

# A Future Vision for the Development of Generalist Social Work Practice Mechanisms in Social Care Institutions for Children with Disabilities

By

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## Abstract

A future vision for the development of mechanisms of generalist of social work practice in social care institutions for children with disabilities. The current study aimed to foresee the future of developing the mechanisms of general practice of social work in social care institutions for children with disabilities, by estimating the current situation of them in terms of their numbers, rates of increase in society, estimating their needs, identifying their problems they face and their families, and also analyzing the current situation of the general practice of social work in social care institutions for children with disabilities. This research is considered one of the future researches in which the content analysis method, the inductive method, the deductive method, and the critical analysis of the results of previous research were used. The Content Analysis Guide was used as a tool to analyze the content of previous research related to children with disabilities. The sample of the study was represented in recent research conducted in the period from (2012 – 2022) as a time domain. The previous studies were divided into two main axes: studies that focused on the needs and problems of children with disabilities and their families, and studies that focused on the general practice of social work in the field of caring for children with disabilities. The most important findings of the research are to describe and estimate the needs and problems of children with disabilities and their families, as well as to analyze and describe the reality of the general practice of social work in the field of caring for children with disabilities. Based on these results, the future vision was formulated to develop the mechanisms of general practice of social work in social care institutions for children with disabilities.

**Keywords:** future vision, general practice of social work, social care for children with disabilities, child with disabilities.

## The research problem

Human resources represent a value and a practical and realistic necessity for all developed and developing countries of the world alike, as these countries have made human development among the priorities of development and put the human element in the focus of their attention as not a means or maker of development, but rather the goal and axis of development (Aboul-Nasr, 2005, 15)

The phenomenon of disability in general is a major problem in many societies, and works to hinder the secret of development in them, and from this point of view it represents one of the indicators of the civilization of nations and their advancement in the extent of their care for the education of generations of all categories (Afifi, 2010, 19).

The problem of disability affects society, whose economic and social development depends on its human resources and the contribution of each individual to it, which supports

development programs, and therefore the community's interest in disability prevention programs on the one hand and support for comprehensive rehabilitation programs for people with disabilities on the other hand reduces the economic and human losses that result from leaving them to become a burden on society (Al-Aita, 2008, 4).

Attention to persons with disabilities at the beginning of the third millennium has become an urgent necessity to compensate them for what they suffer from total or partial disability and enable them to live a normal productive life and in support of helping them obtain their rights, the disabled as an individual has his full rights to participate in social life and therefore it has become important to rehabilitate and integrate him to restore his maximum physical abilities and psychological and social adaptation in proportion to the type of disability he suffers from, and so that he can live a decent life that he is satisfied with and participate in the process The development and development of his society, and this is considered as an investment of disabled human resources and converting them into productive capacity that actively participates in the progress of society (Al-Nouhi, 2007, 7)

Hence, the state has paid great attention to the category of persons with disabilities, as it has given great attention to their care and rehabilitation socially and professionally because of its full belief in the principle of equal opportunities among all citizens on the one hand and so that they can contribute to building their society, each according to its available capabilities and capabilities on the other hand, and this can only be achieved if all members of society through its governmental and private institutions working in the field of social work pay attention to persons with disabilities and integrate them into their society (Jadallah 2010).

Persons with disabilities in general and children with disabilities in particular are in dire need of many programs and services to help them grow and have access to a decent life and other basic rights, including: the right to life, the right to development, the right to health care, the right to education, the right to work, the right to participation, the right to housing, the right to social integration, and other rights (Abou El-Nasr, 2016).

The number of persons with disabilities has increased during the last two decades in large proportions, especially among children, according to the estimates of the Central Agency for Public Mobilization and Statistics in 2021, which makes attention to this category and the development of methods of working with it an urgent necessity, whether on the preventive, curative or rehabilitative aspect. Many studies have focused on the category of children with disabilities and the problems they face, including: Marzouk's study (2019) aimed to identify the reality of children with disabilities exercising their right to education, and also aimed to identify the most important obstacles that limit the exercise of these children to their rights to education, and the results of the study found that the education system for persons with disabilities in Egypt suffers from many problems and difficulties. There is no appropriate educational curriculum for students with disabilities because people with hearing and visual disabilities study the same curricula as ordinary students with some simple modifications, and the curriculum of persons with disabilities neglects to take into account the abilities, tendencies and needs of students with disabilities, and the absence of attached classes for autistic children or those with learning difficulties, and thus depriving this group of their right to learn, and the study also reached a proposed conception to activate the requirements for practicing children with Disability for their right to education.

A study (Habib, 2016) aimed to identify obstacles to the performance of the professional role of the social worker as a general practitioner in achieving social security for homeless children with disabilities in friendly schools, and the study reached a proposed

conception to activate the performance of the professional role of the social worker to deal with the problems of children with special needs, and the study found that there is a set of obstacles facing the performance of the social worker for his professional role as a general practitioner in achieving social security for homeless children.

Study (Ratekin C., 2021) The study aimed to identify the needs and problems of children with disabilities and the impact of programs based on the use of play style in reducing the severity of these problems, and the results of the study showed that there is an impact of these programs on the degree of activity of children with disabilities, as well as on the extent of their adaptation, and on their withdrawal behavior, the degree of their attention, the severity of their temperament, and the extent of their sensitivity, And also on their emotional state and mood.

A study (Allam, 2022) indicated that there are several factors that lead to the sports excellence of children with intellectual disabilities, including factors related to the system of the disabled himself, factors related to the family system, factors related to the institution's system, and factors related to the system of society, and the study reached proposals to strengthen the sports excellence of people with mental disabilities from the perspective of the general practice of social work.

The social work profession emphasizes that the category of persons with disabilities cannot be neglected and must be cared for and taken care of in all respects, and the interest of the social work profession in them came as a humanitarian profession in which many professional and scientific elements were available that allow it to intervene and address the problems of persons with disabilities, and extend a helping hand to them and help them activate their abilities and restore their potential.

Accordingly, social work has a prominent and important role in caring for children with disabilities, exerting professional efforts to protect their rights, preserve their dignity, and provide them with a decent life, and the general practice of social work as a type of professional practice of social work in the field of caring for people with disabilities deals with various formats, which include: the individual with disabilities, the family, institutions that provide services to persons with disabilities and their families, so it constantly seeks to develop methods of professional intervention, and develop services provided to people with disabilities. and their families with the aim of achieving social integration for them and investing their energies as individuals belonging to this country.

Based on the above, the questions of the current research can be identified as follows:

- What are the most important problems and needs of children with disabilities?
- What services are provided in institutions for children with disabilities?
- What is the future vision for developing mechanisms for the general practice of social work in social care institutions for children with disabilities?

## **Research Objectives**

- Describe the current reality of the needs and problems of children with disabilities and their families.
- Describe the current reality of the general practice of social work in institutions caring for children with disabilities.

- Formulating a proposed future vision for the development of mechanisms of general practice of social work in social care institutions for children with disabilities that contributes to the development of methods and methods of dealing with the category of children with disabilities.

## **The importance of research**

- Global interest in developing methods, services and programs for the care of persons with disabilities has increased with the aim of investing their energies and making them positive participants in the process of studying problems and needs and in providing their services in their care institutions.
- The steady increase in the number of children with disabilities in the Egyptian society, which requires the need to combine all professional efforts for various disciplines, including social work, to provide them with the best means of social care, protect their rights and help them integrate into society, in order to become productive individuals who contribute to the development of their society.
- Children with disabilities are more in need of care and attention, as they have multiple needs, whether educational, psychological, social, recreational and other services.
- Dealing with people with disabilities in childhood contributes significantly to their training, rehabilitation and then integration into society.
- Formulating a proposed future vision for the development of mechanisms of general practice of social work in social care institutions for children with disabilities that contributes to the development of methods and methods of dealing with the category of children with disabilities.

## **Methodology**

This research is considered one of the forward-looking researches, as this research depends on the study and analysis of the past and present in the light of studies and research related to the subject of research, and the use of quantitative and qualitative analysis to deduce and foresee the future with a future vision (Abu Al-Nasr, 2005).

## **Method**

The researcher relied on content analysis through the use of the inductive analytical method, which is represented in the theoretical study, based on specialized scientific references, articles published in various periodicals, and research and studies related to the problem in question.

## **Study Tools**

The researcher relied on the content analysis guide tool by developing specific indicators to analyze the theoretical literature and previous studies, and the content analysis guide included the variables of the current research (children with disabilities - general practice of social work - institutions for children with disabilities - care and rehabilitation of children with disabilities).

## **Sample Analysis Units**

The researcher identified some criteria for selecting studies and research related to children with disabilities and their care, as follows:

- The timeframe for studies and research is set for the period from 2010 to 2022.
- It must meet the procedural definitions used in the current research.
- These studies and researches should be within the basic variables of the current research.
- To be published on accredited local and international databases.

## **Results**

To answer the first question of the study: What is the current reality of the needs and problems of children with disabilities? The researcher made a qualitative analysis of the results of previous studies in this axis, which showed a description of the reality that contributes to the formulation of the future vision based on this reality, and the results of the qualitative analysis of research in this axis were as follows:

- Children with disabilities and their families suffer from some problems, including abuse and bullying, as well as some behavioral, social and psychological problems (Hassan, 2020).
- The education system for children with disabilities in Egypt suffers from many problems and obstacles, and there is no appropriate educational curriculum for students with disabilities in Egypt (Marzouk, 2019).
- The degree of satisfaction of parents of students with hearing disabilities and teachers with support services is moderate (Al-Balawi et al.).
- The existence of problems related to the social admission of people with disabilities, as well as problems related to the regulations and laws related to the integration of students in regular schools and community integration in general (Abdel Jalil, 2022).
- Children with disabilities suffer from many problems, the most important of which are, in order: problems in social behavior, problems in social communication, problems in social cooperation, problems in social adjustment (Abu Hashem, 2021).
- The existence of some obstacles that prevent children with disabilities from using some technological innovations, including those related to the child with disabilities himself, teachers, school administration, or hardware and software.

### ***An analysis of the results of the studies also showed:***

There is a strong relationship between abuse directed at children with mental disabilities and some psychological problems, as well as between abuse and abuse in dealing with children with disabilities and increasing their percentage of disability (Hassan, 2020 & Zirpoli, et al, 2016).

- The results of studies have shown an improvement in the level of communication skills in autistic children using some programs to develop these skills.
- Counseling programs contribute to modifying non-consensual behaviors (violence - destruction - antisocial behavior - psychological disorders) in children with disabilities.
- Early intervention methods have contributed to a high level of positive change in the attitudes of mothers of children with mental disabilities, as well as mothers of hearing and visual disabilities.



- Some studies (Taha, 2020) have shown that there are technological innovations appropriate to the nature of learner able students with intellectual disabilities.
- The results of studies (Desouki, 2020 & Taha 2020) showed the need to pay attention to technological innovations, and the importance of artificial intelligence in achieving psychosocial integration of people with special needs.
- Artificial intelligence applications contribute to enhancing human capabilities.
- Artificial intelligence applications have become very important as facilitators for the psychological and social integration of people with special needs.

The studies presented a set of proposals and recommendations, including:

- The need for an integrated strategy for cooperation between socialization institutions to achieve social security for children with disabilities.
- The need to continuously improve and develop social welfare services in line with the needs of people with disabilities and involve them in the development and design of plans to satisfy their needs and improve their quality of life.
- The need to pay attention to the application of methods of early educational intervention with children with disabilities.
- Supporting technological projects provided to persons with disabilities and allocating budgets for them within the state budget for technological projects and research.
- Providing financial support to people with disabilities to facilitate their access to some expensive technological applications.

To answer the second question of the study: What is the current reality of the general practice of social work in institutions caring for children with disabilities, the qualitative analysis showed the following:

- The effectiveness of professional intervention programs using the general practice of social work in improving the quality of life for persons with disabilities of various types of disabilities (Zeidan, 2010 Farraj, 2021).
- The effectiveness of vocational intervention programs using the general practice of social work in alleviating the psychological and social pressures suffered by families of autistic children (Jadallah, 2010).
- The effectiveness of vocational intervention programs using the general practice of social work in increasing social support for families of children with learning disabilities (Ahmed, 2012).
- The effectiveness of vocational intervention programs using the general practice of social work in improving the quality of life of learnable children with intellectual disabilities, and in improving the quality of the family, school and social environment.
- The effectiveness of vocational intervention programs using the general practice of social work in reducing the abuse of children with motor disabilities (Al-Kuwari, 2019).
- The effectiveness of professional intervention programs using the general practice of social work in alleviating the symptoms of post-traumatic stress disorder for mothers of autistic children (Adam, 2019).
- The effectiveness of vocational intervention programs using the general practice of social work in alleviating the life pressures of mothers of children with intellectual disabilities.

- The effectiveness of professional intervention programs using the general practice of social work in alleviating the pressures faced by families of persons with mental disabilities (Salama, 2021).
- The effectiveness of vocational intervention programs using the general practice of social work in developing the awareness of mothers of children with Down syndrome about the methods of normal sex education (Sharqawi, 2021).
- The most important roles of the general practitioner of social work were to achieve social support and economic support for the families of children with disabilities
- Despite the results of the analyzed studies of the effectiveness of professional intervention in dealing with children with disabilities, their mothers and families, there are some difficulties or obstacles facing the general practitioner of social work in institutions caring for children with disabilities, including:
- Obstacles facing the performance of the general practitioner of his roles in developing social protection mechanisms for people with disabilities.
- Obstacles facing the general practitioner of social work to carry out his role with students with hearing disabilities, and these obstacles may be due to the student with the same disability, and may be due to the family of the student with hearing disabilities, and obstacles due to school.
- Integration and coordination between NGOs working in the field of care for people with disabilities is very weak (Abul-Nil, 2012).

Some studies have recommended the need for families of children with disabilities to participate in the development of plans and programs to be provided for the care of their children, as well as to follow up the progress of the educational process and support educational resources in the surrounding societal patterns.

After presenting the qualitative analysis of the results of studies that focused on describing the reality of the needs and problems of children with disabilities and their families, and studies that focused on the reality of the general practice of social work in institutions caring for children with disabilities, it becomes clear that there is an urgent need to develop mechanisms for the general practice of social work in institutions caring for children with disabilities, especially with the rapid progress and development in assistive and enhanced technology for the care of people with disabilities. With the development of the philosophy of caring for persons with disabilities over time from the model of care for the purpose of charity for groups of people with disabilities, to the medical model (medical rehabilitation), and then to the social model (social rehabilitation), which was called institutional care for people with disabilities (Institutionalization), to transform with the development of care systems and institutional rehabilitation to community-based rehabilitation Community Based Rehabilitation (CBR), and the philosophy of care and rehabilitation of people with disabilities shifts from considering the disabled person as responsible for his disability to considering that the entire society is responsible for disability, to show several societal movements, including the movement for the rights of persons with disabilities, and the view in dealing with people with disabilities shifts from a pastoral view to a human rights view, so that care, rehabilitation and the right to a decent life become fundamental and basic rights Disability is enshrined in all universal declarations of human rights, international charters and agreements at the international level on the one hand, and the systems, legislation and laws of the Member States of the United Nations on the other. Then the care systems of persons with disabilities develop to emerge a new model, which is Independent Living IL, a model whose philosophy and principles are based on the full

responsibility of society for disability and people with disabilities, thus providing an accessible environment, and preparation includes all aspects of life from the infrastructure of Buildings and facilities, as well as means of transportation, entertainment, roads and learning resources so that a person with disabilities can live without dependence on others. With the beginning of the third millennium, the systems of care and rehabilitation of people with disabilities have developed better with the rapid development of assistive or enhanced technology means and the use of their applications in the care of persons with disabilities, and finally artificial intelligence techniques and applications that contribute significantly to the advancement of methods of care and rehabilitation of persons with disabilities, and this rapid and successive development made it necessary for the social work profession to constantly develop its mechanisms and methods in professional intervention in general, and in the field of caring for children with disabilities in particular. To keep pace with this technical progress and rapid change, whether social or economic, and from this point of view, the answer to the third question of the study, which is:

What are the indicators of the proposed future vision for the development of mechanisms of general practice of social work in social care institutions for children with disabilities?

***The objectives of the future vision and indicators of their achievement.***

The future vision seeks to achieve a main goal, which is to develop mechanisms for the general practice of social work in social care institutions for children with disabilities.

***Sub-objectives of the future vision and mechanisms for achieving them:***

Keeping abreast of the social work profession in general and general practice in particular for all developments in the development of systems for the care and rehabilitation of children with disabilities, as well as technological innovations and assistive technology means for children with disabilities.

***This goal is achieved through:***

Understand developments and developments in the field of social work practice in social care institutions for children with disabilities, and train children and their families on how to use these assistive technologies.

Providing the necessary framework of knowledge, values and skills to develop mechanisms of general practice of social work in social care institutions for children with disabilities.

***This objective is achieved through:***

Updating and developing the content of the courses on the professional practice of social work in the field of caring for people with disabilities, and refining the general practitioner with the skills and knowledge that enable him to deal with emerging problems among children with disabilities and their families.

Provide methods of early detection of disability of all kinds and mechanisms for dealing with it.

***This objective is achieved through:***

Raising awareness among parents, especially mothers, during pregnancy and during the first months of a child's life, on how to identify cases of disability, and the centers or bodies that they should go to verify the child's disability or not.



Use artificial intelligence applications and technological innovations in the process of training, education, rehabilitation and care of children with disabilities.

***This objective is achieved through:***

Spreading the technological culture among children with disabilities and their families, and making these applications and technological means available in their schools.

Achieve the integration of children with disabilities in society and in school

***This objective is achieved through:***

- Identify obstacles to the integration of students with disabilities in the school environment (classroom, extracurricular activities).
- Identify obstacles to the integration of students with disabilities in their local community (family, friends, neighborhood, institutions with which they deal).
- Raising awareness of families of children with disabilities on the importance of community inclusion.
- Develop methods of psychosocial support, especially for mothers of children with disabilities.
- Using modern therapeutic and rehabilitative methods with mothers of children with disabilities.
- Develop methods to alleviate the trauma of parents of a child with a disability when their child's disability is discovered.
- Designing platforms for continuous communication with the parents of children with disabilities in order to provide guidance and guidance for the correct handling of the child inside and outside the family, and to introduce parents to the sources of providing care and rehabilitation services for children with disabilities.
- Develop coordination and integration mechanisms between associations and centers specialized in the care and rehabilitation of children with disabilities.

***This objective is achieved through:***

- Create databases about centers and associations (material and human resources, services, programs).
- Exchange of experiences between social workers working in these centers and associations.
- Activating community participation by supporting associations and centers that provide care and rehabilitation services for children with disabilities and their families.
- Develop mechanisms to activate community and family participation with associations and centers that provide care and rehabilitation services for children with disabilities and their Families.

***This objective is achieved through:***

- Promote and encourage parents of children with disabilities to participate in identifying needs and problems in their children and their own parents.
- Provide the opportunity for parents of children with disabilities to participate in the development of plans and programs provided to their children with disabilities.
- Promote and activate community initiatives that aim to provide support for programs and services of social care institutions for children with disabilities.

- Establishing an electronic platform to provide the opportunity for parents of children with disabilities to communicate continuously with social institutions to care for children with disabilities.
- Develop community awareness of the problems and needs of children with disabilities and the requirements for their integration into society.

***This objective is achieved through***

- Presenting seminars and lectures in clubs, youth centers, schools, universities and in places where the community population gathers
- Providing awareness and guidance programs through the media and by various means that suit all groups (visual - audio - read) on raising awareness of children with disabilities and ways of early detection of disability.
- Providing lectures to ordinary students to raise their awareness of the correct methods of dealing with their peers with disabilities.
- Provide an environment conducive to achieving an independent life for children with disabilities.

***This objective is achieved through:***

- Calling for an amendment in the rules and regulations of educational institutions to provide an environment adapted to kindergartens and schools for children with disabilities.
- Providing technical equipment and applications that facilitate children's learning and interaction with their peers and teachers.
- Providing learning resource rooms and educational curricula suitable for children with intellectual disabilities, especially those who are able to learn, children with learning difficulties, and children with visual and hearing disabilities

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