a personal achievement, which enhances the spirit of positive competition and encourages communication.

- Enhancing thinking and analysis skills: "Watch and Share," "Dialogue Discussions," and "Challenge Yourself" sessions allowed the students to develop critical thinking and analysis skills, as videos and conversations were used as a means to stimulate discussion and explore their ideas.

- Encouraging group communication: "Audio chats" and "dialogue discussions" sessions highlighted group communication and participation in recorded conversations, which enhanced listening and speaking skills and helped reduce the severity of selective mutism.

- Paying attention to creative elements: sessions that stimulated audio and video recording to express ideas have encouraged students to use creativity and diversity in presenting their ideas, which contributed to motivating them to participate more.

Similarities and Differences between Previous Studies and the Current Study:

Similarities:

1. Focus on Selective Mutism (SM):

All the previous studies, like the current one, focus on addressing and alleviating the symptoms of Selective Mutism (SM) in children, particularly those in primary school. They aim to understand the challenges faced by these children and provide interventions to improve their verbal communication and social skills.

2. Behavioral and Therapeutic Programs:

Many of the previous studies, such as those by Abdul Hamid (2015) and Al-Najjar (2015), used behavioral programs or therapeutic interventions to help children with SM. Similarly, the current study emphasizes the need for an intervention program to improve verbal interaction and reduce the severity of selective mutism.

3. Sample of Primary School Children:

Both previous studies and the current study focus on primary school-aged children. Al-Najjar (2015) and Abdul Hamid (2015) worked with young children aged between 6 and 8 years, which aligns with the current study's focus on primary school students.

4. Outcome Measurements:

Many studies, including Abdul Hamid's (2015) and Shaarawi's (2016), used scales and assessments to measure the effectiveness of the intervention programs. Similarly, the current study aims to evaluate the effectiveness of a program based on audio and video activities for improving verbal interaction in class.

Differences:

1. Type of Intervention:

Previous studies, such as those by Al-Najjar (2015) and Sweify (2016), utilized cognitive-behavioral or counseling programs with a focus on addressing behavioral issues and social competence. The current study, however, focuses on using audio and video recording activities as a method to engage students and reduce selective mutism, a more technology-based approach compared to the behavioral therapies employed in previous research.

2. Sample Size:

Previous studies, like Al-Najjar's (2015) and Shaarawi's (2016), had smaller sample sizes, often focusing on a limited number of children (ranging from one child in Al-Najjar's study to seven children in Shaarawi's). The current study has a sample of 25 primary school students, which is relatively larger, allowing for a broader examination of the issue.

3. Context of the Study:

While previous studies were conducted in various settings such as Riyadh, Taif, and kindergarten environments (Sweify 2016), the current study focuses on primary school students in a broader, possibly more diverse educational context. It specifically looks at verbal interaction and participation within the classroom setting.

4. Focus of Study:

Some previous studies, like those of Al-Najjar (2015) and Abdul Hamid (2015), focused on therapeutic interventions to reduce symptoms and increase social competence. On the other hand, the current study specifically emphasizes motivating students to interact verbally and participate effectively in class through a technology-based intervention, with a particular focus on alleviating selective mutism in the classroom environment.

Conclusion:

While previous studies and the current study share common themes in addressing selective mutism, they differ significantly in terms of the type of intervention, sample size, and the specific focus on technology-based methods in the current study. These differences offer new insights into how modern technological tools, such as audio and video activities, can be utilized to help students with selective mutism in the classroom.

Recommendations:

1. It is preferable to incorporate audio and video recording techniques as part of routine teaching methods for students at the primary stage as this has been shown to enhance their interaction and effective participation.
2. Efforts should be directed towards developing primary school students' communication skills. The use of audio and video recordings can improve their ability to express their thoughts and opinions in a clear and understandable way.
   Pupils' active participation must be encouraged in activities and discussions using audio and video recordings, as doing so helps motivate them to express themselves better.
3. It is preferable to focus on monitoring each student's progress individually using recordings as in doing so helps to identify strengths and weaknesses and enables teachers to provide the necessary support.
4. Use recordings to provide individual support to primary school students who show difficulties in expressing themselves, while providing additional opportunities to develop communication skills.

5. Promoting social interaction between primary school students using audio and video recordings; which contributes to building positive relationships and stimulating cooperation.
6. It is desirable to provide additional training to teachers on how to use audio and video recordings effectively in the classroom, and how to analyze and evaluate student performance.

Future research proposals:

1. Study the impact of using modern smart technology such as artificial intelligence and big data analysis in improving the effectiveness of audio and video recording programs in education.
2. Study and design customized enrollment programs based on the needs of individual students; this allows their educational experience to be improved.
3. Examine how effective supervision and guidance can enhance the impact of enrollment programs in developing students' skills and enhancing their engagement.
4. Examining the impact of recording programs on the social interaction and psychological aspects of students, including enhancing self-confidence and participation in the classroom community.
5. Studying how to use audio and visual analysis techniques to accurately estimate student interactions and benefit more from the data derived from these programs.
6. Study how audio and video recording software can be adapted to suit different learning environments, whether physical or virtual.
7. Analyze teacher-student interaction using audio and video recordings to improve teaching strategies and understand how they impact student learning.

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المحتويات

المملكة العربية السعودية

وزارة التعليم

جامعة الباحة

وكالة الجامعة للدراسات العليا والبحث العلمي

مجلة جامعة الباحة للعلوم الإنسانية

تصدر عن جامعة الباحة

مجلة دورية ـ علمية ـ محكمة

الرؤيـة: أن تكون مجلة علمية تتميز بنشر البحوث العلمية التي تخدم أهداف التنمية الشاملة بالمملكة العربية السعودية وتسهم في تنمية القدرات البحثية لأعضاء هيئة التدريس ومن في حكمهم داخل الجامعة وخارجها.

الرسالة: تفعيل دور الجامعة في الارتقاء بمستوى الأداء البحثي لمنسوبيها بما يخدم أهداف الجامعة ويحقق أهداف التنمية المرجوة ويزيد من التفاعل البناء مع مؤسسات المجتمع المحلي والإقليمي والعالمي.

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ردمد النشر الإلكتروني: ٧٤٧٢ ـ ١٦٥٨

رقم الإيداع: ١٩٦٣ ـ ١٤٣٨

ص.ب: ١٩٨٨

هاتف: ٧٢٥٠٣٤١ ١٧ ٠٠٩٦٦ / ٧٢٧٤١١١ ١٧ ٠٠٩٦٦

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