

Title :

Effectiveness of Quinn curriculum, on educational motivation, memory and mental well-being of first-grade male students with specific learning disorder in Isfahan

Abstract :

Abstract Queen's curriculum is a cognitive empowerment program that learns and plays skillfully combined. The purpose of this study was to investigate the effectiveness of Quinn curriculum on educational motivation, memory, and subjective well-being of first-grade male students with special learning disorder in Isfahan. The design of this quasi-experimental study is a pre-test, post-test with a control and test group. The statistical sample of this study was 40 male students with specific learning disorder, selected by multistage cluster sampling method and were randomly selected in two groups (20 subjects and 20 controls). The collected tools: Lio and Vang and Perkins self-concept questionnaire, Subjective well-being questionnaire for Akbari Blubbangan students and colleagues, and WISC-IV verbal intelligence scale questionnaire, were taken in the pre-test and post-test phases. Then, the participants of the experimental group participated in 12 sessions of the curriculum. To analyze the data, one-variable and multiple variance covariance was used. Data analysis showed that after the end of the sessions, in the post-test, the experimental group compared with the control group had a significant increase in educational motivation, memory, and mental well-being at the significant level ($P = 0.000$). According to the findings of this study, Quine curriculum has a significant effect on academic motivation, memory and mental well-being of first-grade boys who have specific learning disorder in Isfahan.

Keywords :

Keywords: Quinn Curriculum, Specific Learning Disorder, Academic Motivation, Memory, Mental Well-Being