

The strategy of special education for the disabled child in Algeria between the challenges of caring and the difficulties of communication and integration

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Abstract:

Many countries and societies' special education strategies are applied through numerous strategic curricula and mechanisms to make several adjustments to the educational means and methods, thus targeting people and individuals who are unable to keep up with normal education requirements and strategies.

Special education effectively contributes to the development of individuals through participation in all spheres of society, whereby developing their practical and scientific skills. Today, tremendous efforts thereto are deployed by focusing on disabled individuals' special education to promote their various types of communication, speech, and sensory communication to provide them with all appropriate types of language skills.

Algeria is undoubtedly one of the countries that strived and keeps striving, as part of its endeavor to prepare a set of mental disability strategic and methodological mechanisms, to rehabilitate the disabled child in the institutional and societal environment, while making him a strategic partner in the educational process.

Keywords: Strategy, special education, disabled child, institutional integration, social communication.

Introduction

As part of the preparation for developing new strategies specifically aimed at supporting children with disabilities, who face various differences compared to other typical children, Algeria, in a previous phase, initially integrated this group into regular schools and later reintegrated the same category into specialized centers. During this transitional stage, professionals in this field worked towards establishing the child's position in the social context and ensuring their engagement in all roles within diverse educational institutions, be it at home or in private establishments.

The special education strategy in Algeria has been reinforced by various methodological measures. One notable initiative includes an attempt to translate strategic objectives into a set of practical goals through the meticulous design of the institutional care guide for early intervention with disabled children. It is important to note that this guide does not primarily focus on the psychomotor development of the child from birth to the age of three. Instead, it involves the preparation of numerous consecutive and interconnected steps and procedures to enhance the style and behavior of the disabled child, ultimately aiming to facilitate the process of social interaction.

Article's Problem:

Turning to the central concern of this article, we framed it as follows:

"How are the intricacies of the special education strategy for individuals with disabilities navigated in the context of addressing social communication and institutional integration for this particular group?"

Study Hypotheses:

Individuals with special needs, despite the diversity of their disabilities, are regarded as a sensitive and crucial category that should be reintegrated into society to foster social communication.

The educational process for disabled children is driven by strategic actions, enabling the achievement of numerous strategic and practical objectives.

The social care process for individuals with disabilities is based on several approaches, with the most notable being the medical and psychological approach. These approaches aid in employing various material and psychological mechanisms to ensure the success of this care.

Many institutions, especially private ones, play a significant role. Particularly, the pedagogical team intervenes, emphasizing its competence and ability to actualize and showcase the child's competencies. This is achieved

through a belief in the necessity of advancing the scientific, artistic, and cognitive capacities of the disabled child.

Study Objectives:

Self-objectives:

A specific interest in addressing topics that touch upon the sensitive category within society.

Cognitive objectives:

Work towards mobilizing all scientific and academic efforts in various social and psychological specialties to provide cognitive support aimed at enhancing the social status of this category in society.

Examine the strategic mechanisms allocated by institutions responsible for the care process to revitalize this process and ensure its long-term continuity.

Research Methodology:

In this study, we endeavored to build a comprehensive structure grounded in the wealth of information about the study topic. This involved a synthesis of theoretical and practical insights, employing a descriptive approach to delineate the social care process for individuals with disabilities. Our methodology included collecting abundant information from diverse scientific sources, particularly the practical guide detailing the procedures of the care process in Algeria.

The purpose of the descriptive process is not only to gather information but also to identify the correlational relationship between the study variables, starting from the care process to the initiation of the social communication process. This aims to achieve precise scientific results linked to the study's findings. It intends to focus on the strategic actions within the social care process for individuals with disabilities, aiming for their continuous integration into society through effective communication.

Study Sample:

We translated all the theoretical information into practical application by employing a methodological tool, specifically a research questionnaire. Through this instrument, we formulated a set of open-ended and semi-open-ended questions focusing on research indicators, particularly delving into the topic of caring for disabled children in specialized institutions. This was part of an endeavor to conduct a field survey, aiming to comprehend how strategic actions in the social care process unfold. We conducted a comprehensive survey involving members of the specialized institution within the disability center in the ElTaref province. This included representatives from the administrative and pedagogical team, totaling 30 individuals. Following a descriptive methodology, our aim was to characterize the phenomenon of social care, elucidating the relationship between strategic mechanisms and the specialized institutions' capacity to take on the responsibilities of psychological and social care. The ultimate objective was to integrate individuals with disabilities into society, grounded in a scientific and methodological exploration of their scientific and practical capabilities.

The questions were as follows:

- 1) What are the procedures to make the social care process successful?
- 2) Does your organization follow a strategy for caring for people with special needs?

Yes

No

If yes, explain

- 3) Is there a training of the pedagogical team in order to make the social care process successful?

Yes

No

If yes, explain

- 4) What are the strategic objectives of private institutions?

Highlighting the child's competencies

Developing learning ability

Encouraging communication

- 5) What are the mechanisms on which the pedagogical project is based?

The financial and logistical aspect

The human aspect

- Both together

6) How does the psychological aspect intervene in caring for a disabled child?

7) Has social communication been achieved for the disabled child and his integration into society?

Yes No

2. What is strategic action in the field of community education?

Nature of Strategic Action in the Field of Social Education

Strategic Action:

Strategic action involves the art of coordinating the actions of military forces to achieve the goals of war: security, economic strength—these factors collectively constitute the classical principles of strategy (Madeline, 2000: 153).

Therefore, strategic action is intricately linked to the comprehensive plan for controlling the military, economic, communicative, informational, and political aspects during wars. In other words, it is the art of leadership in total warfare at the state level, where military plans are coordinated with economic, informational, and political plans. It is described as the overall plan for a complete military campaign. The term "strategic materials" refers to all resources involved in the execution of military operations, aiding in the success of the war. Additionally, the term "strategic positions" is used for locations of military significance in winning battles in either defensive or offensive warfare (Murad, without mentioning the year: 1381).

Strategy is a set of long-term goals and objectives sought by a society or an individual. It is sometimes used to refer to Objectives of a fundamental nature and specific Targets. The focus of strategy may be on one or both of these. (Abdelkafi, 2004: 19)

It can be said that strategy represents a set of methods and means implemented by an individual or a group of people to achieve their goals within a framework of implicit and formal rules through a combination of strategies. (André, 1999: 507)

This definition has emphasized that strategy is even associated with individuals, given that they have a set of goals within their institutions. Consequently, they must achieve these goals by adopting a set of strategies, a concept known as Personal Strategic Project. This project targets the personal goals of the individual within the context of their professional and career life, representing a significant objective aspect. (Robert, 1999: 38)

From the preceding definitions, it becomes apparent that in the field of sociology, strategy is more focused on the resources within an institution, representing its strategic position. Each individual has a specific work method and goal in their professional life that they seek to achieve and attain. Consequently, the institution contains a collection of strategies that interact with each other within the framework of the overall strategy.

Strategy represents the culmination of the interaction of a set of fundamental factors that fundamentally influence the formulation of any strategy. These factors, as outlined by Abdul Salam Abu Qahaf (2000: 18), include:

Environment;

Resources;

Values.

Talking about individuals and their strategies leads us to discuss the contributions of Michel Crozier to the emergence of strategy in the field of sociology, particularly in 1970 through his work "L'Acteur et le Système" (The Actor and the System).

Crozier played a role in attributing value to the actor within the institution.

Strategic objectives, according to André (1999: 507), rely on the criteria related to the satisfaction of the actors.

Therefore, strategic action in the context of special education for individuals with disabilities is linked to mobilizing all institutions, emphasizing the need to restructure all human, material, and informational resources. This includes setting goals, with a primary focus on the necessity of enhancing the human aspect through the care of individuals with disabilities. The goal is their reintegration into social life, making them a category that plays a fundamental role, akin to all ordinary individuals. This involves creating a social environment distinguished by positive social interactions and relationships.

Special Education and Community Education

Strategic action in the field of special education has been associated with the community by focusing on monitoring the essential steps that must be respected regarding the rehabilitation of individuals with disabilities in society. This aims to enhance the process of social and institutional integration in all areas of educational,

sports, economic, cultural, and even recreational life, with the purpose of developing comprehensive social policies.

The strategic action is closely linked to the level of awareness within the society, as a strategic actor encouraging educational efforts in the face of a merciless social reality that does not afford this group its natural rights.

In general, society does not fully undertake its responsibility towards disabilities but rather attempts in various ways to conceal them. This has generated collective barriers and obstacles primarily stemming from the absence of a culture of integrating people with disabilities.

Despite the aspirations of current policies aimed at establishing mechanisms to promote integration, their implementation remains limited in reality. This limitation is not only due to the denial of disability but is primarily attributed to the stigmatizing labels attached to individuals with disabilities, keeping them in a state of deficiency and social marginalization.

Social policy, through the enactment of social laws for the benefit of people with disabilities, seeks to alleviate the resulting harm. However, does this not lead to confining them in the name of integration within the confines of social assistance veto? (The issue was discussed in the International Forum on Social and Vocational Integration of Persons with Disabilities, 2004: 5, 6).

In this context, the strategic action of the Algerian state aims to elevate social policy through numerous programs, alternatives, and supportive protocols for the integration policy. It seeks to promote social normalization and reduce the severity of the marginalization faced by individuals with special needs, aiming to integrate them into society like any other group.

The Nature of Intellectual Disability and the Medical and Psychological Approach to Disability

1.3 Intellectual Disability

According to the World Health Organization (WHO) in the International Classification of Diseases 10 (ICD-10), intellectual disability is defined as a cessation or incomplete growth of mental function characterized by impairment in various capacities during the developmental period that determines the level of overall intelligence (cognitive, linguistic, motor skills, and social adaptability).

IV. DS M: Manifestations of impairment or dysfunction in current adaptive functioning (meaning a deficiency in an individual's ability to conform to expected standards based on their age and cultural environment). This impacts at least two of the following domains: communication, independence, domestic life, social competencies, and personal relationships, which are harnessed for the benefit of environmental resources: individual responsibility, utilization of educational achievements, work, recreation, health, and safety. (Early Intervention Guide for Intellectually Disabled Children aged 03 to 05 years in specialized institutions, 2015: 12)

From this perspective, we can say that individual intellectual disability constitutes a barrier preventing the achievement of a normal and stable life. It intervenes in all areas of life, hindering communication and interaction with the surrounding social environment. Its significant role in impeding the individual from accomplishing tasks and goals in various life domains is undeniable.

Therefore, considering the aspects of impairment in all mental functions, motor abilities, and sensory capacities, special education has been introduced to establish a set of foundations and employ various means to enhance the skills and abilities of individuals with disabilities. Consequently, it aims to elevate their competence levels by focusing on specific determinants in the strategic process of special education, which assesses numerous fields, with a primary emphasis on dialogue and communication. This aims to make them cultural values embraced by all segments of society, including both ordinary and non-ordinary groups.

2.3 Psychological and Medical Approaches to Disability:

We are faced with a collection of behaviors and actions indicative of disability, characterized by imbalance, disturbance, and lack of equilibrium. These behaviors require the collaboration of various experts in the fields of psychology and sociology to bring about a transformation in human behavior, steering it towards improvement. This can only be achieved through systematic, clear, and deliberate steps, all aimed at the reintegration of this group into society after receiving intensive lessons in specialized institutions.

One of the significant life aspects affecting the life of an individual with a disability is the low emotional dimension in an environment lacking influences that may lead to delayed mental growth for the child, placing them in a perpetual state of delay (cultural deprivation). (Early Intervention Guide for Intellectually Disabled Children aged 03 to 05 years in specialized institutions, 2015: 13)

3. Historical background of the social care process

In 1976 was the first endeavor towards disabled children's care in institutional environment, in order to rehabilitate them, irrespective of their differences from other ordinary children.

Caring for this category remained contingent on the economic situation and institutional reality, in light of specialists' approaches to mental disability in an attempt to integrate some disabled children in regular schools, with the aim of applying specific educational strategies thereto.

Following Algeria's development in the economic field, especially the social one, State's efforts moved to focus on private institutions and to mobilize a group of pedagogical teams to communicate with this sensitive social category, for care purposes and achievement of a set of goals:

3.1. Private institutions' strategic objectives:

- Private institutions' pedagogical team ensures the achievement and highlighting of children's competencies through belief in the inevitability of improving the disabled children's scientific, artistic and mental abilities and skills.
- Encouraging the development of disabled children's personality (behavior, IQ);
- Developing their learning ability (ability to accept others);
- Gaining independence;
- Encouraging communication with others;
- Integrating children into specialized institutional environment and regular environment according to children's abilities and skills.

3.2. Strategic goals of the family as an effective partner:

The family is an effective partner, as considered the main basis for the success of communication and connection with its members, whether normal or disabled. It is the source of correct and sound education by providing all pedagogical, educational and even religious mechanisms on the basis of:

- Supporting the family to provide care and create connection channels with the child, who is considered an integral part of it;
- Supporting the family who is experiencing psychological difficulties with their child by actively involving them in participating in the design and implementation of child care projects;
- Following-up parents in choosing alternatives capable of rehabilitating the mentally disabled child at the educational, social and professional levels;
- Giving the mentally disabled child the opportunity to benefit from various levels of care that further his skills' development;
- Overcoming the guidance and follow-up difficulties resulting from late care of a mentally disabled child;
- Preparing the mentally disabled child to benefit from various levels of learning.

4. Communicative action and independence ; a motivational incentives for social and professional integration

4.1. Communicative action:

The communication process is considered a social and human phenomenon in the first place, as it is the basis of the social relations and resulting social interaction; the latter being considering as the social process according to which individuals communicate and influence each other in terms of ideas and activities alike. (Al-Ghazawi, 2006 : 23).

Communication may occur between two people or a group of people in confrontational communication and falls within the scope of two types of communication: Interpersonal communication and mass communication; which, in turn, serve the same standards and interests, and target common goals and objectives. (Djabr Saïd, 2008: 16).

The communication process may occur in its normal or natural state within groups, families, and societies in general, and it may also occur within institutions, given that the latter are part of these societies, i.e., between employees and officials of different professional levels.

The communication process is considered the cornerstone of the organization, as it is necessary to consider that communication is linked to the continuity of organization and production. (Delieu, 2003: 23).

Therefore, it is not surprising that communication and media experts consider the communication process as the cornerstone upon which all procedures for operating institutions are built.

Contemporary academics, in various disciplines, consider communication to be the social cement used to improve and achieve cohesion between parts of modern organizations, as well as the soul of these organizations. Bernard Chester, former president of the New Jersey Bell Telephone Company, said: "The structure and scope of an organization are determined by the communication tools and methods available." (Gerald Greenberg, 2004: 345)

Accordingly, communication has become one of the necessities of human, social and even administrative life, especially as we live today in the era of globalization or the so-called knowledge and information society, where information has become the strategic capital that governs all the resources associated with the development of societies, including institutions of all kinds.

The connection process is more comprehensive and wider than the communication process, given that communication is measured by a continued and long-term work; relying on a clear forward-looking vision of many processes, especially the connection process, which compels us to strive and develop strategic mechanisms to achieve this connection through disabled individuals' care and integration.

The communicative action hinges on a two-step influence process:

- ✓ First: Thought.
- ✓ Second: Behavior change.

The influence process is closely related to the psychological aspects.

In order for an audience to respond psychologically to a specific action or message, at least two elements therein must be impacted, namely thought and emotion. Therefore, the logic of a specific party's specific message impact on a specific audience can be clear through this logical sequence:

Message producer → Message → Audience in a certain situation, feeling in expectation → Parts of the message, with their insinuating signals, affect expectation → These signals interact with the audience's psychological emotion → Audience increases the audience's willingness to accept the informational parts of the message → The audience can, whether they like it or not, form a general idea about the topic → The audience begins, at first, with a psychological and physiological response → There follows a type of reflexive action that varies according to the type of message, audience, age group, culture, and trends. (Gerald Greenberg, 2004: 32).

It is obvious that disabled individuals' vocational integration constitutes the basic element of social integration, since work grants them independence and self-esteem, by providing them with a financial resource that allows them obtain a prominent social role and position, while it also helps them get rid of the feeling of being a burden on the society.

In the same vein, obtaining a job represents a social and cultural recognition of disabled individuals. As such, issuing a law covering this category aims to ensure their social and professional integration. (Qawadriya, 2004: 13,14)

4.2. Educational action and reality of disabled child's social integration:

Mental retardation is considered one of the complex human problems that are closely related to other social and life issues. Therefore, taking care of mentally retarded individuals is more than necessary to achieve the goal of their integration and adapting.

Mental retardation has been known since an early time, as studies and research indicate that the Mesopotamian community was able to distinguish between mentally retarded people from others and took humanitarian measures to care for them. (Ammara, 2004:29).

No one today is but happy about the development that special education has recently achieved, given its importance throughout the long human life journey, and its consideration as one of the contemporary education issues, after education has become a constitutional right. However, tangible special education changes have benefited some disabled individuals' categories, especially the mentally retarded one, as they need serious activity and combined integrated efforts to help them overcome their retardation. (Ammara, 2004:29).

For the foregoing reasons, concerned authorities must re-undertake a scientific study that gathers the efforts of specialists in many psychological, sociological, and legal fields in order to "resuscitate this sensitive idea of disabled individuals' actual integration regardless of the degree and type of disability.

5. Social mentorship and integration strategy: Projects and methods

5.1. Early care project:

The early care project is part of the institutional project, prepared by a multidisciplinary team and responds to the needs of the mentally disabled child, between 03 and 05 years old.

It determines the responsibilities, human and material means, methods of implementation, and the goals to be achieved. The early care project is the result of pondering over the educational, pedagogical and therapeutic program that falls within a general course primarily oriented towards school and social integration. It also expresses the will of the specialized team to strive to meet the needs of the handled category.

Therefore, achieving the objectives of the early care project is contingent on several factors: (Guide to early care for 3-to-5-year-old mentally disabled children in specialized institutions, 2015, p. 13)

- **Organisation:**

It is important that any pedagogical and educational process is closely linked to organization, coordination, and establishment of many stages and methodological steps for the purpose of achieving the goals set within the framework of an individual and group project.

- **Human resources:**

In this process, it is necessary to rely on all effective and efficient human resources to successfully implement the related strategy, and accordingly achieve all the practical and strategic objectives, to wit the most important capabilities and qualified skills dedicated to achieving communication and connection with disabled individuals, for the purpose of ensuring both their social and professional integration.

Many researchers have defined the nature of human resources as the part of population that can be exploited in economic activity. Human resources represent any country's most precious and valuable natural resources by virtue of its growth potential and ability to mobilize other resources. (Mourad, without mentioning the year: 734) The human resource can achieve wealth or revenues through skills and knowledge, not the transformation and change that creates material resources in order to achieve wealth. Without these skills and knowledge, the individual becomes incapable or has limited capabilities that prevent him from undertaking any change. Therefore, in order for the individual to become a resource, he must have experience, skills, abilities and preparations necessary to perform specialized tasks. (Hassan, 2002-2003: 29).

- **Material and educational means:**

- ❖ Simple, retrievable used tools (plastic bottles, plugs, packaging boxes, cloth scraps, etc.);
- ❖ Various educational and pedagogical tools (logical combination box, picture puzzle game, combination boards, dolls, cooking tools game...);
- ❖ General project of the group, individual project, achievable tripartite program;
- ❖ Technical and pedagogical cards (each activity is the subject of a technical card that includes the goal, necessary tools, course progress...).
- ❖ A timeline including the following variables:

- ✓ **Balance:**

Activities that require the child to have constant and stable judgment and attention, including all cognitive activities (pre-logic, pre-arithmetic, language, sensory education...) are scheduled in the early hours of the morning, followed by exercises that require the least effort (manual, expressive, free activities, entertainment) is programmed in the evening.

- ✓ **Diversification:**

A mentally disabled child quickly gets bored with the activity. Half an hour or forty-five minutes is enough, so the exercises for the same activity must be varied with different tools.

- ✓ **Gradation:**

The educator must set a goal to provide the mentally disabled child with skills, ranging from easy to difficult.

- ✓ **Dynamism:**

Responding to disabled children's needs while respecting the set goals, preparations, desires and abilities.

5.2. Social integration strategy and practical guide:

This strategy is closely linked to the development of an applied guide to review and enrich a book entitled "Draft Guide for Early Intervention for Mentally Retarded Children", developed in two parts, by Constantine's National Center for Training Employees in Disabled Children's Institutions; the first part being theoretical and the second one contains material supports, such as work tools, including the following:

❖ The first part includes the theoretical aspect of early care for 3-to-5-year-old mentally disabled children. The second part: focuses on the applied aspect of educational and pedagogical support, with a brief overview of pedagogical methods, the general objectives of the sponsorship project, and the program themes and technical cards, which contains the following appendices:

- ✓ Child’s psychomotor development from birth to 03 years;
- ✓ Observation protocol template;
- ✓ Psychomotor program template;
- ✓ Observation network template in the psychomotor aspect;
- ✓ Individual project template;
- ✓ A daily program template;
- ✓ Template for weekly distribution of pedagogical activities;
- ✓ Technical card template;
- ✓ Evaluation network template;
- ✓ The methodology used in this guide explains the various stages of early sponsorship, its tools, organization, role of stakeholders, spaces of sponsorship, and partners’ intervention.
- ✓ This guide for early care is subject to enrichment by field professionals in all specialties.

6. Methods and tools

These methods and tools should be presented accurately and clearly without elaboration so that other researchers can reword or verify the study, and the author can describe the tools and methods used in the form of a chart, table or graph, to explain the methods that were used, in case of complexity only, for simplification purposes. Results of the field study at the Paramedic Childhood Center in El Tarf Province 1.8. Quantitative and qualitative analysis of the questionnaire questions -Answering the first question

Table No. (01): Procedures in place to ensure the success of the social care process

Categories	The ratio	Duplicates
Improving the capabilities of the pedagogical team	%66.66	20
Sensitizing the disabled child to some instructions and directions	%20	06
Teamwork between the administrative and pedagogical team	%13.33	04
the total	%100	30

Source: Prepared by researchers

Through the results shown in Table No. 01, we can say that improving the capabilities of the pedagogical team is one of the procedures in place for the success of caring for a disabled child in the private institution in the state of Al-Tarf. This is evidence of the great responsibility that falls on the pedagogical team through many basic tasks, and it is necessary to pay attention to raising the knowledge, abilities, and skills of each team member, especially with the surrounding environmental developments that require continuous learning and engagement. Evidence of this is the percentage shown in the table, which is 66.66%, which is a high percentage compared to other percentages.

-The answer to the second question:

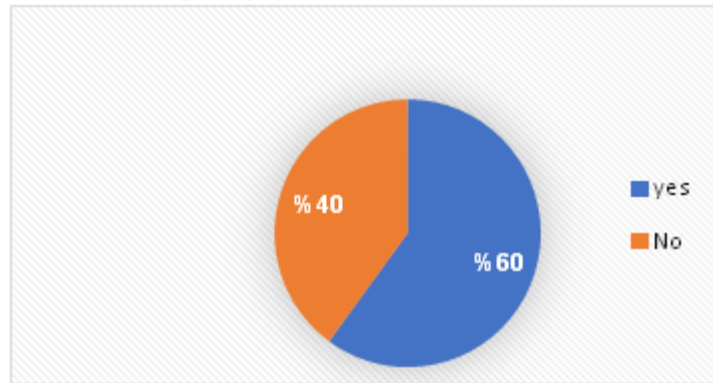
Table No. (02): Social care strategy for people with special needs?

Categories	Duplicates	The ratio	Categories	Duplicates	The ratio
yes	28	%93.33			
No	02	% 6.66	National project	22	%73.33
			Practical guide	06	%19.99
the total	30	%100	the total	28	%93.33

Source: Prepared by researchers

The largest percentage in the table shown above is due to the fact that there is a strategy followed in the process of sponsorship and that the process is not applied in a vacuum. The evidence for this is the percentage shown, 93.33%, which is a very high percentage. Accordingly, and through the statements of the respondents who confirmed that this strategy is linked to the state, and in particular to the national project, with a percentage of 73.33%. The practical evidence followed is 19.22%. From this standpoint, we can clarify that the process of sponsorship is due to the strategic action applied and translated in the Algerian specialized institutions, which, according to the statements of the sample members, this action went beyond the Algerian state's previous classical processes and adopted strategic goals to advance educational work, which it incorporated. It contains the strategic role of the family.

Table No. (03): Formation of the pedagogical team for the success of the social support process?



Source: Prepared by researchers

The training process is very important for the strategic sponsorship action, and it amounts to 60%, which is a significant percentage on the basis that the importance of training is considered one of the valuable tasks and functions in all institutions, especially institutions specialized in caring for groups with special needs. Training helps to provide good care on the one hand and to materialize the project on the other hand. On the other hand .

-Answering the fourth question

Table No. (04): Strategic objectives of private institutions

Categories	Duplicates	The ratio
Highlighting the child's competencies	15	% 50
Developing learning ability	05	% 16.66
Encouraging communication	10	% 33.33
the total	30	% 100

Source: Prepared by researchers

The strategy for caring for the disabled child is being applied in Algeria in order to achieve a set of strategic objectives, the most important of which is developing the learning ability of the disabled child by 50%. Learning is one of the important issues because it helps to teach information of all kinds and in different learning methods, and this is what helps the disabled child to communicate, as learning is closely linked. Closely linked to the continuous communication process that the organization always hopes to achieve, in addition to the other goals embodied through the data described above.

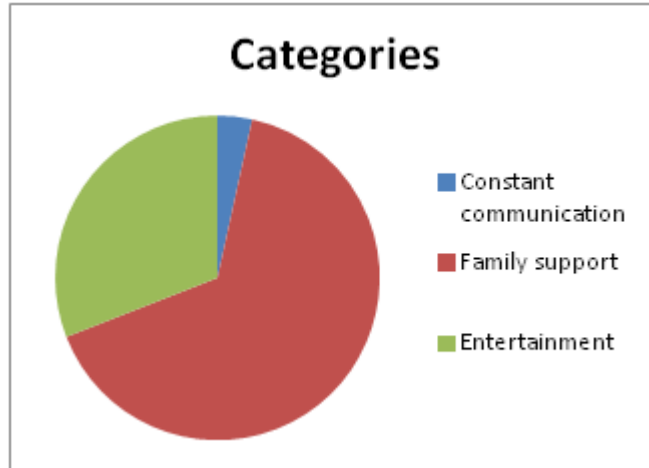
Table No. (05): The mechanisms on which the pedagogical project is based

Categories	Duplicates	The ratio
The financial and logistical aspect	02	% 6.66
The human side	11	% 36.66
both together	17	% 56.66
the total	30	% 100

Source: Prepared by researchers

The percentages shown in the table above show that the sample members proved that each of the material resources is of a great degree of importance. The evidence for this is the percentage shown, 56.66%, divided between the importance of the human resource in the process, considering that it is one of the strategic parties that works to make the entire process successful, as it is its engine and its product. The evidence is Therefore, the percentage is 36.66% due to the importance of this element, and we should not forget the logistical resources, which are considered among the supporting and assisting resources in specialized institutions.

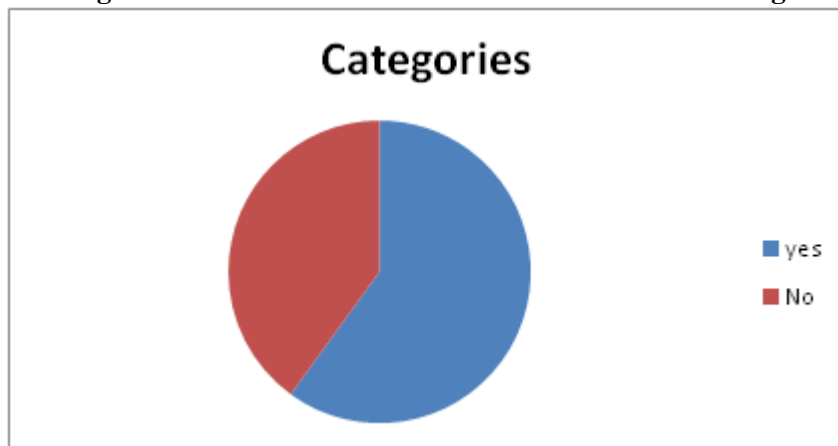
Table No. (06): How does the psychological aspect intervene in caring for a disabled child?



Source: Prepared by researchers

The psychological aspect is important in the process of ensuring that this is through family support. Family education has a strategic role because of the tasks, powers, and directives it carries, and its goal is to provide the disabled and normal child with the educational components and principles to create a good generation that benefits the family and society together, and the evidence for this is the percentage shown in the table, which is 63.66%, which is 63.66%. A high percentage compared to the percentage of entertainment, which is also one of the important psychological factors that works to raise the feelings of the disabled child so that he does not feel isolated. On the contrary, a sense of community will be generated for him and the levels of confidence and communication with others will increase. -Answering the seventh question

Table No. (07): Achieving social communication for the disabled child and integrating him into society



Source: Prepared by researchers Through

the results shown above, this strategy has paid off and in fact there has been achievement of integration and support. The evidence for this is the percentage shown, which is 96.66, which is a very high percentage compared to the other percentages. This is indicative of collective action and the availability of capabilities that the Algerian state is trying to harness in order to make the strategic act of support and support a success. The process of communication and participation of the disabled child in society as a whole.

And discuss it Results The following results were reached: The stage of social care in Algeria has moved from the stage of integrating disabled children into regular schools to private schools and institutions by providing these schools with all the necessary facilities and basic functions, the most important of which is training in order to improve the capabilities and qualifications of the pedagogical team. The procedures in place within the framework of the success of the process of social care for the disabled category are linked to the necessity of targeting the scientific and practical capabilities of the pedagogical team, and this will only happen through programming many formative processes for all members of this team in view of the very sensitive responsibility that falls on its shoulders. Carrying out awareness-raising operations in order to achieve teamwork between the teacher and the disabled.

The social sponsorship process has gone beyond the ordinary treatment to a more advanced stage, which is linked to the strategic action of the process through work within the framework of the national project and the systematic practical guide through many organized scientific steps that have many strategic and practical goals that help in the sponsorship action. The process of communication and social communication is embodied in the field and is being developed throughout the future stages in order to make the disabled child a strategic partner who contributes directly or indirectly to general social development through family, pedagogical and psychological support.

Conclusion:

The process of societies is linked to the process of its individuals and groups from various social groups because of the social and human relations it contains that enable it to achieve many of its goals, especially psychological and moral goals that help both the individual and the group to communicate and continue, especially since the talk is about the deprived groups and those with special needs who are in dire need of Social and human solidarity as individuals who have many rights in their society, especially the right to communicate and communicate.

From this standpoint, countries and societies today are trying to make many efforts and actions in order to embody the idea of communication by drawing up many strategies and programs to reintegrate the disabled individual into society on the basis of going beyond the classical works in adopting regular educational institutions as they are solely responsible for educating and raising these people. Individuals, but with the development of societies Specifically, Algerian society with its various structures and institutions. The Algerian state was able to design special institutions to rehabilitate this group and reintegrate them into society through normalization processes with its various programs and means, and its primary goal is to put the disabled individual in permanent and continuous contact with society at various levels and make him an actor who influences and is affected by social life, and this will not be the case. Except through concerted human, material and technical efforts within the framework of designing an organized and systematic guide within the framework of the general strategy of society.

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