

ÖZGEÇMİŞ

1. Adı Soyadı :

Adres :

Telefon :

Mail :

2. Doğum Tarihi :

3. Unvanı :

4. Öğrenim Durumu

Derece	Alan	Üniversite	Yıl
Lisans			
Yüksek Lisans			
Doktora			

5. Akademik Unvanlar

6. Yönetilen Yüksek Lisans ve Doktora Tezleri

6.1. Yüksek Lisans Tezleri

6.2. Doktora Tezleri

7. Yayınlar

7.1. Uluslar arası hakemli dergilerde yayınlanan makaleler

7.2. Uluslar arası bilimsel toplantılarda sunulan ve bildiri kitabında (Proceeding) basılan bildiriler.

7.3. Yazılan Uluslar arası kitaplar veya kitaplarda bölümler.

7.4. Ulusal hakemli dergilerde yayınlanan makaleler

7.5. Ulusal bilimsel toplantılarda sunulan bildiri kitabında basılan bildiriler

7.6 Diğer Yayınlar

8.Projeler

9.İdari Görevler

10.Bilimsel Kuruluşlara Üyelikleri

11.Ödüller

12.Son iki yılda verdiği lisans ve lisansüstü düzeyindeki dersler

Akademik Yıl	Dönem	Dersin Adı	Haftalık Saati		Öğrenci Sayısı
			Teorik	Uygulama	

CV

1 .Name Surname :Mahasti Nadertabar

Address : Girne American University
Telephone :05338527529
Email :mahasti.nadertabar@gmail.com

2. Date of Birth : 27/8/1969

3. Title :Phd

4.Education History

Degree	Subject	University	Year
Bachelors	Occupational Therapy	Shahid Beheshti University of Medical Sciences	1992
Masters	Occupational Therapy	University of Social Welfare and Rehabilitation Sciences	1998
PhD	Psychology and Education of Exceptional Children	Allameh Tabataba'i University	2017

5. Academic Awards.

6. Masters and PhD Dissertations (Theses).

6.1 Master Theses.

Assessment of correlation between handwriting, patterns of pencil grasp, in hand manipulation skill & hand dexterity in students.

Abstract:

Objective: the purpose of this study was to examine the performance of students in three tests of patterns of pencil grasp, in hand manipulation skill and hand dexterity and its relationship with handwriting.

Method: 120 typically developing second grade elementary students (60 girls and 60 boys) were randomly selected from 576 students in public schools in District 9 of Tehran's education areas. According to the teacher, they were divided into three groups of good, average and weak in handwriting.

Results : The analysis of variance and multivariate regression test and other tests showed that the mean score of in hand manipulation skill and pencil grasp and the degree of strong grip in good, average and weak groups has a significant difference. Also, hand dexterity, patterns of pencil grasp and , in hand manipulation skill respectively are the most effective factors in handwriting.

Keywords: handwriting, patterns of pencil grasp, in hand manipulation skill, hand dexterity

Advisors:

Dr. Fereidoun Yaryari (PhD of Psychology of Exceptional Children , Associate Professor Psychology Faculty of Psychology and Education, Kharazmi University)

Dr. Mahyar Salavati (PhD of physiotherapy, University of Social Welfare and Rehabilitation Sciences)

Dr. Masoud Karimlou (PhD of Biostatistics, Associated Professor, Social Determinants of Health Research Center and Department of Biostatistics, Unive)

6.2 PhD Theses.

The Influence of Computer Games on Visual-Motor Skills in Deaf Students.

Abatract

Objective: This study was aimed at determining the effectiveness of computerized training games on processing speed, selective attention, visual-motor skills (visual-spatial skills and visual analysis skills) of deaf children.

Method: The population of the study consists of children with auditory sensation-neurological damage of Loghman Hospital who aged between 7 to 11 years old. Thirty children were selected using convenient sampling method whom were divided randomly into two groups of experiment and control. All children in pretest and posttest were evaluated via Continuous Performance Test and Test of Visual - Motor Skills – Revised. Children of the experiment group were participated in 20 individual sessions held at Pezhvak Clinic. Gathered data were analyzed using SPSS-21 software via ANCOVA.

Results: The experiment group outperformed in processing speed, selective attention, visual-motor skills (visual-spatial skills and visual analysis skills). It is concluded that computerized training games is effective in improving cognitional skills. Clinical and applied implications are discussed.

Keywords: Computerized Training Games, Deafness, Processing Speed, Selective Attention, Visual-Motor Skills

Advisors:

Dr. Parviz Sharifidaramadi (PhD of Psychology of Exceptional Children, Full Professor, Department of Psychology and Education of Exceptional Children, Allameh Tabataba'i University)

Dr. Shahla Pezeshk (PhD of Psychology, Associate Professor, Department of Psychology and Education of Exceptional Children, Allameh Tabataba'i University)

Dr. Noorali Farrokhi (PhD of Educational Psychology, Associate Professor, Department of assessment and measurement, Allameh Tabataba'i University)

7. Publications.

7.1 International journals and published articles.

7.2 Conference Presentations at International Scientific meeting.

7.3 International book publications or participation in book chapters.

7.4 Articles published in journals.

-The influence of computer games on visual-motor skills in deaf students.

(Middle Eastern Journal of Disability Studies)

-Computer games effects on selective attention and visual processing speed in deaf students.

(Middle Eastern Journal of Disability Studies)

7.5 Participations in national published scientific meetings.

The First to the Ninth Congress of Occupational Therapy in Iran

7.6 Other Publications.

.* Writing and illustration books for children:

- HASANI COLORING BOOKS (coloring books for children in four volumes, enhancing fine motor skills, improving hand-eye coordination, increasing focus and attention, published in Iran)

- HAPPY BIRTHDAY TO YOU (enhancing social skills, enhancing cognitive abilities, improving language skills, increasing joy and satisfaction, published in Iran)

-HIDDEN SUN (an entertainment book for children, published in Iran)

-CUTE AND PLAYFULI RABBIT (An audiobook, enhancing listening skills and auditory processing,

developing language skills, providing a multisensory experience, published in Iran)

- WHO'S KNOCKING AT THE DOOR? (An audiobook enhancing listening skills and auditory processing, developing language skills, providing a multisensory experience, published in Iran)

- HEY KIDS, BIG NEWS!, (enhancing listening skills and auditory processing, developing language skills, providing a multisensory experience, published in Iran)

- TITI, NINI AND BUBU, (enhancing social skills, enhancing cognitive abilities, improving language skills, increasing joy and satisfaction, published in Istanbul)

-AYSHE AND ALI'S KINDNESS DAY, (enhancing social-emotional skills and empathy, fostering prosocial behaviors and kindness, improving fine motor skills, increasing communication and language development, boosting self-esteem and positive self-image, published in North Cyprus)

8. Projects

-Collaboration with Doga International College in art education, including watercolor and acrylic painting training and the principles of making pop-up cards, as well as participation and cooperation in artistic and cultural activities. (2017-2020)

- Contribute to various nature conservation projects and Presidency's "Think Clean" Environmental Cleaning Project in Northern Cyprus. (2019)

-Writing and illustrating a story and coloring book for children about helping people in need to collaborate with the Northern Cyprus Foundations Administration. (2019)

9. Administrative Duties.

2000-2011:

-The director of the Cultural and Artistic Center for Disabled Children and Adolescents, Iran Welfare Organization

-The director of the Center for Unaccompanied Children and Adolescents (girls 6-18 years old), Iran Welfare Organization

1992-1994:

Occupational therapy planning expert, Iran Welfare Organization

10. Memberships in Scientific Organizations

11. Awards.

- Appreciation Book Award of the 4th Roshd Book Festival in 2004 (Golden Autograph). Collection of student plays.

-Selected Book Award of the 4th Roshd Book Festival in 2004 (A Look Behind the Window). Collection of student plays.

12 Undergraduate and graduate level courses taught in the last two years.

Academic Year	Term	Course title	Weekly Hours		Number of Students
			Theoretical	Practical	
2024-2025	FALL	OT305 Preventive occupational therapy and environmental review	5	2	6
		OT301 Neurodevelopmental dysfunction	3		7
		OT303 Occupational	3	2	6

2023-2024	SPRING	therapy in geriatric rehabilitation			
		OT101 Introduction to occupational therapy	3		21
		OT203 Performance area: psychosocial	3	2	10
		OT211 Sociology of disability	3		9
		OT102 Theories of occupational therapy	3		10
		OT204 Daily life activities	5	2	5
		OT104 Activities of occupational therapy	4	2	12
		OT206 Occupational therapy in psychiatry	4	2	6
		OT306 Occupational therapy in neurodevelopmental dysfunction	4	2	6
		OT308 Dance and movement therapy	2	2	5
2023-2024	FALL	OT406 Graduation project	7		3
		OT103 Health and wellness strategies	3		9
		OT305 Preventive occupational therapy and environmental review	5	2	6
		OT301 Neurodevelopmental	3		6

2022-2023	SPRING	dysfunction			
		OT303 Occupational therapy in geriatric rehabilitation	3	2	7
		OT101 Introduction to occupational therapy	3		8
		OT203 Performance area: psychosocial	3	2	6
		OT211 Sociology of disability	3		5
		OT OT102 Theories of occupational therapy	3		4
		OT204 Daily life activities	5	2	5
		OT104 Activities of occupational therapy	4	2	4
		OT306 Occupational therapy in neurodevelopmental dysfunction	4	2	3
OT308 Dance and movement therapy	2	2	4		