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Behavioural Training and Self-Care Skill Development in Early Childhood Down Syndrome in Jordan

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ABSTRACT This study evaluated a behavioural theory-based training program aimed at improving self-care skills in early childhood Down Syndrome (DS) patients in Jordan. A quasi-experimental research approach involving 36 children aged 3-6 years from special education centres, the study randomly assigned participants to the training program or traditional care. Utilising the Self-Care Assessment Tool for Children with Down Syndrome (SCATC-DS), the research measured skills before and after intervention. Results showed significant improvements in the training group, particularly in Basic Hygiene, Dressing, Food Preparation and Eating, Indoor Navigation, and Emotional Expression. While Communication skills improved, they did not reach statistical significance. These findings suggest the program's potential for enhancing self-care skills in young children with DS in Jordan, indicating a need for its integration in educational and therapeutic settings. Future research might focus on program duration, larger sample sizes, and enhanced communication training.