HIGHER SCHOOL OF MANAGEMENT AND DIGITAL ECONOMY

HSMDE

End of cycle dissertation project with a view to obtaining the Master-Start-Up diploma

Major :DIGITAL BANKING MANAGEMENT

THEME :

Resilience and Adaptation in Families with Special Needs Children
Case: Boudjella Clinic

Presented by: **Supervisor:**

Mrs : TAHRAOUI Imane   **Dr. KOUADRI Norhene**

**Promotion
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Dedications

الحمد لله عند البدء وعند الختام ، فما تناها درب ، ولا ختم جهد ، ولا تم سعي الا بفضله.

عظم المراد فهان الطريق فجاءت لذة الوصول لتُمحي مشقة السنين...

لم تكن الرحلة قصيرة ولا ينبغي لها ان تكون ، لم يكن الحلم قريبا ولا الطريق كان محفوفا بالتسهيلات لكني فعلتها ونلتها .

اهدي وبكل حب بحث تخرجي :

الى **نفسي القوية** التي تحملت كل العثرات واكملت رغم الصعوبات...

الى من كان دعاءها سر نجاحي، التي كانت لي نورا في عتمتي ، وحنانها بلسم جراحي ، قدوتي ومعلمتي الاولى وصديقة أيامي **" أمي الحنونة ".**

الى من دعمني بلا حدود واعطاني بلا مقابل، الذي بذل جهد السنين من اجل ان أعتلي سلالم النجاح ، الى من احمل اسمه بكل فخر، الى من حصد الاشواك عن دربي ليمهد لي طريق العلم **"والدي الغالي "** .

والى من شد الله بهم عضدي فكانوا خير معين **"أخواتي وأخواني"** سندي في الحياة ادامكم الله ضلعا ثابتا لى...
الى من أمنت بي وبقدراتي**" عزيزتي أختي بسمة ".**
الى حبيبتي وصديقتي **"أختي سندس ".**

ولا أنسى رفقاء الروح الذين شاركوني خطوات هذا الطريق، الذين غمروني بالحب وكانوا موضع الاتكاء في كل عثراتي الذين رزقني الله بهم لأعرف من خلالهم طعم الحياة " **صديقاتي "**

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List of figures:

List of abbreviations

(CSN) : children with special needs ;

(ASD) : Autism Spectrum Disorder ;

(ADHD) : Attention Deficit Hyperactivity Disorder ;

(IDEA) : The Individuals with Disabilities Education Act ;

(FAPE) : free and appropriate public education ;

(CRPD) : The Convention on the Rights of Persons with Disabilities ;

(AT) : Assistive technologies ;

(AAC) : Augmentative and alternative communication ;

(MBIs) : Mindfulness-based interventions ;

Abstract :

This dissertation explores the challenges faced by Algerian families raising children with special needs and investigates how technology can be leveraged to empower them. The research have two chapters, one theoretical and the other practical.

The first chapter establishes a foundation by defining special needs and exploring various types. and emphasizes the critical role of family dynamics in a child's development with special needs.

The chapter two presents a field study that utilizes qualitative and quantitative analysis, The findings reveal significant obstacles these families encounter, including disruptions to their daily routines and a critical need for readily accessible support services and resources.

A key result is the resounding interest expressed by families in a platform that offers resources and activities specifically tailored to the needs of children with special needs. To address this,

Keywords: Special Needs Children, Family Empowerment, Technology, quantitative analysis.

Résumé:

Ce mémoire explore les défis auxquels sont confrontées les familles algériennes élevant des enfants ayant des besoins spéciaux et étudie comment la technologie peut être exploitée pour les autonomiser. La recherche comporte deux chapitres, l'un théorique et l'autre pratique.

Le premier chapitre établit une base en définissant les besoins spéciaux et en explorant divers types. Il met l'accent sur le rôle essentiel de la dynamique familiale dans le développement d'un enfant ayant des besoins spéciaux.

Le chapitre deux présente une étude de terrain qui utilise une analyse qualitative et quantitative. Les résultats révèlent des obstacles importants auxquels ces familles sont confrontées, notamment des perturbations dans leurs routines quotidiennes et un besoin critique de services et de ressources de soutien facilement accessibles.

Un résultat clé est l'intérêt retentissant exprimé par les familles pour une plateforme qui propose des ressources et des activités spécifiquement adaptées aux besoins des enfants ayant des besoins spéciaux. Pour résoudre ce problème,

Mots clés : enfants ayant des besoins spéciaux, autonomisation de la famille, technologie, analyse quantitative.

الملخص :

تستكشف هذه المذكرة التحديات التي تواجهها الأسر الجزائرية في تربية الأطفال ذوي الاحتياجات الخاصة وتبحث في كيفية الاستفادة من التكنولوجيا لتمكينهم. ويشتمل البحث على فصلين أحدهما نظري والآخر عملي.

يضع الفصل الأول أساسًا من خلال تحديد الاحتياجات الخاصة واستكشاف الأنواع المختلفة. ويؤكد على الدور الحاسم لديناميكيات الأسرة في تنمية الطفل ذي الاحتياجات الخاصة.

يقدم الفصل الثاني دراسة ميدانية تستخدم التحليل النوعي والكمي، وتكشف النتائج عن عقبات كبيرة تواجهها هذه الأسر، بما في ذلك الاضطرابات في روتينها اليومي والحاجة الماسة إلى خدمات وموارد الدعم التي يمكن الوصول إليها بسهولة.

والنتيجة الرئيسية هي الاهتمام الكبير الذي أعربت عنه الأسر في منصة تقدم موارد وأنشطة مصممة خصيصًا لتلبية احتياجات الأطفال ذوي الاحتياجات الخاصة.

الكلمات المفتاحية: الأطفال ذوي الاحتياجات الخاصة، تمكين الأسرة، التكنولوجيا، التحليل الكمي.

CONTENTS :

GENERAL INTRODUCTION

GENERAL INTRODUCTION

Childhood unfolds at a seemingly natural pace for many, fueled by curiosity and a thirst for exploration. Learning becomes a cornerstone of growth, shaping the individual journey. However, for a significant portion of the child population, this journey deviates from the expected norm. Children with special needs (CSN) navigate unique developmental variations that require specialized support. Recognizing and embracing this diversity is crucial, for within the spectrum of childhood lies a wealth of untapped potential waiting to be unlocked.

Despite facing significant challenges, families with CSN demonstrate remarkable resilience. They adapt to their evolving circumstances, forging a unique and strong family unit. This adaptation often involves developing effective coping mechanisms to manage stress, build strong support networks, and, most importantly, celebrate the unique strengths and potential of their child.

The landscape of support for families with CSN is undergoing a transformative shift. The rise of technology offers a powerful arsenal of tools and resources, empowering families and fostering a more inclusive environment. Start-up companies, driven by innovation and social impact, are developing cutting-edge solutions that address the specific needs of CSN and their families. These solutions span a wide range, encompassing educational apps that cater to diverse learning styles, assistive technologies that enhance communication and independence, and telehealth platforms that connect families with specialists and support networks, even in geographically remote areas. The potential of technology to empower families and personalize support is vast.

Herein lies the essence of our research topic: **"Resilience and Adaptation in Families with Special Needs Children."**

This study aims to explore the unique experiences, challenges, and coping mechanisms of families navigating the extraordinary journey of raising a child with special needs. By delving into their lived realities, we seek to uncover the transformative role that technology can play in empowering these families and fostering a more inclusive and supportive environment. We aim to achieve the following objectives:

Understand Family Experiences: exploring the unique challenges, coping mechanisms, and overall experiences of families raising children with special needs. This involves in-depth research to understand their lived realities.

GENERAL INTRODUCTION

Identify the Role of Technology: analyze the impact of technology on these families. The research will explore how technology can be used to empower them, potentially by facilitating communication, providing resources, or fostering connections.

Promote Inclusivity and Support: understand how to create a more supportive environment for families with special needs children. This might involve recommendations for leveraging technology to build a more inclusive community or identifying areas where additional resources are needed.

The central problematic guiding our research is: **How can technology empower families with special needs children, addressing their unique challenges and fostering resilience and adaptation?**

To address this overarching question, we have formulated the following sub-questions:

1.   **How do effective coping mechanisms contribute to resilience and adaptation in families with special needs children?**
2.   **What are the specific challenges faced by families with special needs children?**
3.   **How can technology-based solutions address the diverse needs of these families?**

By exploring these questions, our research aims to contribute to the existing body of knowledge and provide practical insights to empower families, promote resilience, and foster a more inclusive society for children with special needs.

The answers to the questions posed will be provided by verifying the following hypotheses:

H1: Families with special needs children who utilize effective coping mechanisms , will demonstrate greater resilience and adaptability in managing challenges and daily life.

H2: Families with special needs children face significant challenges in accessing appropriate resources and support networks.

H3: Technology-based solutions can provide crucial support through telehealth services, and online support communities.

With this rationale view, we will attempt to answer these questions by dividing our research into two chapters:

- The first chapter sets the stage by exploring the theory behind special needs (types and challenges), the power of family support systems, and how to create nurturing environments for these children, and here we will try to answer the first question .

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- The second chapter will be addressed our empirical framework, the hypotheses we have posed to answer our research questions. In this part, we first describe the methodology

used to collect the data required for the qualitative and the quantitative analysis, and then the results of this analysis. Lastly, we will conclude with a summary of our findings.

CHAPTER I: The Theoretical Landscape of Special Needs and

Family Dynamics

Chapter 1: The Theoretical Landscape of Special Needs and Family Dynamic

Introduction

Families are the building blocks of society, and their role is even more critical when a child has special needs (CSN). This chapter explores the connection between special needs and family dynamics.

First, we'll examine how our understanding and support for children with various special needs have evolved. Then, we'll look at how a CSN child's needs affect family life, including roles, routines, and communication. We'll highlight both the challenges and the incredible resilience families demonstrate. We'll explore how families cope and create nurturing environments. Finally, we'll consider societal perceptions and support structures available to families with CSN children.

This foundation paves the way for further exploration. Understanding these complexities is essential for analyzing how a child's needs, family functioning, and the transformative role of technology interact – a central focus of this dissertation.

Chapter 1: The Theoretical Landscape of Special Needs and Family Dynamic

Section 1 : Special Needs Unveiled:

The tapestry of childhood is woven with threads of experience, each child's journey unique in its path and challenges. For a significant portion of the child population, however, this tapestry takes on a more intricate form. This section delves into the multifaceted landscape of special needs. We will embark on a two-pronged exploration:

1.1. Introduction to Special Needs and Their Diversity:

1.1.1. The concept of special needs:

The term special needs is used in clinical diagnosis and career development to describe individuals who require assistance due to a disability, which may be medical, mental, or psychological. It is a broad term that includes any of the various difficulties (such as physical, emotional, behavioral, or learning disability or weakness) that cause an individual to request additional or specialized services, such as education and even entertainment for people with special needs.[1].

1.1.2. General concepts about the term special needs:

a) Definition of disability:

The concept of disability encompasses a broad spectrum of individuals who experience physical, sensory, cognitive, or mental impairments that may hinder their participation in certain activities or aspects of daily life. These impairments can be permanent, episodic, or progressive and can manifest in various ways, impacting mobility, communication, learning, or social interaction.

However, it's crucial to recognize disability not solely as a limitation but also as a social construct. Environmental barriers and societal attitudes can significantly impact the experiences of individuals with impairments. By focusing on creating inclusive environments

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[1] الطبي (2024) أمراض، أدوية وعلاج: موقع الطبي للمعلومات الصحية والاستشارات الطبية. *Available at: https://altibbi.com/* (Accessed: 01 June 2024 at 11h30)

and removing these barriers, we can empower individuals with disabilities to reach their full potential[2]

b)   Defining people with special needs:

There are two main approaches to defining people with special needs :

1.   **Functional Limitations:** Some specialists define them as individuals who experience limitations in learning, acquiring skills, or performing tasks compared to a healthy person of similar age and background. These limitations can stem from genetic or environmental factors. As a result, they require additional support beyond what a typical individual might need in areas like education, psychology, daily living, and professional development. Society has an obligation to provide these supports to ensure their full participation in social and economic life[3] .

2.   **Need for Specialized Services:** Another perspective defines people with special needs as those who require specialized services at any point in their lives to thrive. These services can support them in areas like growth, learning, training, and managing daily life activities in their family, professional, or employment settings. Ultimately, these services aim to empower them to participate fully in social and economic development on an equal footing with other citizens[4].

c)   People of Determination:

"People of Determination" is a term used in some countries, replacing **children with disabilities or special needs.**" It refers to individuals with physical, emotional, behavioral, cognitive, or learning challenges. These challenges may require additional or specialized services, such as educational and recreational support, and appropriate environments to develop life skills.

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[2]*Disability . Social Security. Available at: https://www.ssa.gov/disability (Accessed: 12 April 2024 at 02h 43)*
[3] *Disability, World Health Organization. Available at: https://www.who.int/health-topics/disability#tab=tab_1 (Accessed: 12 April 2024 at 03h 09)*
[4] *Our impact on the web accessibility and disability communities accessiBe. Available at: https://accessibe.com/company/impact (Accessed: 12 April 2024 at 03h30)*

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1.1.3.Types of Special Needs in Children:

Children with special needs exhibit a wide range of physical, cognitive, sensory, or developmental impairments that affect their daily functioning and

participation in various aspects of life. These impairments can manifest in various ways, leading to specific needs and requiring specialized support.

Here's a general overview of the common types of special needs in children :

a) **Physical Impairments:**
- **Motor Impairments:** These affect mobility and coordination, cord injuries.
- **Sensory Impairments:**These involve vision and hearing including conditions like cerebral palsy, muscular dystrophy, and spinal impairments, such as blindness, low vision, deafness, and hearing impairments.
- **Health Conditions:** These encompass chronic medical conditions like asthma, diabetes, epilepsy, and heart conditions.

b) **Cognitive Impairments:**
- **Intellectual Disabilities:**These range from mild to severe and affect intellectual functioning, learning, and adaptive skills.
- **Specific Learning Disabilities:** These involve difficulties with specific academic skills, such as reading, writing, or math.
- **Autism Spectrum Disorder (ASD):**This is a neurodevelopmental condition characterized by social interaction and communication challenges, along with restricted interests and repetitive behaviors.

c) **Developmental Impairments:**
- **Speech and Language Impairments:** These affect communication abilities, including expressive and receptive language disorders, articulation disorders, and stuttering.
- **Attention Deficit Hyperactivity Disorder (ADHD):** This condition is characterized by inattention, hyperactivity, and impulsivity.

- **Developmental Delays:** These involve a slower than expected rate of development in various areas, such as motor skills, language, or social-emotional development.

d) Emotional and Behavioral Impairments:

- **Anxiety Disorders:** These involve excessive worry, fear, and nervousness that interfere with daily life.
- **Mood Disorders:** These encompass conditions like depression and bipolar disorder, affecting emotional well-being and behavior.
- **Conduct Disorders:** These involve persistent patterns of aggressive, destructive, or antisocial behavior that violate social norms and rights of others[5].

1.2. Historical perspective: Evolution of understanding and support:

The landscape of understanding and support for children with special needs (CSN) has undergone a dramatic transformation throughout history. This section delves into this evolution, highlighting the significant shifts in societal attitudes and approaches.

1.2.1. Early Perceptions and Societal Attitudes:

- **Marginalization and Neglect:** Historically, children with disabilities were often ostracized, hidden away, or even deemed a burden on society.
- **Lack of Awareness and Knowledge:** Limited understanding of disabilities fueled misconceptions and fears, leading to a lack of support systems.
- **Focus on Charity:** Early interventions often focused on pity and charity rather than recognizing the potential of children with special needs.

1.2.2. The Emergence of Specialized Education and Support Services:

- **19th Century Reform Movements:** The 19th century saw the rise of reform movements advocating for the education of children with disabilities. Pioneering

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5   *Themwell (2020) Special needs: Common types, Challenges & Resources, The M Center. Available at: https://themwellnesscenter.com/special-needs-common-types-challenges-resources/ (Accessed: 15 April 2024 at 10h30)*

Chapter 1: The Theoretical Landscape of Special Needs and Family Dynamic

figures like Itard and Seguin laid the groundwork for specialized educational approaches.

- **20th Century Legislation and Advocacy:** The 20th century witnessed significant legislative advancements. The Individuals with Disabilities Education Act (IDEA) in the United States (1975) is a prime example, guaranteeing free and appropriate public education (FAPE) for all children with disabilities.

- **Professionalization of Support Services:** The development of various therapy models, alongside advancements in psychology and education, led to the professionalization of support services for children with special needs.

1.2.3. The Rise of the Medical Model and the Social Model of Disability:

- **Medical Model:** The 20th century also saw the dominance of the medical model, which viewed disability as a medical deficit requiring treatment or cure. While this model led to advancements in diagnosis and treatment, it could also reinforce a sense of limitation.

- **Social Model of Disability:** In recent decades, the social model of disability has gained prominen

- This model emphasizes how societal barriers and environmental factors create limitations for people with disabilities. It advocates for removing these barriers to promote inclusion and participation.

➢ **Shift Towards Inclusion and a Rights-Based Approach:**

- **Focus on Empowerment and Participation:** The contemporary approach focuses on empowering children with special needs and ensuring their full participation in all aspects of society.
- **Accessibility and Universal Design:** This includes a strong emphasis on accessibility measures and the principles of universal design to create inclusive environments.
- **Rights-Based Framework:** The Convention on the Rights of Persons with Disabilities (CRPD), adopted by the United Nations in 2006, highlights the rights and freedoms of people with disabilities, promoting a rights-based approach to inclusion.

Chapter 1: The Theoretical Landscape of Special Needs and Family Dynamic

Understanding this history allows us to appreciate the significant strides made in supporting children with special needs. However, it's important to recognize that the journey towards full inclusion and equal opportunities is not over. Future chapters will explore how emerging technologies and innovative approaches can further empower these children and create a more inclusive world for everyone.

Chapter 1: The Theoretical Landscape of Special Needs and Family Dynamic

Section 2 : The Power and Potential of Family Dynamics:

The family serves as the cornerstone of a child's life, shaping their experiences and influencing their development in profound ways. The presence of a child with special needs (CSN) introduces a unique dynamic within the family unit, presenting both challenges and opportunities. This section will explore the power and potential of family dynamics in the lives of children with special needs.

2.1.the families in the lives of children with special needs :

The family is a fundamental unit of society, consisting of the closest relatives of an individual, including parents, children, siblings, grandparents, aunts, uncles, and cousins. It provides a network of love, support, and belonging for its members. Within Islamic teachings, the family transcends its role as a basic social unit and becomes the cornerstone of a strong and vibrant society. The Qur'an and the Prophet Muhammad's sayings (Hadith) paint a clear picture of the immense importance placed on family bonds. These bonds extend beyond the immediate nuclear family (parents and children) to encompass a vast network of relatives, including grandparents, aunts, uncles, and cousins. Maintaining strong connections with this extended family is highly encouraged, creating a rich tapestry of support and belonging.

Love and compassion are the bedrock of a Muslim family, fostering a nurturing environment where all members feel respected and valued. The Qur'an emphasizes honoring and respecting parents, particularly during their lifetime . Raising children with love and guidance is a crucial responsibility, instilling within them not only Islamic morals and values but also worldly knowledge through education (a core family duty).

Marriage, viewed as a sacred institution, lays the foundation for a strong family unit built on love, respect, and shared faith. Families are seen as the custodians of Islamic values, passing them down through generations by example and guidance. Furthermore, Muslim families are encouraged to offer support and encouragement to one another, promoting a sense of unity and resilience within the broader Muslim community[6]

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[6]*Muslimkids.tv, MuslimKids.TV. Available at: https://muslimkids.tv/ (Accessed: 15 April 2024 at 19h20)*

Chapter 1: The Theoretical Landscape of Special Needs and Family Dynamic

2.1.1. Child development within the family:

Child development within the family is widely recognized as one of the most significant influences on a child's life. The way a child is raised and treated within the family not only shapes their personality patterns but also profoundly impacts their development throughout their life. Scientists suggest that the age stage of the parents when a child is born can affect the child's behavior and upbringing.

Research indicates that there are differences in parenting styles between younger and older parents. Younger parents are often perceived as more stimulating to their children's senses, while older parents tend to be more experienced in dealing with children but may provide less sensory stimulation. However, it's essential to note that these generalizations may not apply universally to all families[7].

The family's influence on a child's development is particularly significant for children with disabilities. For these children, the family often constitutes their entire world and support system. They rely on their family for an extended period before facing society, underscoring the critical role of family support and understanding.

The impact of the family on a disabled child is evident both before and after birth, highlighting the importance of family awareness and support throughout the child's life. Preparing and supporting families before and after the birth of a child, especially one with special needs, can significantly enhance the child's development and well-being. Therefore, fostering family awareness and providing resources and support systems are crucial aspects of ensuring the optimal development of all children.

2.1.2. The impact of family relationships on a disabled child:

Family relationships play a crucial role in the development and well-being of all children, but this is especially true for children with disabilities. These children rely heavily on their

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Why do I have these (DIS)abilities?: Why me? (Yaqeen Institute for Islamic Research. Available at: https://yaqeeninstitute.org/watch/series/why-do-i-have-these-disabilities-why-me (Accessed: 15 April 2024 at 21h52)

Haleem, H.B. (2004) 'the dignity of man: An Islamic perspective. by Mohammad Hashim Kamali. pp. 118. Cambridge: Islamic Texts Society. 2002. £29.99 hardback/£13.99 paperback.', Journal of Qur'anic Studies, 6(2), pp. 94–95. doi:10.3366/jqs.2004.0010. /accessed : (16/4/2024 at 01h26)

[7] *Duncan, G.J. et al. (2018) Maternal age and Child development, Demography. Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6392079/ (Accessed: 17 April 2024 at 22h05)*

families for love, support, and guidance as they navigate challenges and strive to reach their full potential.

- **The Mother's Bond:**

A strong and nurturing relationship with a mother is particularly important for a disabled child's emotional well-being and development. Mothers often take on a primary caregiver role, providing essential care, advocating for their child's needs, and creating a safe and supportive environment. Studies have shown that positive mother-child interactions can significantly impact a child's self-esteem, coping skills, and overall development.

- **Parental Acceptance and Support:**

Parents play a critical role in a disabled child's life by providing unconditional love and acceptance. This acceptance fosters a sense of security and belonging, which is crucial for the child to develop a positive self-image. Supportive parents also work collaboratively with professionals to develop strategies to help their child overcome challenges and achieve their goals.

- **Sibling Relationships:**

Siblings can be a valuable source of support and companionship for a disabled child. Research suggests that siblings of children with disabilities often develop greater empathy and social skills compared to siblings in typical families. This positive sibling relationship can benefit both the disabled child and their siblings, fostering a sense of inclusion and shared experiences[8].

2.1.3. The impact of disability on the family:

Studies have identified several emotional stages that families of children with disabilities may experience after receiving a diagnosis. These stages are not linear, and families may progress through them at different paces and in a different order.

a) **Initial Reactions:**
- **Shock and Denial:** Initially, families may experience shock and disbelief as they grapple with the news. Denial can be a temporary coping mechanism as they begin to process the information.

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[8] *Impact of child disability on the family - page 2* (2008) *Medscape*. Available at:
https://www.medscape.com/viewarticle/581577_2?form=fpf (Accessed: 18 April 2024 at 00h29)

- **Grief and Sadness:** It's natural for families to feel sadness, grief, and a sense of loss over what they perceived as their child's future. This doesn't diminish their love for the child but reflects the need to adjust their expectations.

- **Anger and Frustration:** Anger at the situation, the health-care system, or themselves is a common reaction. It's important to find healthy ways to express these emotions[9].

b) Navigating Emotions:

- **Guilt:** Parents may feel guilt, questioning if they could have prevented the disability. It's helpful to remember that most disabilities are not caused by parental actions.

- **Depression:** The emotional strain of the situation can sometimes lead to feelings of depression. Seeking support from therapists or support groups can be beneficial.

c) Moving Forward:

- **Acceptance and Adjustment:** Over time, most families reach a point of acceptance. This doesn't mean they won't have challenges, but it signifies an openness to supporting their child's unique needs.

- **Adaptation:** Families adapt their daily routines, home environment, and expectations to create a nurturing and supportive environment for their child.

➢ **Factors Influencing the Journey:**

The pace and order of these stages can be influenced by several factors:

- **Family Background:** A family's cultural background, prior experiences with disability, and social support network can significantly impact their coping process[10].

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[9] *Understanding the stages of grief , Understanding the Stages of Grief | Parent Companion | For parents of children with disabilities in Texas*. Available at: https://www.parentcompanion.org/article/understanding-the-stages-of-grief (Accessed: 18 April 2024 at 10h47)

[10] *Cross, D.S., Ritter, M. and Reding, D.J. (2012) Historical prostate cancer screening and treatment outcomes from a single institution, Clinical medicine & research. Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3421330 (Accessed: 20 April 2024 at 17h33)*

- **Severity of the Disability:** The severity of the disability and the child's prognosis can also influence the emotional intensity of each stage.

- **Access to Resources:** Having access to resources like support groups, therapy, and financial aid can ease the journey of adaptation and acceptance.

2.2. The role of the family in the life of a child with special needs :

The role of the family in the life of a disabled child is multifaceted, encompassing various stages from birth to adulthood. Let's delve into these stages and explore the family's crucial role in each:

2.2.1. Acceptance and Family Preparedness:

Accepting a disabled child and equipping family members to interact with and support them is paramount. Family acceptance sets the foundation for the child's emotional well-being and future success. It involves not only accepting the child's disability but also preparing siblings and extended family members to provide care, understanding, and assistance. This supportive environment greatly contributes to the child's rehabilitation and overall development.

2.2.2.Care and Education:

Families play a central role in the care and education of disabled children. Even if the child receives support from specialized institutions or schools, the family's involvement is instrumental in ensuring the child's educational success. Collaboration between the family and educational institutions yields positive outcomes, as evidenced by numerous success stories of individuals with disabilities who have thrived with the support of their families.

2.2.3.Facilitating Social Adaptation:

Families of individuals with disabilities often take on the responsibility of guiding their children toward social integration and independence. This includes planning for the child's education, vocational training, and future career prospects. Families strive to empower their disabled children to navigate societal challenges, cultivate self-reliance, and pursue opportunities aligned with their abilities, interests, and aspirations.

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Furthermore, the journey of a disabled child's development is dynamic and ongoing, requiring continuous adaptation and support from the family. The family serves as a constant source of encouragement, advocacy, and empowerment, fostering the disabled child's holistic growth and integration into society. Through unwavering love, dedication, and collaboration, families play a pivotal role in shaping the lives and futures of their disabled children[11].

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Section 3 : Nurturing Environments for Children with Special Needs :

3.1. The Foundation of Family Support: Emphasizing the Importance of a Supportive Environment :

A diagnosis of a disability in a child can be life-altering for families. However, amidst the initial shock and challenges, families possess a remarkable capacity for resilience. Creating a supportive environment is the cornerstone of this resilience, fostering not only the well-being of the child with special needs but also the overall strength and well-being of the family unit.

3.1.1. Supportive Environment :

A supportive environment is a multifaceted concept that encompasses several key elements:

- **Emotional Security and Acceptance:** This is the bedrock of a supportive environment. Families who unconditionally love and accept their child with special needs provide a safe haven where they feel valued and secure. This sense of security is crucial for the child's emotional well-being and ability to navigate challenges.

- **Open Communication:** Open and honest communication is essential within the family, fostering understanding and building trust. Families should create an environment where children with special needs feel comfortable expressing their feelings, fears, and frustrations. Similarly, siblings and other family members can openly discuss their own feelings and experiences.

- **Collaboration and Shared Responsibility:** Raising a child with special needs often requires a team effort. Families can create a supportive environment by sharing responsibilities and working collaboratively. This might involve dividing care giving tasks, seeking support from professionals, and ensuring everyone in the family feels involved and valued.

- **Positive Expectations:** While acknowledging the challenges, families should also cultivate positive expectations for their child with special needs. Focusing on the

child's strengths and abilities fosters a sense of self-efficacy and motivates the child to reach their full potential.

- **Flexibility and Adaptation:** The journey with a child with special needs is dynamic and may require adjustments over time. A supportive environment fosters flexibility and a willingness to adapt to changing needs and circumstances.

3.1.2.Benefits of a Supportive Environment:

Cultivating a supportive environment isn't just about creating a warm and fuzzy feeling; it has real, tangible benefits for every member of the family. Here's a closer look at how a supportive environment can make a significant difference:

- **Reduced Stress and Anxiety:**

When a child receives a diagnosis of a disability, it's natural for parents and siblings to experience a range of emotions, including shock, fear, and anxiety. A supportive environment acts as a buffer against these overwhelming emotions. Knowing they are not alone, that there's a team effort within the family, and that there are resources available can significantly reduce stress and anxiety levels. Imagine a parent trying to navigate a complex health-care system or juggle therapy appointments on their own. Now compare that to a scenario where they have a supportive partner, family members who can help with childcare, and a network of professionals to turn to. The supportive environment lightens the load and fosters a sense of shared responsibility, making challenges seem less daunting[12].

- **Improved Communication and Problem-Solving:**

Open communication is the cornerstone of a supportive environment. When family members feel comfortable expressing their feelings, needs, and concerns, it fosters understanding and empathy. Imagine a teenager with a disability feeling frustrated by a physical limitation. In a supportive environment, they can openly discuss this frustration with a parent or sibling. This open communication allows the family to brainstorm solutions, seek advice from professionals, and work together to overcome the challenge. Additionally, open communication encourages a collaborative approach to problem-solving. Instead of one

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[12] Feizi, A. et al. (2014) Parenting stress among mothers of children with different physical, mental, and psychological problems, Journal of research in medical sciences : the official journal of Isfahan University of Medical Sciences. Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3999601/ (Accessed: 21 April 2024 at 09h42)

person feeling solely responsible for making decisions, the family can work together to find solutions that benefit everyone[13].

- **Enhanced Well-being for All Family Members:**

The benefits of a supportive environment extend far beyond stress reduction and problem-solving. A nurturing environment where everyone feels loved, accepted, and valued fosters a sense of belonging and strengthens the family bond. Imagine a child with a disability feeling isolated and misunderstood. Now compare that to a child who feels loved and supported by their family, regardless of their challenges. This sense of belonging contributes significantly to the emotional well-being of all family members. It allows siblings to develop empathy and compassion, and it empowers parents to feel confident in their ability to care for their child.

- **Empowerment of Children with Special Needs:**

Feeling loved, accepted, and supported is crucial for a child's self-esteem and overall development. In a supportive environment, children with special needs receive the encouragement and motivation they need to thrive. Imagine a child with a learning disability struggling to complete a school assignment. In a supportive environment, the child might receive help from a parent or sibling, but more importantly, they'll receive encouragement to keep trying. This fosters a sense of self-efficacy, the belief in one's own ability to succeed. The supportive environment also empowers children with special needs to develop independence. As they receive guidance and support, they learn to navigate daily tasks and build confidence in their abilities.

3.1.3.Creating a Supportive Environment :

Imagine a family living room transformed into a heaven of support. Laughter mingles with the sounds of therapy exercises, siblings brainstorm solutions together, and parents share a knowing glance, their teamwork evident. This supportive environment isn't a one-size-fits all concept; it's a personalized space tailored to address the specific needs of each family. Here are some key steps families can take to build this supportive environment:

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[13] *6 ways to enhance communication with a special needs child: Care blog (no date) CARE, Inc. Available at: https://careinc.com/care-blog/6-ways-to-enhance-communication-with-a-special-needs-child (Accessed: 21 April 2024 at 12h19)*

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- **Seek Information and Resources:**

Knowledge is power. The initial step involves educating yourselves about your child's specific disability. Researching the condition, exploring treatment options, and understanding your child's strengths and challenges empower you to make informed decisions. Additionally, connecting with relevant organizations, support groups, and government agencies allows you to build a network of support and access available resources.

- **Connect with Other Families:**

You are not alone on this journey. Connecting with other families who have children with special needs can be an invaluable source of support. Sharing experiences, challenges, and triumphs can foster a sense of community and belonging. Support groups can provide emotional encouragement, practical tips on navigating daily life, and even become a source of lifelong friendships.

- **Practice Self-Care:**

Taking care of yourself is not a luxury; it's a necessity. The journey of raising a child with special needs can be demanding. Prioritizing your own physical and emotional well-being allows you to be more patient, resilient, and present for your child. Schedule time for activities you enjoy, seek support from friends or family, and don't hesitate to ask for help when you need it. A well-rested and healthy parent is better equipped to create a supportive environment for their child.

- **Celebrate Milestones:**

The road to success is paved with small victories. In the world of a child with special needs, these victories might come in the form of mastering a new skill, overcoming a fear, or simply completing a daily task. Celebrating these milestones, big or small, reinforces positive behavior and fosters a sense of accomplishment for both the child and the family. This positive reinforcement motivates the child to continue striving towards their goals.

- **Seek Professional Support:**

There's no shame in seeking help. Therapists, counselors, and social workers can provide valuable guidance and strategies for navigating challenges, improving communication within the family, and developing coping mechanisms for stress. Working with a professional can empower families to create a more supportive environment and ensure everyone's needs are being met.

creating a supportive environment is an ongoing process. As your child's needs evolve, so too will your approach. The key is to be flexible, adaptable, and committed to fostering a loving and nurturing space where your child feels accepted, empowered, and supported on their journey[14].

3.2. Early Experiences: Navigating Parenthood and Early Childhood with a Special Needs Child :

The early years of parenthood are a whirlwind of emotions and experiences, filled with both joy and challenges. However, for families with a child with special needs, this period can be particularly demanding. This section will explore the unique experiences of parents navigating parenthood and early childhood with a special needs child.

3.2.1. Facing the Initial Diagnosis :

The initial diagnosis of a disability in a child can be a shattering blow. Parents are slammed by a wave of emotions – shock, denial, anger, sadness, fear, and uncertainty. The future they envisioned crumbles, replaced by a confusing unknown. Denial might offer a temporary shield, but the reality of grief sets in – a loss of dreams, a loss of "normal." Fear and frustration about the unknowns – the child's future, available resources, managing the challenges – can feel paralyzing. However, amidst the emotional storm, a strong support system becomes a lifeline. Partners offer a space to share emotions, family and friends lend a listening ear, health-care professionals provide guidance, and support groups connect you to a community that understands. Allow yourself to feel the full range of emotions, seek support, and remember: this is the start of a new journey, one paved with challenges and triumphs, love, and unwavering resilience. [15]

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[14] *Young Sprouts Therapy (2024) Building a positive family environment: Expert tips for parents, Young Sprouts Therapy. Available at: https://www.youngsproutstherapy.com/post/learn-how-to-build-a-positive-family-environment (Accessed: 21 April 2024 at 16h38)*

[15] *Help and support children with special needs: Bonyan (2024) Bonyan organization. Available at: https://bonyan.ngo/child-protection/help-and-support-children-with-special-needs/ (Accessed: 25 April 2024 at 19h05)*

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3.2.2. Building your Support System:

Raising a child with special needs is an extraordinary journey, filled with moments of immense joy and profound challenges. Families often feel overwhelmed, unsure of the path ahead, and in desperate need of support. This support network acts as a lifeline, a circle of individuals and resources that empowers them to navigate this unique experience. Let's delve into the vital components that make up this essential support system:

- **Family and Friends:**

These are your closest allies, the ones who offer a shoulder to cry on and a listening ear without judgment. Open communication and emotional support from loved ones are invaluable. They can help with childcare, offer a break, and celebrate milestones with you.

- **Support Groups**:

Connecting with other families who have walked a similar path fosters a powerful sense of community. Sharing experiences, triumphs, and challenges creates a space for empathy and understanding. You'll learn from each others coping mechanisms, resource recommendations, and discover you're not alone in this journey.

- **Therapists and Educators:**

Early intervention specialists, therapists, and educators play a crucial role in your child's development. They provide vital guidance, strategies, and support to address the child's specific needs. Working collaboratively with these professionals empowers you to become active partners in your child's progress.

- **Community Resources:**

Government agencies, advocacy groups, and disability service organizations are a wealth of information and assistance. They can provide financial aid for therapies and equipment, connect you with relevant programs, and offer legal guidance. Don't hesitate to tap into these resources; they are there to support your family.

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3.2.3.   Early Intervention: Optimizing Development:

Imagine a child with a disability standing at the threshold of a vast potential... The early years are a golden window, a crucial time for brain development and laying thefoundation for future success, as highlighted by the National Institutes of Health [16]. For children with special needs, early intervention services act as a bridge, empowering them to cross this threshold and unlock their full potential.

These specialized services are not a one-size-fits-all approach... Each child's needs are unique, and early intervention programs are tailored to address those specific needs. A child struggling with motor skills might benefit from physical therapy, while a child with communication challenges might receive speech therapy... Early intervention isn't just about addressing delays; it's about promoting overall well-being and fostering a love for learning. Through play-based activities, therapists create a fun and engaging environment where children can develop essential skills.

The key to success lies in active participation. Parents are not bystanders; they are vital partners in their child's development. Early intervention programs equip parents with the knowledge and strategies to support their child's progress at home. Collaboration with therapists fosters a deeper understanding of the child's needs and empowers parents to become advocates for their child's education and well-being

The benefits of early intervention are undeniable. Studies by the National Institutes of Health have shown that children who receive these services experience significant improvements in various areas... So, don't let the golden window close; embrace early intervention and empower your child to thrive.

➢ **Challenges and Triumphs:**

The journey of raising a child with special needs is a unique and multifaceted experience. While undeniably rewarding, it presents a distinct set of challenges and triumphs for families:

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[16] Corr, G. (2022) Early intervention program for infants and toddlers with disabilities, Early Intervention Program for Infants and Toddlers with Disabilities. Available at: https://www2.ed.gov/programs/osepeip/index.html (Accessed: 25 April 2024 at 23h25)

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a) Challenges:

- **Logistical Hurdles:** Coordinating numerous appointments and therapies can be a significant challenge for parents. Managing schedules, transportation, and potential disruptions to work or other family commitments can create a constant sense of pressure and overwhelm.

- **The Burden of Uncertainty:** Caring for a child with special needs comes with ongoing demands and inherent uncertainties about the child's future. Parents often face:

- stress and anxiety related to financial concerns, educational opportunities, and long-term care considerations, adding to the emotional burden they carry.

- **Potential for Isolation:** The specific needs of a child with a disability can lead to a sense of isolation for families. Social interactions with families who do not have children with special needs may feel strained, and parents may struggle to find a sense of belonging in traditional social circles, contributing to feelings of isolation and disconnect.[17]

b) Triumphs:

Despite the challenges, raising a child with special needs is also a journey filled with profound triumphs:

- **Witnessing Progress, Big and Small:** One of the greatest joys for parents is observing their child's progress, no matter how small it may seem. Achieving milestones like mastering a new skill, effective communication, or conquering a fear can bring immense pride and validation to both the child and the family, highlighting the resilience and determination that drive their journey.

- **Resilience and Determination:** Children with special needs often exhibit remarkable resilience and determination in their pursuit of overcoming obstacles and reaching their goals. Their unwavering spirit serves as a constant source of inspiration for families, showcasing the strength and perseverance that can lead to significant achievements and personal growth.

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[17] *Navigating the journey: The challenges and triumphs of parenting a child with a disability (2023) ConnectAbility Australia. Available at: https://www.connectability.org.au/navigating-the-journey-the-challenges-and-triumphs-of-parenting-a-child-with-a-disability/ (Accessed: 26 April 2024 at 01h45)*

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• **Strength and Dedication of Parents:** The unwavering strength and dedication demonstrated by parents who raise children with special needs are truly remarkable. Their commitment to advocating for their child's needs, nurturing their development, and celebrating their successes is a testament to the power of love, resilience, and perseverance in the face of challenges. The journey of raising a child with special needs is filled with moments of triumph that highlight the resilience, determination, and unwavering dedication of both the child and their family.[18]

3.3. Innovative Approaches: Exploring Diverse Methods for Family Adaptation:

Raising a child with special needs requires families to be adaptable. Traditional parenting approaches may need to be tweaked or entirely re-imagined to meet the unique needs of their child. This section explores innovative approaches that can empower families to adapt and thrive.

3.3.1. Family-Centered Collaboration:

• **Strengths-Based Approach: Paradigm Shift:**

Traditionally, attention might have been predominantly directed towards a child's disability. However, the strengths-based approach instigates a paradigm shift. It emphasizes the identification and cultivation of a child's unique talents and capacities[19]. Whether it be an exceptional memory, adept problem-solving skills, or a flair for artistic expression, recognizing and nurturing these strengths establishes a foundation for enhanced confidence, self-esteem, and a sense of accomplishment[20].

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[18] *Navigating the journey: The challenges and triumphs of parenting a child with a disability (2023a) ConnectAbility Australia. Available at: https://www.connectability.org.au/navigating-the-journey-the-challenges-and-triumphs-of-parenting-a-child-with-a-disability/ (Accessed: 26 April 2024 at 09h03)*

[19] *Psyched Services (2024) In search of a strength-based approach to special education, Psyched Services. Available at: https://blog.psychedservices.com/strength-based-special-education (Accessed: 26 April 2024 at 12h47)*
[20] *Who me? self-esteem for people with disabilities* (2018) *BrainLine.* Available at: https://www.brainline.org/article/who-me-self-esteem-people-disabilities (Accessed: 26 April 2024 at 06h42)

For instance, envision a scenario where a child with a learning disability faces challenges with reading. Instead of exclusively addressing these difficulties, the strengths-based approach delves into the child's passion for storytelling. It may introduce alternative mediums such as audio books or graphic novels to foster a love for narratives. Elevating existing

strengths does not diminish the importance of addressing challenges; rather, it fosters a positive and empowering context for growth.

- **Sibling Collaboration: Collective Engagement:**

Siblings often assume the role of unsung heroes within families caring for a child with special needs. Integrating siblings into the care giving process transcends mere assistance; it cultivates a sense of shared responsibility, strengthens familial bonds, and equips sibling with invaluable life skills. This collaborative engagement underscores the depth and efficacy of family-centered care practices[21].

3.3.2. Creative Therapies:

Beyond traditional talk therapy lies a world of creative modalities that can unlock a child's potential and empower them to navigate their unique experiences. This section explores the power of animal-assisted therapy and creative arts therapies like art therapy and music therapy.

a) Animal-Assisted Therapy: Building Bridges with Compassionate Companions:

The human-animal bond is a powerful force, and animal-assisted therapy (AAT) leverages this connection to support children with special needs[22]. The presence of a trained therapy animal, such as a dog, can provide a calming and non-judgmental space for children. Studies have shown that AAT can:

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[21] *Advice from siblings of kids with Mental Health Disorders* (2024) *Child Mind Institute*. Available at: https://childmind.org/article/advice-from-siblings-of-kids-with-mental-health-disorders/ (Accessed: 26 April 2024 at 19h30)

[22] *From the American Academy of Pediatrics* (no date) *HealthyChildren.org*. Available at: https://www.healthychildren.org/ (Accessed: 26 April 2024 at23h20)

- **Reduce Anxiety and Stress:**

Interacting with animals can lower cortisol levels, the stress hormone, promoting a sense of relaxation and well-being.[23]

- **Improve Social Interaction:**

Animals can act as social facilitators, encouraging children to initiate communication, build trust, and develop empathy.

- **Motivate Participation:**

The playful nature of animal interactions can make therapy sessions more engaging and enjoyable, leading to increased participation and improved outcomes.

b) **Creative Arts Therapies: Unveiling the Inner World :**

For children who struggle with traditional forms of communication, creative arts therapies offer a unique pathway for self-expression and exploration. These therapies utilize various art forms to:

- **Facilitate Nonverbal Communication:**

Through art and music, children can express emotions, experiences, and challenges that might be difficult to articulate verbally.

- **Develop Communication Skills:**

Creative arts therapies can improve a child's ability to communicate feelings, build vocabulary, and enhance social interaction skills.

- **Promote Emotional Processing:**

The act of creating art or music can be a safe space for children to explore and process difficult emotions, leading to improved emotional well-being.

c) **The Therapeutic Alliance: A Collaborative Journey:**

It's important to note that both animal-assisted therapy and creative arts therapies are delivered by trained professionals who work collaboratively with the child, family, and other therapists involved in the child's care. This collaborative approach ensures that the

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[23] *The Human Animal Bond Research Institute (2020) HABRI. Available at: https://habri.org/ (Accessed: 27 April 2024 at 09h32)*

interventions are tailored to the child's specific needs and goals, maximizing the potential for therapeutic progress.

By incorporating creative therapies into a child's treatment plan, families can unlock new avenues for communication, emotional expression, and social interaction. These innovative approaches empower children with special needs to navigate their world and reach their full potential[24] .

3.3.3. Embracing Technology:

Technology has become an indispensable tool in the field of special needs education and therapy. By harnessing its potential, we can create a more inclusive and empowering

environment for children with special needs. Here's a closer look at two key areas where technology is making a significant impact:

a) Assistive Technologies:

Assistive technologies (AT) encompass a wide range of hardware and software tools designed to improve a child's functional abilities and participation in daily activities. These tools can address various challenges and can be broadly categorized as follows:

- **Communication Aids:** For children with speech or language difficulties, AT devices like augmentative and alternative communication (AAC) systems can provide a voice and bridge communication gaps. These can range from picture boards and symbol systems to sophisticated electronic devices with synthesized speech capabilities.

- **Adaptive Input Devices:** Traditional computer keyboards or touchscreens might pose challenges for children with motor skill limitations. Adaptive input devices, such as joysticks, switches, or voice recognition software, allow children to interact with technology in a way that is comfortable and accessible for them.

- **Educational Software:** Interactive learning software with features like text-to-speech narration, visual supports, and adjustable difficulty levels can create a more

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[24] *Chertin, B. et al. (2011) Endoscopic bulking materials for the treatment of vesicoureteral reflux: A review of our 20 years of experience and review of the literature, Advances in urology. Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3095422/ (Accessed: 27 April 2024 at 11h10)*

engaging and accessible learning experience for children with various learning styles and needs.

By incorporating AT into a child's therapy and education plan, professionals can empower them to participate more actively, develop a sense of independence, and unlock their full potential[25].

b) Teletherapy and Online Resources:

The internet has revolutionized access to health-care and educational resources. Here's how technology is changing the landscape for families with special needs:

- **Teletherapy Services:** Teletherapy allows children to receive therapy remotely via video conferencing platforms. This eliminates geographical barriers and transportation challenges, making specialized therapy services more accessible to families in remote areas.

- **Online Resources:** The internet offers a wealth of information, support groups, and educational materials for families. Online communities connect families with others facing similar challenges, fostering a sense of belonging and providing a platform for sharing experiences and strategies.

- **Educational Resources:** Online platforms offer a vast library of educational resources, including interactive games, instructional videos, and downloadable materials tailored to address specific learning needs.

c) The Role of Professionals:

It's crucial to remember that technology is a tool, and its effectiveness hinges on proper implementation. Professionals like therapists, educators, and assistive technology specialists play a key role in:

- **Conducting Assessments:** Identifying a child's specific needs and challenges to determine the most appropriate AT tools and online resources.

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[25] *Assistive technology for special education students (2023) Disability Rights Washington. Available at: https://disabilityrightswa.org/publications/assistive-technology-special-education-students/ (Accessed: 27 April 2024 at 19h39)*

- **Providing Training and Support:** Training families and caregivers on how to use AT devices effectively and navigate online resources to maximize their benefit.

- **Monitoring Progress:** Regularly evaluating a child's progress with technology-based interventions and making adjustments as needed.

➢ **Benefits and Challenges of coping mechanisms:**

Raising a child with special needs presents a unique set of challenges. The ongoing demands, uncertainties about the future, and emotional strain can necessitate the development of effective coping mechanisms for families. This section explores various coping mechanisms, their potential benefits, and the challenges associated with their use in the context of special needs.

➢ **enefits of Coping mechanisms:**

- **Reduced Stress and Anxiety:** Effective coping strategies equip families with evidence-based techniques for managing stress and anxiety. These tools can promote emotional well-being and foster resilience in the face of ongoing challenges. This translates to a calmer and more emotionally stable family unit, better equipped to support their child's needs[26].

- **Improved Problem-Solving:** Coping mechanisms can enhance a family's problem-solving repertoire. By utilizing these strategies, families can approach challenges more effectively, analyze situations systematically, and develop solutions that are tailored to their child's specific

    needs and developmental level. This fosters a sense of empowerment and control, leading to more successful interventions and improved outcomes for the child.

- **Enhanced Communication:** Open and honest communication is crucial for any family, but especially for those raising a child with special needs. Coping mechanisms that encourage active listening, emotional expression, and collaborative decision-making can strengthen family bonds and create a supportive environment where everyone feels heard and understood.

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[26] *Author links open overlay panelAnna M. Bujnowska a et al. (2021) Coping with stress in parents of children with developmental disabilities, International Journal of Clinical and Health Psychology. Available at: https://www.sciencedirect.com/science/article/pii/S1697260021000351 (Accessed: 28 April 2024 at 10h16)*

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This fosters a sense of shared responsibility and facilitates teamwork in navigating the challenges and celebrating the successes of raising a child with special needs.

- **Increased Emotional Regulation:** By managing their own emotions effectively, parents can better support their child's emotional development. Coping mechanisms can promote emotional regulation within the family unit. This leads to a calmer and more positive family dynamic, reducing emotional volatility and creating a safe space for open communication and expression for all members.

➢ **Common Coping Mechanisms:**

- **Seeking Social Support:**

    Social support networks play a critical role in promoting family resilience. Connecting with support groups, extended family members, or friends who understand the unique challenges of raising a child with special needs can provide several benefits. These include:

    ➢ **Emotional Validation:** Sharing experiences with others who "get it" can alleviate feelings of isolation and provide a sense of belonging.

    ➢ **Practical Advice:** Support groups and experienced family members can offer valuable insights, strategies, and resources to help navigate the complexities of caring for a child with special needs.

    ➢ **Enhanced Coping Skills:** Observing and learning from others' coping mechanisms can empower families to develop their own repertoire of effective strategies.

- **Mindfulness and Relaxation Techniques:**

    Mindfulness-based interventions (MBIs) and relaxation techniques have been shown to be effective tools for managing stress and promoting emotional well-being. Common practices include:

    ➢ **Meditation:** Meditation techniques can enhance focus, improve emotional regulation, and foster a sense of calm amidst ongoing challenges.

    ➢ **Deep Breathing Exercises:** Simple yet effective deep breathing exercises can provide immediate stress relief and promote relaxation in the moment.

    ➢ **Yoga:** Yoga incorporates physical postures, breathing exercises, and meditation, promoting relaxation, improving flexibility, and reducing stress.

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- **Maintaining a Healthy Lifestyle:**

  A healthy lifestyle is the foundation for overall well-being and effective coping. Prioritizing the following aspects can significantly enhance a family's ability to manage stress and navigate challenges:

  ➢ **Healthy Eating:** A balanced diet rich in fruits, vegetables, and whole grains provides the energy and essential nutrients needed to cope effectively with stress.

  ➢ **Regular Exercise:** Physical activity has been shown to reduce stress hormones, improve mood, and enhance cognitive function.

  ➢ **Adequate Sleep:** Sufficient sleep is crucial for emotional regulation, cognitive function, and physical health. Prioritizing quality sleep allows families to approach challenges with greater clarity and resilience.

- **Positive Reframing:**

  Cognitive reframing is a technique for shifting negative thought patterns into more positive and empowering ones. In the context of special needs, this involves:

  ➢ **Focusing on Strengths:** Focusing on a child's unique strengths and accomplishments, rather than solely on challenges, fosters a sense of optimism and celebrates progress.

  ➢ **Finding the Positive:** Seeking out the positive aspects of raising a child with special needs, such as the joy of witnessing their growth and development, can enhance resilience and strengthen family bonds.

  ➢ **Challenges of Coping Mechanisms :**

- **Limited Time and Resources:**

  Families raising children with special needs often face significant time constraints and resource limitations. The ongoing demands of therapies, appointments, and daily care can leave little time or energy for self-care activities, such as implementing coping mechanisms. This creates a cycle of stress, as the lack of self-care can further diminish a family's ability to cope effectively with the challenges they face.

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- **Individualized Needs and Preferences:**

The effectiveness of coping mechanisms varies greatly depending on individual needs and preferences. What works wonders for one family member might be entirely ineffective for another. Finding the right "fit" requires self-awareness, exploration of different strategies,

and ongoing adaptation. This can be a time-consuming and challenging process for families already stretched thin.

- **Social Support System Gaps:**

Social support networks are crucial buffers against stress; however, families with special needs children often experience social isolation. Limited access to support groups in their communities or a lack of understanding from friends and family can significantly hinder the effectiveness of coping mechanisms that rely on social connection. This lack of support can exacerbate feelings of isolation and further strain a family's ability to cope.

- **Compassion Fatigue and Burnout:**

The chronic stress associated with raising a child with special needs can lead to compassion fatigue and burnout. Compassion fatigue is a state of emotional and physical exhaustion resulting from prolonged exposure to suffering. Burnout refers to a state of emotional, physical, and mental exhaustion caused by prolonged or excessive stress. Both conditions can significantly impair a family's ability to utilize coping mechanisms effectively. When parents are struggling with compassion fatigue or burnout, their capacity to care for themselves and their child is diminished.

➢ **Addressing the Challenges:**

Despite these challenges, there are strategies that can help families overcome them:

- **Prioritizing Self-Care:**

Even small moments dedicated to self-care can be impactful. Encourage family members to identify and schedule activities they enjoy. This replenishes their emotional reserves and strengthens their ability to manage challenges.

- **Collaboration and Shared Responsibility:**

Distributing care giving responsibilities among family members and seeking support from extended family or friends can alleviate some of the time pressures. This allows for more opportunities to implement coping mechanisms.

- **Advocacy and Support Group Development:**

 Advocating for local support groups or online communities for families with CSN children can address social isolation and provide valuable connections and shared experiences.

- **Professional Support:**

Mental health professionals can provide families with strategies for managing stress, preventing burnout, and developing effective coping mechanisms.

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Conclusion :

In this chapter, we have explored the intricate landscape of special needs and its profound impact on family dynamics. Through a comprehensive examination of the historical evolution of societal perceptions, legislative advancements, and support systems, we have gained a deeper understanding of the challenges and triumphs experienced by families raising children with special needs.

The diversity of special needs, encompassing physical, cognitive, sensory, and developmental impairments, has been illuminated, underscoring the unique requirements and support structures necessary for each child's journey. From the marginalization and neglect of the past to the contemporary embrace of inclusion and a rights-based approach, we have witnessed a transformative shift in our collective consciousness.

However, despite these strides, families continue to face significant obstacles, including limited access to education, financial burdens, social stigma, and inadequate healthcare services. These challenges not only impact the child but also reverberate through the entire family unit, affecting roles, routines, and overall well-being.

Yet, amidst these adversities, the resilience and dedication of families shine through. Their ability to create nurturing environments, develop effective coping mechanisms, and celebrate the unique strengths of their children is a testament to the power of love, determination, and adaptation.

CHAPTER 2 : A Framework for Assessing Family Experiences,

Challenges, and Resources

CHAPTER 2 : A Framework for Assessing Family Experiences, Challenges, and Resources

Introduction:

In the previous chapter, we delved into the theoretical landscape surrounding children with special needs and the profound impact their unique circumstances have on family dynamics. Building upon this foundation, Chapter 2 presents a comprehensive framework for assessing the multifaceted experiences, challenges, and available resources for families raising these exceptional children.

The assessment framework serves as a vital tool, enabling us to gain a nuanced understanding of the obstacles faced by Algerian families navigating the complexities of special needs. Through a meticulous field study involving surveys and interviews, we aim to validate and shed light on the specific challenges encountered by a diverse sample of these families across the country.

This empirical research will uncover insights into the lived realities of families grappling with issues such as limited access to education, financial burdens, social stigma, and inadequate healthcare services. By giving voice to their experiences, we can better comprehend the systemic barriers that hinder their ability to provide optimal care and support for their children.

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Section 1: Presentation of the boudjella clinic :

1.1. General direction:

The general director of the BOUDJELLA CLINIQUE is set to have a function in different directions and respond to the auto definition at his home.

The different functions used in the General Direction include:

- The Bureau d'Ordre Général;

- The information and communication bureau;

- The Security Bureau and the General Surveillance;

- The March office, content and Juridical affairs.

Dans l'administrative organization of the hospital on trouve:

1.1.1. **The Direction of Human Resources (DRH):** The missions attributable to this direction:

- Determination of existing personnel and available timings for the disposition of operational services;

- Collaboration of annual plans and recruitment of personnel;

- Assure the division of personnel into the services to ensure the sous vide effect and the effect;

- Harmonize the development of the carriage system in the situation that is visible or correct the organism (poste vacant, ...);

-Maitriser les effects et les cuts;

- Determine the quality and quantity;

- Maitre in place des programs developpements des carrières.

Afin de réaliser ces objectsifs, la direction des sources des maines comporte deux sous directions.

- **Sous-direction of personnel: composition of:**

- Bureau de la gestion des personnel medical carrières;

- Bureau de la gestion des paramédical personnel carriers;

- Bureau de la gestion des carrières des personnels administratif, technique et contractuel;

- Mouvement and statistics office;

- Comptabilité and solder office.

● **Sous-direction of the formation and documentation, including:**

- Office of Formation;

- Documentation Bureau;

1.1.2. **The Direction of Finances and Control (DFC):** It was created by interministries on April 26, 1998 to fix the administrative organization of the CHU. She comprend:

1-Sous-direction of finances, including:

- Budget and comptabilities office;

- Office of receipts and cases.

● **Sous-direction of analysis and evaluation of cuts, compositions of:**

- Bureau of analysis and maitrise des cuts;

- Office of the factory.

1.1.3. The Direction of Moyens and Matériels (DMM), which includes:

● **Sous-direction of economic services, including:**

- Bureau des Appropriations;

- Bureau de la gestion des magazines, des innovations et des reformes;

- Bureau de la restauration et de l'hôtellerie.

● **The sous-direction of pharmaceutical products, the instruments and their**

Consommable, compose of:

- Infrastructure Bureau;

- Infrastructure Bureau;

- Office of equipment;

- Maintenance office.

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➤ **The Direction for Medical Activities and Paramedics (DAMPA), which includes:**

● **The sous-direction of medical activities, including:**

   - Bureau of organization and evaluation of medical activities;

   - Bureau de la garde et des urgences;

● **The sous-direction of the malade's administrative gestion, compose of:**

   - Office des admissions;

   - Bureau de l'accueil, de l'orientation and socio-therapeutic activities.

The hospital is located at the organization's location where it is most suitable.

It is possible to explain to our customers in our homes, such as the medical and secure departments, the subdivisions that tell us the financial and administrative departments or the logistics departments.

1.2. The Boudjella Clinic Missions:

1.2.1. Health matter :

The boudjella clinic defends the founding values of the public health service:

   - Guarantee equal access to care for all in all circumstances;

   - Guarantee in all circumstances the permanence and continuity of care as well as health prevention;

   - Prevent any form of discrimination or mistreatment.

It is responsible for ensuring diagnostic, care, hospitalization and medico-surgical emergencies, prevention activities as well as any activity contributing to the protection and promotion of health and the population;

   - It is responsible for implementing national, regional and local health programs.

But the priority is to contribute to the promotion and protection of the environment in the areas of prevention, hygiene, sanitation and the fight against nuisances and social scourges.

In addition to these missions, the boudjella clinic carries out the missions assigned to the health sectors for the population residing nearby and not covered by the surrounding health sectors.

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1.2.2. In terms of research:

carries out, within the framework of the regulations in force, the study work and research in the field of health sciences, Organizes seminars, symposiums, study days and other technical and scientific events with a view to promoting care, training and research activities in health sciences.

1.2.3. In terms of Prevention:

participates in public health, prevention and health education actions for patients received, and in collective information campaigns for the general public through actions coordinated with the associative network (AIDS, drug addiction, fight against smoking, cardiovascular risks). vascular, social and humanitarian medicine...).

Quality, safety of care and user satisfaction are at the heart of the Boudjella Clinique management strategy. The management is administered by a board of directors, headed by a General Director with a scientific advisory board and assisted by an advisory committee. The scientific council proposes all measures likely to improve the organization and operation of care and prevention services and the distribution of personnel, depending on the activities of the services. He participates in the development of training and research programs in medical sciences and evaluates the activity of services in terms of care, training and research.

The board of directors deliberates on the establishment's draft budget, the forecast accounts, the administrative account, investment projects, service organization charts, annual upkeep and maintenance programs. buildings and equipment and contracts relating to care services with the Boudjella Clinic partners, in particular the social security organizations, economic insurance companies, mutual societies, local authorities and other institutions and organizations.

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Section 2 : Theoretical Framework: Understanding Challenges and Promoting Innovation in Special Needs Education in Algeria :

This section lays the groundwork for understanding the challenges faced by families raising children with special needs in Algeria. It explores relevant theoretical frameworks that inform our approach to promote innovation in supporting these families.

2.1. Challenges Faced by Families with Special Needs Children :

Families with special needs children in Algeria face numerous challenges in providing their children with the care, support, and opportunities they deserve. Here are some of the key challenges they encounter:

1. Limited Access to Education:

The journey towards a quality education can be a significant hurdle for Algerian families with special needs children. Two key issues contribute to this challenge :

2. **Inclusive Education Policies:** Algeria lacks comprehensive inclusive education policies that ensure equal access to education for children with special needs. This results in a lack of suitable educational environments and resources.

3. **Underdeveloped Infrastructure:** Many schools lack the necessary infrastructure, such as ramps, elevators, and accessible restrooms, making it difficult for children with physical disabilities to attend regular schools.

2.2. Financial Burden:

The financial strain on families with special needs children can feel overwhelming. Two primary factors contribute to this burden:

Cost of Specialized Care: Families often bear the brunt of the financial burden associated with their child's special needs, including expenses for therapies (occupational, speech, physical), assistive devices (wheelchairs, hearing aids), and medical consultations.

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Limited Insurance Coverage: Health insurance coverage for special needs-related expenses may be inadequate or non-existent, leaving families to cover these costs out-of-pocket.

2.3. Social Stigma and Discrimination:

Beyond the physical and financial hurdles, Algerian families with special needs children often encounter a more insidious challenge: social stigma and discrimination. Traditional cultural beliefs surrounding disabilities can create an invisible wall, leading to:

Cultural Beliefs: Traditional cultural beliefs surrounding disabilities contribute to stigma and discrimination, leading to social exclusion and marginalization of children with special needs and their families.

➢ **Limited Healthcare Services:**

The labyrinth becomes even more daunting when considering the limitations in accessing quality healthcare. Algerian families with special needs children face several challenges in this area:

Geographical Barriers: Access to specialized healthcare services may be limited in rural areas, forcing families to travel long distances to urban centers, which can be costly and time-consuming.

Shortage of Specialists: Algeria may have a shortage of healthcare professionals specializing in pediatric developmental disorders and disabilities, resulting in long wait times and inadequate care.

➢ **Lack of Support Services:**

The absence of robust support systems adds another layer of complexity to the challenges faced by Algerian families. Two key issues contribute to this gap:

Insufficient Support Programs: There is a lack of government-funded support programs and services catering to the needs of children with special needs and their families, such as respite care, counseling, and parental training.

Limited Community Resources: Community-based organizations and support groups for families of children with special needs may be scarce or non-existent in some regions of Algeria.

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➢ **Educational and Awareness Gaps:**

The labyrinth becomes even more confusing when families lack crucial information. Two key issues contribute to this gap:

Lack of Information: Many families are unaware of their rights, available resources, and support services, preventing them from accessing essential assistance.

Educational Campaigns: There is a need for widespread educational campaigns to raise awareness about disabilities, promote acceptance, and empower families to advocate for their children's rights.

➢ **Limited Employment Opportunities:**

The challenges faced by Algerian families extend beyond healthcare and education. Employment opportunities for parents with special needs children can be severely restricted:

Parental Sacrifices: Parents often face difficulties balancing care giving responsibilities with employment, leading to reduced working hours or leaving the workforce altogether to care for their child, resulting in financial strain and economic instability.

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Section 3 : Field Study: Identifying Obstacles Encountered families of children with special needs:

Building on the critical role that families play in supporting children with special needs, this comprehensive field study aims to investigate and understand the obstacles encountered by families in Algeria. The study will focus on gaining valuable insights from parents directly involved in caring for children with special needs. By identifying the key challenges they face, this study will inform the development of MOEIN to better address their needs and empower families to provide optimal support for their children.

3.1. Research methodology :

To answer the research question, a mixed methods approach was adopted, combining qualitative and quantitative research methods. This approach allowed for the collection of rich and detailed data from a representative sample of parents, offering a deeper understanding of the experiences and perspectives of the families involved.

- **Qualitative Study :**

The qualitative study enabled an in-depth exploration of the perceptions and lived experiences of parents with special needs children, the qualitative study is at the appendixes 1 or 2…etc, The stages of the qualitative study are :

Data collection: Individual semi-structured interviews were conducted with tree parents of children with special needs, lasting approximately a half hour. Interviews were held in a quiet and location : Boudjella clinc , at the participants' convenience. A semi-structured interview guide was used to guide the discussion, while allowing some flexibility to explore emerging themes.

Data analysis: The interviews were transcribed. A thematic analysis was then conducted to identify recurring themes and subthemes, allowing for the identification of patterns and meanings within the data . This was the raw material for the quantitative study.

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- **Quantitative Study**

The quantitative study complemented the qualitative analysis by collecting data from a larger sample of parents, offering a more representative and generalizable perspective. The stages of the quantitative study are :

Questionnaire development: A questionnaire was developed to gather data on parents' sociodemographic characteristics, their children's specific needs, the parents' experiences with services and support, and their perception of their children's quality of life.

Data collection: The questionnaire was administered to 20 parents of children with special needs through an online survey.

Data analysis: The quantitative data was analyzed using descriptive statistics. The analyses aimed to describe participant characteristics, identify relationships between variables, and test research hypotheses.

The findings from both the qualitative and quantitative studies were triangulated to provide a more comprehensive and nuanced understanding of the specific challenges faced by families with special needs children. The insights gained from the qualitative study enriched the interpretation of the quantitative results, while the quantitative data helped confirm and generalize the qualitative findings.

This mixed methods approach allowed for a rigorous and in-depth response to the initial research question, offering a rich and nuanced understanding of the specific challenges faced by families with special needs children. The findings from this research can be used to inform the development of more effective policies and support programs for these families.

3.2. Sampling and Data Collection Methods :

3.2.1. Typical case sampling for the qualitative study : one parent were selected as typical cases of parents of children with special needs. This method aims to identify participants who represent the essential characteristics of the population under study. Typical case sampling and semi-structured online surveys and interviews conducted in person at Boudjella clinic were deemed appropriate to collect rich and detailed data on the experiences and perspectives of parents of children with special needs.

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3.2.2. Convenience sampling for the quantitative Study: The 20 parents were recruited through the dissemination of the questionnaire on social media. This participant selection method is non-probabilistic, meaning that not all parents of children with special needs had an equal chance of being selected. Convenience sampling and the online questionnaire were deemed appropriate to collect quantitative data from a sample of parents accessible through social media. The use of non-probabilistic convenience sampling means that the results are not generalizable to the entire population of parents of children with special needs. Additionally, the low response rate to the online questionnaire may limit the generalizability of the results.

3.3. Findings and Implications:

A comprehensive analysis of the collected data revealed significant insights into the challenges faced by families raising children with special needs in Algeria. These findings, presented in a detailed report, will highlight the key obstacles identified. By leveraging this data.

3.3.1. Qualitative study:

Our analysis of the voices of three parents paint a clear picture: here are the key takeaways from our interviews:

This research extend into the experiences of parents raising children with special needs in Algeria. The initial interviews revealed a common theme of acceptance being a crucial first step. One parent stated, " The first thing you must do is accept the situation. This will help you learn how to best react to your child and understand their needs. " This highlights the emotional journey parents embark upon as they navigate their child's unique situation.

Challenges and Resource Gaps:

A significant challenge identified is the limited availability of specialized schools. Parents reported that these schools are concentrated in specific regions, leading to logistical difficulties for those residing far away. This underscores the need for a more geographically accessible network of specialized educational resources.

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Information Seeking and Frustrations:

Parents access information and support from various sources, including books, articles, medical professionals, online resources, and other parents with similar experiences. Training courses were also mentioned as a source of support. However, a recurring frustration is the scarcity of readily available and helpful information tailored to the Algerian context. This points to a gap in resources specifically designed to meet the needs of Algerian parents.

Technology as a Potential Solution:

The interviewee expressed a strong desire for technology to be a more active source of support. They view technology as a potential guide, offering much-needed assistance in situations where they might feel helpless. This opens the door for the development of an app that can bridge the information gap and provide readily accessible support.

App Functionality and Building Community:

The ideal app, as envisioned by the parent, would offer practical information. This includes activities suitable for children with special needs, strategies for engaging them in sports, and techniques to help children develop better communication and stability. Furthermore, the parents expressed a strong desire for connection and community. Integrating features like chat functions or group discussions into the app could foster a network of support and shared experiences with other parents facing similar challenges.

3.3.2. Quantitative study :

Ultimately, the quantitative study aims to contribute to existing knowledge, provide practical recommendations for parents and stakeholders, and foster a supportive ecosystem for families raising children with special needs in Algeria .

3.3.3. Univariate study:

● **Distribution of the sample by Age :**

Analyzing the age distribution of families with children with special needs in Algeria can reveal generation-specific challenges, informing targeted support initiatives and industry focus within the Algerian special needs ecosystem.

Figure 1: Distribution of the sample by Age

العمر:
20 réponses
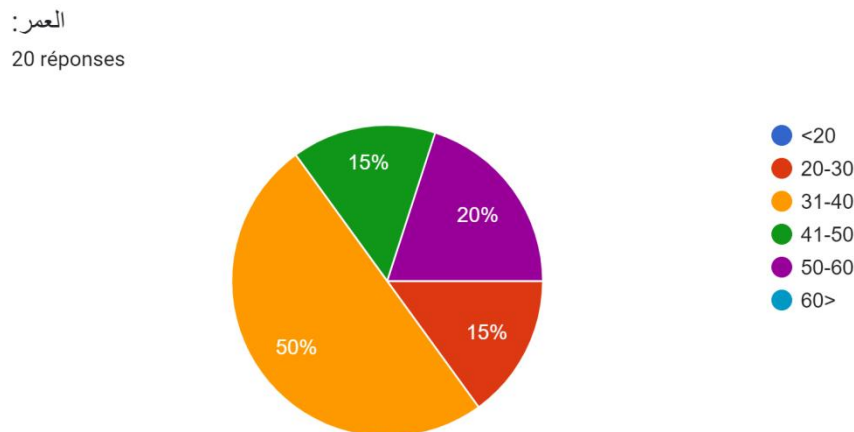
Source : Developed by the student using the results from Google Forms

Analyzing a questionnaire titled "A Study on the Challenges Faced by Parents of Children with Special Needs" – particularly responses from participants covered by Ministerial Resolution 1275 – reveals valuable insights into the age distribution of families with special needs children in Algeria. Examining the distribution of respondents and the challenges they report helps us understand the specific needs of these families.

The results reveal a trend, with the highest number of respondents (10 individuals) falling within the 31-40 age group. This suggests a significant portion of parents raising children with special needs in this study belong to this age bracket.

The 50-60 age group follows with approximately 4 respondents. Conversely, the participation rate from individuals aged 20-30 and 41-50 is considerably lower, estimated at around 3% for each group. It's important to consider that this lower participation rate doesn't necessarily imply these age groups have fewer children with special needs. It could be due to

factors like lower survey awareness or accessibility issues. In conclusion , parents between 31 and 40 years old make up a significant portion of those raising children with special needs.

- **Distribution of the sample based on wilaya:**

The initial analysis of the survey highlights a potential variation in the number of respondents from different Algerian wilayas. While the specific numbers paint a preliminary picture.

Figure 2 : Distribution of the sample by Wilayas
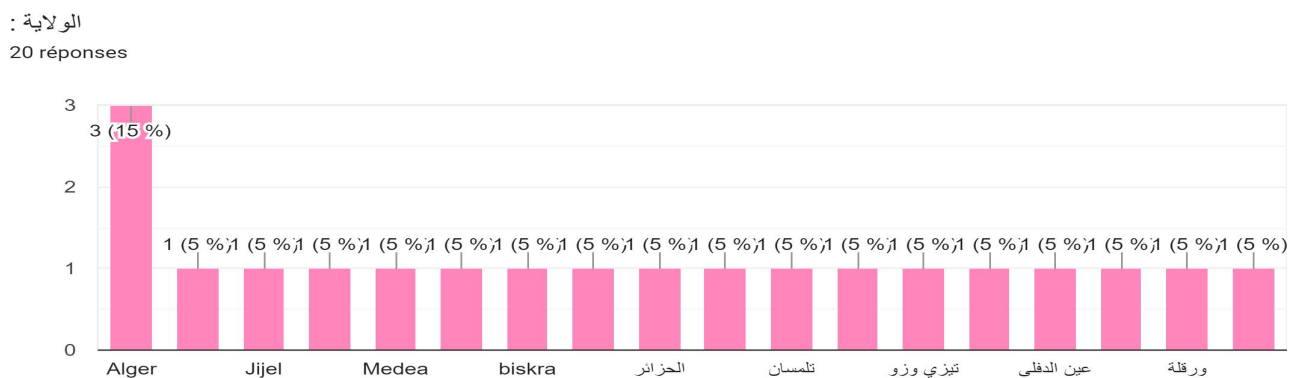
Source : Developed by the student using the results fromGoogle Forms

Higher Representation: Wilayas like Algiers (6 individuals) and Biskra (2 individuals) have a higher number of respondents compared to others. This could indicate:

Increased Awareness: These areas might have a more active support network or healthcare system leading to better identification of special needs and awareness .

Larger Population: More populated wilayas might naturally have a higher number of children with special needs and families seeking support.

Single Responses: Wilayas like Medea, Tizi Ouzou, Boumerdes, Ain Defla, Ouargla, Jijel, Constantine, Oran, Setif, Tipaza, and Tlemcen each have one respondent. This could be due to:

Limited Awareness: Lower awareness or limited access to resources in these areas could lead to fewer families participating in the survey.

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Sampling Bias: The survey methodology might not have effectively reached all demographics or locations within each wilaya. Survey shows higher response rates from Algiers and Biskra, but single responses from other areas don't mean less need there.

- **Distribution of the sample based on Average monthly income:**

The chart above shows the distribution of respondents in a survey based on their average monthly income. Here's a breakdown of the findings:

Figure 3: Distribution of the sample by monthly income

متوسط الدخل الشهري :
20 réponses

Legend:
- ● < 30000 دج/الشهر
- ● 30000-60000 دج/الشهر
- ● 60000-100000 دج/الشهر
- ● 100000 > دج/الشهر
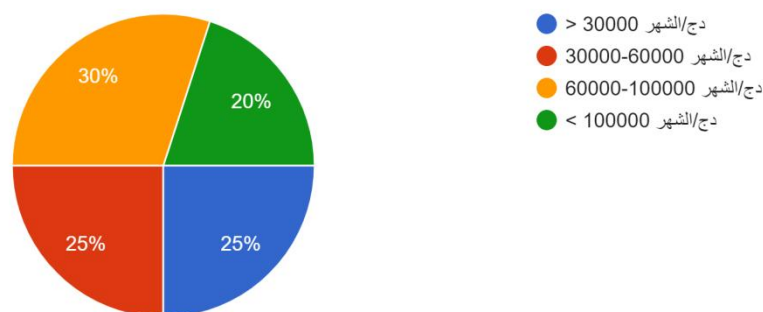
Source : Developed by the student using the results from Google Forms

highest Income Bracket (>100,000 DA): This category represents the smallest slice of the chart above , accounting for 20% of respondents (4individuals). This suggests that a portion of 20% of the survey participants have a relatively high monthly income.

Moderate Income Brackets (60,000-100,000 DA): The largest slice of the pie chart represents 30% of respondents (6 individuals). This suggests a significant portion participation rate from individuals with a middle monthly income

lowest Income Bracket (<30,000 DA & 30,000-60,000 DA): These two income brackets each account for 25% of respondents (5 individuals each). This indicates a lower-income

earners within the survey sample. Based on the chart above , a significant portion of the parents of children with special need participating in the survey fall within the middle-

income bracket, with a monthly income between 60,000 and 100,000 Algerian dinar (representing 30% or 6 individuals).

● **Distribution of the sample based on number of children:**

The chart above based on the number of children reveals a variation in the number of their children reported by respondents in the survey.

Figure 4: Distribution of the sample by number of children
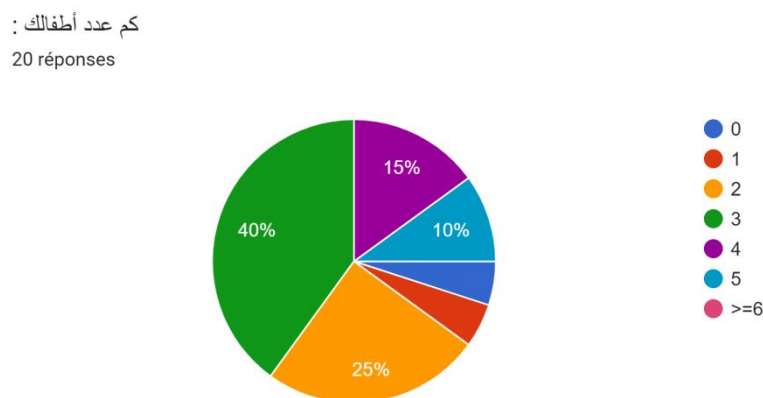
Source : Developed by the student using the results from Google Forms

A significant portion of respondents (8 individuals, 40%) have families with middle number of children (having 3 children) represented in the survey.

The remaining respondents are distributed across various family sizes, with 5 individuals (25%) having 2 children; 3 individuals (15%) having 4 children; 2 individual (10%) having 5 children; 1 individual (5%) having 1 child and 0 child (respectively).

The survey results show that a significant portion of families raising children with special needs have three children (40%). Researches show a link between larger families and a higher chance of having a child with special needs. The reasons are not entirely clear, but possibilities include increased genetic risk with more offspring, shared environmental factors within larger families, or resource limitations affecting early detection of developmental

issues. Additionally, with more children, random birth defects become statistically more likely. It's important to remember that correlation doesn't equal causation, and each family's situation is unique.

● **Distribution of the sample based on children with special needs:**

The chart above shows a clear distinction between respondents who have children with special needs and those who don't. Here's a breakdown:

Figure 5: Distribution of the sample by children with special needs
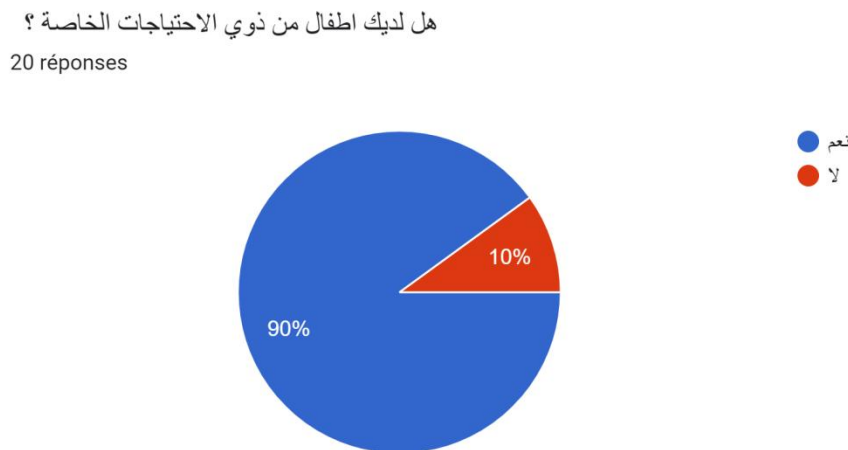
هل لديك اطفال من ذوي الاحتياجات الخاصة ؟
20 réponses

Source : Developed by the student using the results from Google Forms

The vast majority of respondents (90%, representing 18 individuals) have children with special needs. This confirms that the survey was successful in reaching its target audience.

While a small minority of respondents (10%, representing 2 individuals) do not have children with special needs.

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● **Distribution of the sample based on the number of children with special needs:**

The pie chart shows how many respondents in the survey have a certain number of children with special needs.

Figure 6: : Distribution of the sample by the number of children with special needs

إذا كانت الإجابة بنعم، كم :

18 réponses
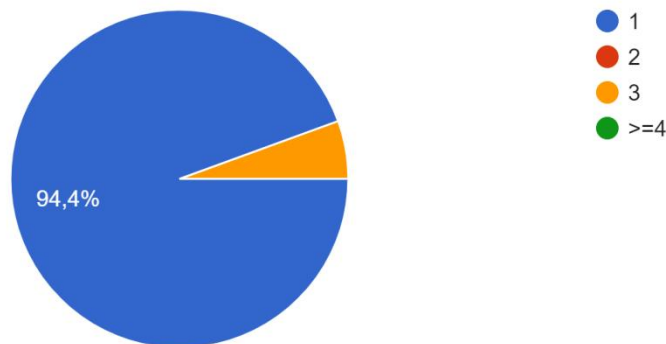
Source : Developed by the student using the results from Google Forms

The vast majority of respondents (94.4%, representing 17 individuals) have one child with special needs. This suggests that families with a single child with special needs are the most common group represented in the survey. While A small minority of respondents (5.6%, representing 1 individual) have three children with special needs.

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- **Distribution of the sample based on Initial diagnosis (disease or condition) :**

The chart above reveals the various initial diagnoses reported by respondents in the survey regarding their children's special needs.

Figure 7: Distribution of the sample by Initial diagnosis (disease or condition)
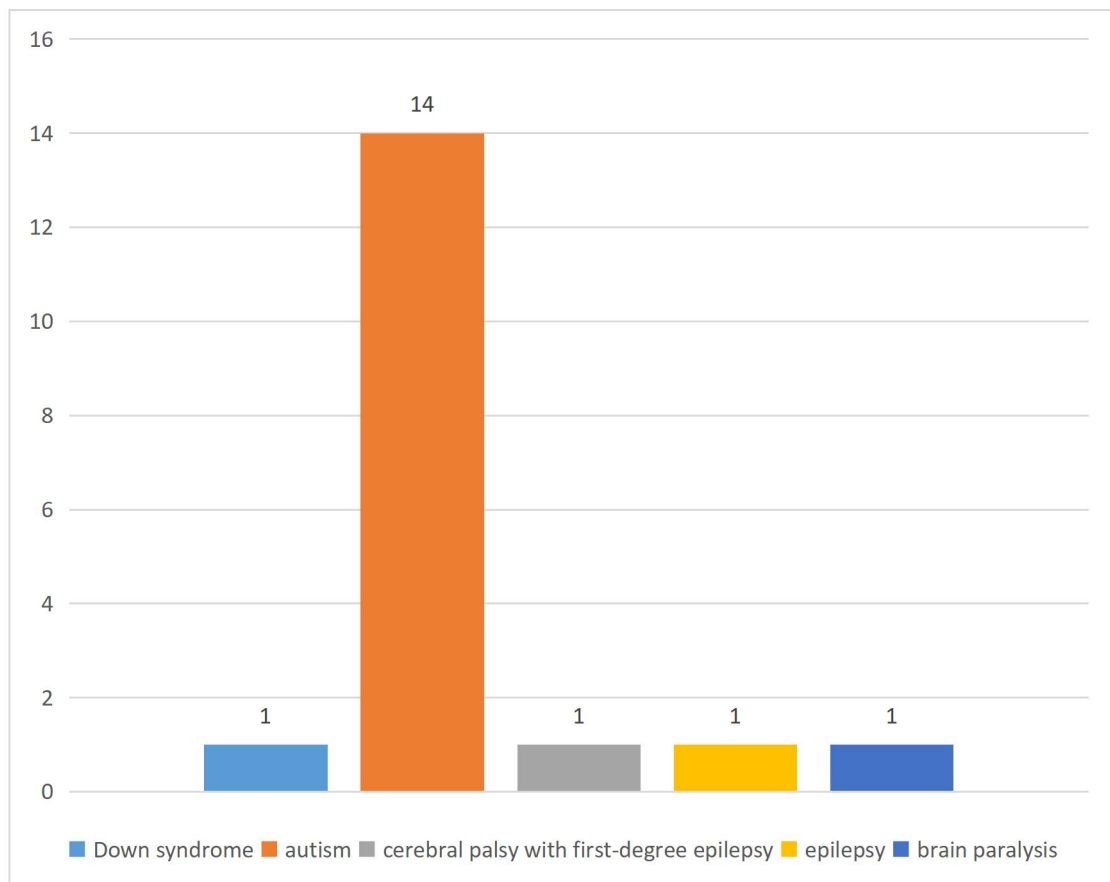
Source : Developed by the student using the results from Google Forms

Autism (78.4%, 14 Individuals):   This category represents the vast majority of respondents, indicating Autism Spectrum Disorder as the most common diagnosis among the participants.

Down Syndrome (5.6%, 1 Individual): A smaller portion of respondents have children diagnosed with Down syndrome.

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Other Conditions (16.2%, 3 Individuals): The remaining slice of the pie chart combines three other diagnoses:

- Cerebral palsy with first-degree epilepsy (1 individual);
- Brain paralysis (1 individual) ;
- Epilepsy (1 individual);

The high percentage of Autism diagnoses aligns with reports suggesting it's the most common diagnosis among children with special needs in Algeria.

Researches suggests that environmental factors may play a role in the development of autism, although the precise mechanisms are not fully understood. Exposure to certain chemicals, maternal infections, or complications during pregnancy could be triggers or increase the risk.

- **Distribution of the sample based on Access to support services such as therapy, counseling, and medical assistance to meet your child's needs:**

The chart above shows a concerning trend regarding access to support services for children with special needs in Algeria.

Figure 8: Distribution of the sample by Access to support services

ما مدى إمكانية الوصول إلى خدمات الدعم مثل العلاج والاستشارة والمساعدة الطبية لتلبية احتياجات طفلك؟

20 réponses
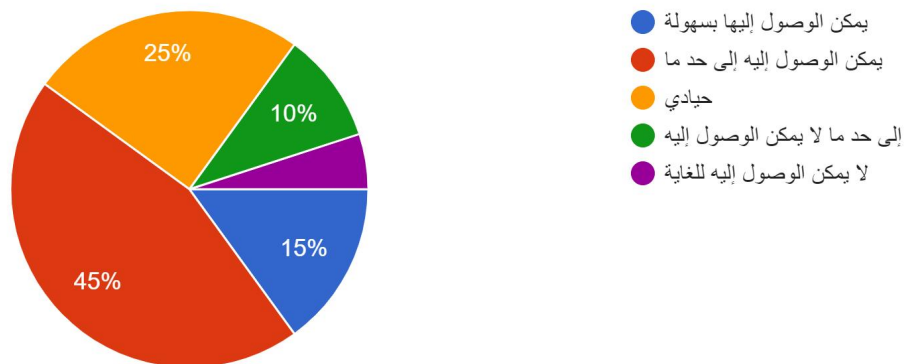
●	يمكن الوصول إليها بسهولة
●	يمكن الوصول إليه إلى حد ما
●	حيادي
●	إلى حد ما لا يمكن الوصول إليه
●	لا يمكن الوصول إليه للغاية

Source : Developed by the student using the results from Google Forms

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- Somewhat inaccessible (5%): A small number of respondents reported some difficulty accessing services.

- Very inaccessible (5%): An equally small number reported significant difficulty accessing services.

- Neutral (15%): This group's responses are unclear, but they might not have actively sought services or faced significant accessibility challenges.

- Somewhat Accessible (45%): This is the largest group, indicating that nearly half the respondents found accessing services moderately challenging.

- Easily Accessible (15%): Only a small minority reported easy access to services.

This analysis reveals a critical issue; a significant portion of the survey population faces difficulty accessing support services. Potential Reasons for inaccessibility are: Limited resources and geographical disparities.

● **Distribution of the sample based on how caring for a child with special needs has affected your daily routine and lifestyle:**

The chart above shows a significant impact of caring for a child with special needs on the respondents' daily lives.

Figure 9: Distribution of the sample by Caring for a child with special needs has affected your daily routine and lifestyle.

كيف أثرت رعاية طفل من ذوي الاحتياجات الخاصة على روتينك اليومي وأسلوب حياتك؟
20 réponses
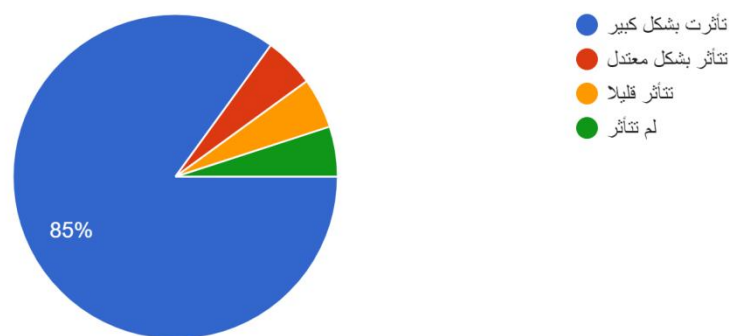
● تأثرت بشكل كبير
● تتأثر بشكل معتدل
● تتأثر قليلا
● لم تتأثر

85%

Source : Developed by the student using the results from Google Forms

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The survey results highlight the significant impact caring for a child with special needs has on families in Algeria.

- Greatly Affected (85%, 17 Individuals):   The vast majority of respondents indicated a substantial impact on their daily routines and lifestyles. This suggests significant challenges faced by families caring for children with special needs.

- Moderately Affected (5%, 1 Individual):   A small portion of respondents reported a moderate impact.

- Little to No Impact (10%, 2 Individuals):   A combined 10% (1 individual slightly affected and 1 not affected) suggests a minimal impact on their routines.

The analysis highlights a significant burden on many respondents' daily lives. This likely stems from the increased demands of caring for a child with special needs. Parents may face exhaustion due to additional caregiving tasks and appointments. Emotional and financial strain can arise from the challenges and costs associated with the child's condition. Social isolation and disrupted relationships within the family due to time constraints and stress are additional potential consequences. Ultimately, the impact on daily life varies depending on the specific needs of the child and the family's support network.

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● **Distribution of the sample based on The financial impact of raising a child with special needs on your family:**

The chart above shows a concerning trend regarding the financial burden on families caring for children with special needs. Here's a detailed analysis:

Figure 10: Distribution of the sample by The financial impact

هل يمكنك وصف التأثير المالي لتربية طفل من ذوي الاحتياجات الخاصة على عائلتك؟

20 réponses

● ضغوط مالية شديدة
● ضغوط مالية معتدلة
● الحد الأدنى من الضغوط المالية
● عدم وجود ضغوط مالية
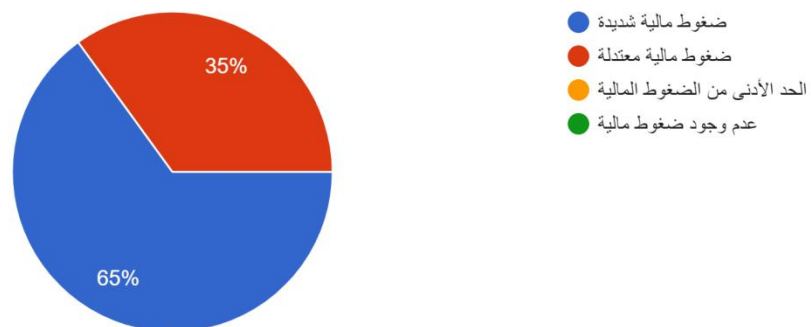
Source : Developed by the student using the results from Google Forms

• Severe Financial Pressures (65%, 13 Individuals): The vast majority of respondents (over two-thirds) reported severe financial pressures. This indicates a significant financial burden on most families due to the costs associated with raising a child with special needs.

• Moderate Financial Pressures (35%, 7 Individuals): A smaller portion of respondents experienced moderate financial pressure.

The survey results (65% with severe financial pressure) highlight a critical issue for families raising children with special needs. The high cost of essential care likely contributes significantly to this financial burden.

CHAPTER 2 : A Framework for Assessing Family Experiences, Challenges, and Resources

● **Distribution of the sample based on A support network of family, friends, or parents of children with special needs who you can rely on for help:**

The chart above reveals a significant challenge for families in the survey regarding social support. Here's a detailed analysis:

Figure 11: Distribution of the sample by support network

هل لديك شبكة دعم من العائلة أو الأصدقاء أو أولياء أمور الأطفال ذوي الاحتياجات الخاصة الذين يمكنك الاعتماد عليهم للحصول على المساعدة؟

20 réponses
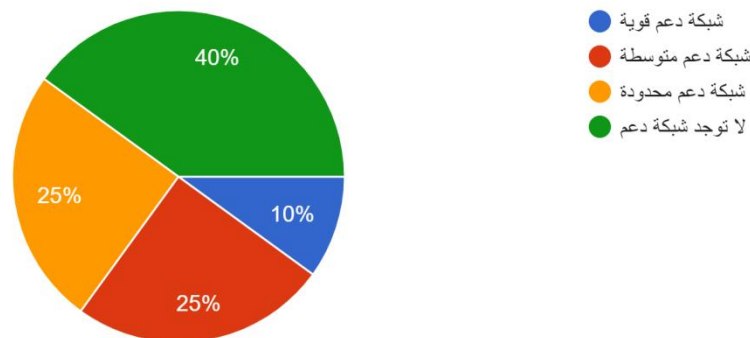
Source : Developed by the student using the results from Google Forms6

● Limited or No Support Network (65%, 13 Individuals): A large portion of respondents (40% with no network and 25% with limited network) reported having limited or no social support network to rely on for help. This indicates a crucial gap in support systems for these families.

● Moderate Support Network (25%, 5 Individuals): A smaller portion of respondents have a moderate support network.

● Strong Support Network (10%, 2 Individuals): Only a small minority reported having a strong social support network.

The lack of social support can exacerbate the challenges faced by families caring for children with special needs. The survey results emphasize the critical need for social support for families raising children with special needs in Algeria.

CHAPTER 2 : A Framework for Assessing Family Experiences, Challenges, and Resources

Without social support, Algerian families caring for special needs children face a harsher reality. Exhausted parents juggle caregiving alone, lacking access to resources and feeling isolated. Financial strain intensifies, and stress takes a toll on mental health and family dynamics. The survey underscores the critical need for social support networks to alleviate these burdens.

- **Distribution of the sample based on Sources or resources to learn about the child's special needs:**

The chart above shows that most respondents actively seek out resources to learn about their child's special needs. Here's a breakdown:

Figure 12: Distribution of the sample by Sources or resources to learn about the child's special needs

هل تستخدم حاليًا أي مصادر او موارد للتعرف على احتياجات طفلك الخاصة؟

20 réponses
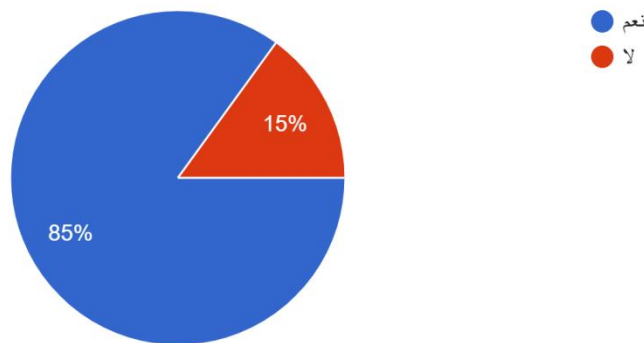
Source : Developed by the student using the results from Google Forms.

- The vast majority of respondents (85%) indicated that they utilize resources to learn more about their child's special needs. This suggests a strong motivation among families to gain knowledge and support their children effectively.

- A smaller portion (15%) reported not using any resources. This could be due to various reasons, such as lack of awareness about available resources, language barriers, or limited internet access.

CHAPTER 2 : A Framework for Assessing Family Experiences, Challenges, and Resources

The survey results indicate a strong desire among families to learn more about their child's special needs. However, acknowledging the challenges faced by the remaining 15% who don't use resources is crucial. Addressing these barriers, such as limited awareness or accessibility issues, could ensure all families have access to the information and support they need.

Limited resources leave 15% of families in the dark about their child's needs. Unaware of available support and interventions, these families miss crucial opportunities for their child's development. Frustration mounts as they grapple with limited knowledge. To ensure equal access and empower all families, addressing barriers like awareness and accessibility is vital.

● **Distribution of the sample based on The types of sources and resources they use :**

The chart reveals a well-rounded approach to learning among the survey respondents. Here's a detailed breakdown:

Figure 13: Distribution of the sample by The types of sources and resources they use

إذا كانت الإجابة بنعم، ما هي أنواع المصـادر اوالموارد التي تستخدمها؟
20 réponses
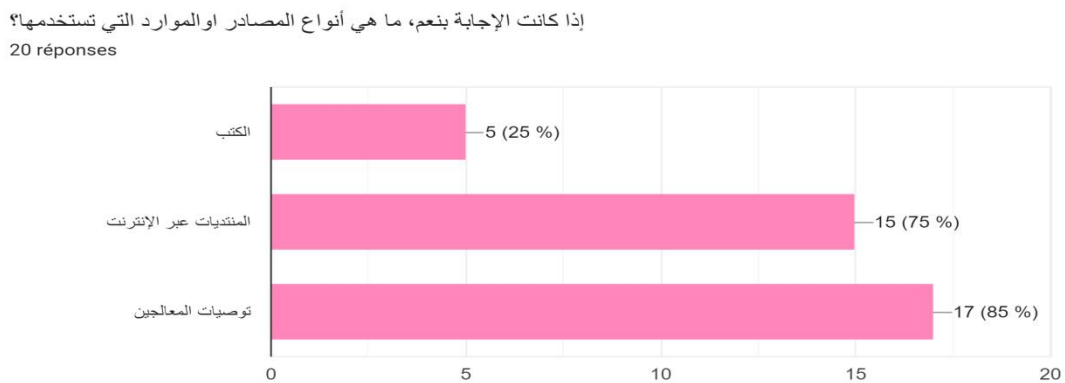
Source : Developed by the student using the results from Google Forms

• Doctors Recommendations (85%, 18 Individuals): The most common source of information is recommendations from therapists (doctors, specialists, or other healthcare professionals). This highlights the trust families place in professional guidance.

- Online Forums (75%, 15 Individuals): A significant portion of respondents rely on online forums to connect with other caregivers and share experiences. This indicates a preference for peer-to-peer support and community learning.

- Books (25%, 5 Individuals): A smaller portion utilizes books as a resource.

   The survey results reveal a diverse learning approach among families. This suggests a multi-faceted information-gathering process. Families value professional guidance, community support, and in-depth learning through books. This creates a personalized knowledge base for each child's needs.

- **Distribution of the sample based on satisfaction with the current sources or resources available to support child's development :**

   The chart above reveals a concerning trend regarding satisfaction with resources for children's development. Here's a breakdown:

Figure 14: Distribution of the sample by satisfaction with the current sources

ما مدى رضاك عن المصادر او الموارد الحالية المتاحة لدعم نمو طفلك؟
20 réponses

- غير راض جذا
- غير راض
- حيادي
- راضي
- راض جذا
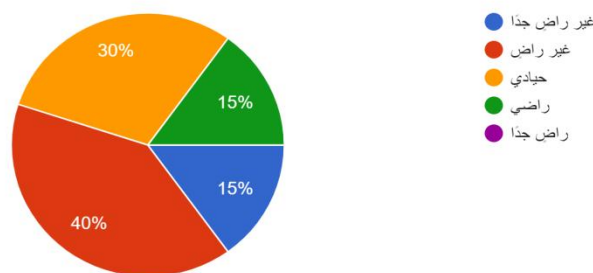
Source : Developed by the student using the results from Google Forms

- Totally Dissatisfied , Dissatisfied or Neutral (85%): A large majority of expressed dissatisfaction or neutrality towards the current resources. This indicates a significant gap in fulfilling the needs of families in Algeria.

- Satisfied (15%): A small minority of respondents were satisfied with the available resources.

- Very Satisfied (0%, 0 Individuals): No respondents reported high satisfaction.

The survey results reveal a significant gap in resource satisfaction for families with children with special needs in Algeria. analysis suggests potential reasons like lack of resources, accessibility issues, or inadequate support for specific needs.

Survey reveals families unsatisfied with resources for special needs children. Missing resources, access issues, or unsuitable support leave many frustrated. Children's progress stalls without proper tools. Exhausted families shoulder the burden alone, risking isolation and stigma. Closing the resource gap is vital for families and children to thrive.

- **Distribution of the sample based on how do they think of a platform that can:**

The chart reveals a strong positive sentiment towards a platform with these functionalities:

Figure 15: Distribution of the sample by how they think about the platform

ما رأيك في منصة يمكنها :
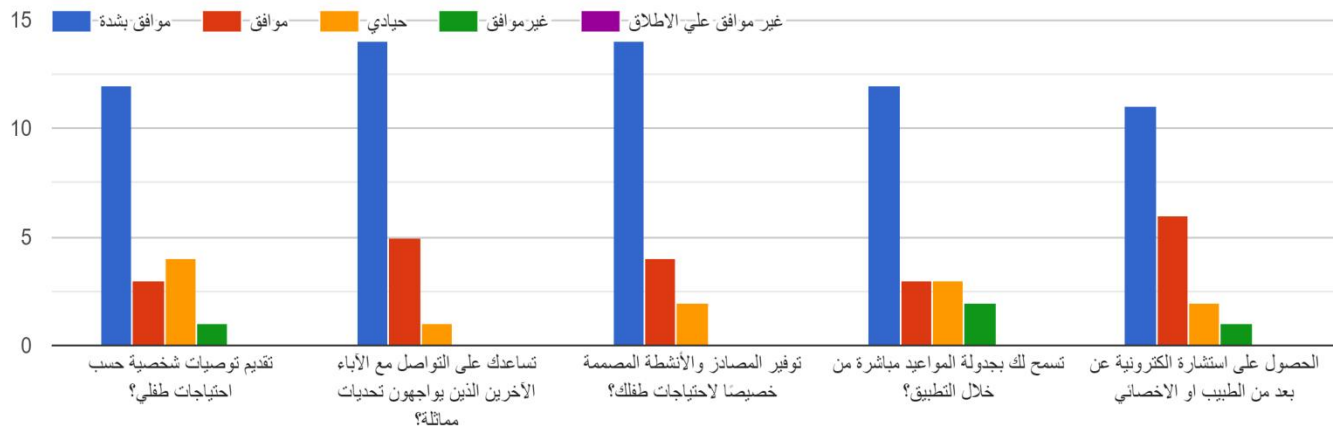
Source : Developed by the student using the results from Google Forms

- Personalized Recommendations: Most respondents found the idea of receiving personalized recommendations based on their child's needs very appealing.

- Connecting with Other Parents: The possibility of connecting with other parents facing similar challenges garnered significant support.

- Targeted Resources and Activities: The idea of accessing resources and activities specifically designed for their child's needs resonated with a large portion of the sample.

- Appointment Scheduling and Online Consultations: Features like appointment scheduling and online consultations with specialists were generally well-received.

The survey results indicate that a platform offering features like personalized recommendations, parent connection, targeted resources, and appointment scheduling would be valuable for families.

● **Distribution of the sample based on having an app/platform that provides resources and activities specifically designed for children with special needs:**

The chart above shows a generally positive view of apps or platforms designed for children with special needs:

Figure 16: Distribution of the sample by having an app/platform that provides resources and activities specifically designed for children with special needs

الاحتياجات الخاصة سيكون :   إن وجود تطبيق/منصة توفر موارد وأنشطة مصممة خصيصًا للأطفال ذوي
20 réponses
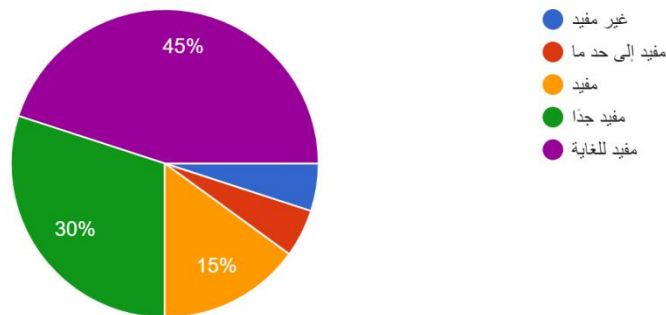
- غير مفيد
- مفيد إلى حد ما
- مفيد
- مفيد جدًا
- مفيد للغاية

Source : Developed by the student using the results from Google Forms

- Very Much Useful (45%): Nearly half of the respondents find these apps or platforms very useful.

- Very Useful (30%): An additional significant portion finds them very useful.

- Useful (15%): A moderate portion finds them useful.

- Somewhat Useful (5%): A small portion finds them somewhat useful.

- Not Useful (5%): A very small portion finds them not useful.

The survey results (90% find them somewhat to very useful) indicate that platforms can be valuable tools for families with children with special needs. However, an analysis of potential areas for improvement, such as ensuring comprehensive features, user-friendly design, and multilingual accessibility, can enhance future app development.

- **Distribution of the sample based How much can the parents pay for an app/platform that offers the mentioned solutions :**

Figure 17: : Distribution of the sample based How much can the parents pay for an app/platform that offers the mentioned solutions

سابقًا والمزيد : ما هو المبلغ الذي يمكنك دفعه مقابل تطبيق/منصة يقدم الحلول المذكورة

21 réponses

- أقل من 1000 دج/الشهر
- دج – 5000 دج/الشهر 1000
- أكثر من 5000 دج/الشهر
- أنا لست على استعداد لدفع ثمن مثل هذا التطبيق

Source : Developed by the student using the results from Google Forms

CHAPTER 2 : A Framework for Assessing Family Experiences, Challenges, and Resources

Based on the chart above, here's the distribution of how much parents indicated they are willing to pay for an app/platform that offers solutions for children with special needs:

Less than 1000 DA per month: 28.6%of respondents are willing to pay less than 1,000 Algerian dinars (DA) per month.

1000 DA - 5000 DA per month: 42.9% of respondents are willing to pay between 1,000 DA and 5,000 DA per month.

Not willing to pay: 28.6% of respondents are not willing to pay .

More than 5000 DA per month: This option isn't represented in the chart, but it's likely some portion of the respondents would not be willing to pay more than 5000DA .

The chart reveals a clear interest in a platform like Moein, with over 71% of respondents (28.6% + 42.9%) expressing a willingness to pay for access to solutions for their children with special needs. However, affordability is a key consideration. The largest segment (42.9%) falls within the range of 1,000 DA to 5,000 DA per month.

CHAPTER 2 : A Framework for Assessing Family Experiences, Challenges, and Resources

Conclusion :

This comprehensive field study aimed to gain an in-depth understanding of the obstacles encountered by families raising children with special needs in Algeria. Through a combination of surveys and interviews, we were able to validate the specific challenges faced by a diverse sample of these families across the country.

The analysis of the surveys data revealed significant insights into the lived realities of these families. Key findings highlighted the limited access to essential support services, with 40% of respondents reporting difficulties in accessing therapies, counseling, and medical assistance. Additionally, the financial burden of raising a child with special needs emerged as a critical issue, with 65% of participants experiencing severe financial pressures.

Furthermore, the study uncovered a concerning lack of social support networks, with 65% of respondents reporting limited or no access to family, friends, or parent groups they could rely on for help. This absence of a robust support system exacerbates the challenges faced by these families, underscoring the need for community-based initiatives and advocacy efforts.

Despite these obstacles, the surveys results revealed a strong desire among families to learn about their child's special needs, with 85% of respondents actively seeking out resources and information. However, a significant portion (85%) expressed dissatisfaction or neutrality towards the current resources available to support their child's development, highlighting the need for more comprehensive and accessible support systems.

Notably, the study found a positive reception towards the idea of a technology-based platform that could offer personalized recommendations, facilitate connections with other parents, provide targeted resources and activities, and enable appointment scheduling and online consultations. This finding suggests that technology can play a transformative role in empowering families and creating a more inclusive and supportive ecosystem for children with special needs in Algeria.

GENERAL CONCLUSION

GENERAL CONCLUSION

This research endeavored to shed light on the profound challenges faced by families raising children with special needs in Algeria and explored the transformative potential of technology in addressing their unique circumstances. Through a comprehensive theoretical analysis and an extensive field study, we have uncovered invaluable insights that contribute to the existing body of knowledge and offer practical recommendations for stakeholders.

The theoretical chapter illuminated the vast diversity of special needs, ranging from physical and cognitive impairments to developmental and emotional challenges. This chapter also highlighted the profound impact these circumstances have on family roles, routines, communication patterns, and overall well-being. While acknowledging the remarkable resilience and dedication demonstrated by these families, the analysis underscored the persistent obstacles they encounter, including limited access to education, financial burdens, social stigma, and inadequate healthcare services.

Building upon this solid theoretical foundation, the empirical chapter presented a robust framework for assessing the multifaceted experiences, challenges, and available resources for families raising children with special needs in Algeria. The meticulous field study, comprising online surveys and interviews conducted in person at Boudjella clinic with a diverse sample of participants from across the country, provided invaluable insights into the lived realities of these families.

The findings corroborated the theoretical premises, revealing significant barriers in accessing essential support services, with 40% of respondents reporting difficulties in obtaining therapies, counseling, and medical assistance. Additionally, the financial strain associated with raising a child with special needs emerged as a critical concern, with 65% of participants experiencing severe financial pressures. Alarmingly, the study uncovered a concerning lack of social support networks, with 65% of respondents reporting limited or no access to family, friends, or parent groups they could rely on for assistance.

Despite these daunting challenges, the survey results revealed a strong desire among families to learn about their child's special needs, with 85% of respondents actively seeking out resources and information. However, a significant portion (85%) expressed dissatisfaction or neutrality towards the current resources available to support their child's

development, underscoring the urgent need for more comprehensive and accessible support systems.

The study's findings regarding reception towards coping mechanisms designed to support families with special needs children provide valuable insights into the relationship between effective coping strategies and resilience. This aligns with Hypothesis one, which states that families who utilize effective coping mechanisms demonstrate greater resilience and adaptability in managing challenges and daily life.

The study's findings regarding the challenges faced by families with special needs children provide insights into the challenges and difficults accessing appropriate resources and support networks. This aligns with Hypothesis two , which states: "Families with special needs children face significant challenges in accessing appropriate resources and support networks..

The study's positive reception for a technology-based platform is particularly noteworthy. Participants expressed interest in features like personalized recommendations, parent connections, targeted resources, appointment scheduling, and online consultations. This strong support aligns with our third hypothesis, highlighting the potential of technology to empower families, build a supportive network, and address the specific needs of children with special needs in Algeria.

the findings pave the way for further exploration and the development of innovative solutions to support families raising children with special needs in Algeria.

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Appendices :

Appendices 01: Questionnaire

دراسة حول التحديات التي يواجهها أولياء الأطفال ذوي الاحتياجات الخاصة

نتعهد أن إجاباتكم ستُعالج بشكل مجهول حتى نحن لا
يمكننا التعرف على هويتكم . يهدف هذا الاستبيان إلى التعرف على التحديات التي تواجه أولياء الأطفال ذوي الاحتياجات الخاصة لفهم كيف يمكننا تحسين حياتكم و
لتلبية احتياجاتكم بشكل أفضل من خلال توفير الخدمات الضرورية . مشاركتكم أمر بالغ الأهمية لنا لتمكيننا من تكييف عروضنا وتقديم حلول أكثر فعالية وملائمة لتوقعاتكم. شكرًا لكم مسبقا
.

imanetahraoui11@gmail.com Switch accounts

Not shared

* Indicates required question

العمر:

◯ <20

◯ 20-30

◯ 31-40

◯ 41-50

◯ 50-60

◯ 60>

* كم عدد اطفالك :

○ 0

○ 1

○ 2

○ 3

○ 4

○ 5

○ >=6

* هل لديك اطفال من ذوي الاحتياجات الخاصة ؟

○ نعم

○ لا

إذا كانت الإجابة بنعم، كم :

○ 1

○ 2

○ 3

○ >=4

* كم عدد اطفالك :

○ 0

○ 1

○ 2

○ 3

○ 4

○ 5

○ >=6

* هل لديك اطفال من ذوي الاحتياجات الخاصة ؟

○ نعم

○ لا

إذا كانت الإجابة بنعم، كم :

○ 1

○ 2

○ 3

○ >=4

* كم عدد اطفالك :

* هل لدى طفلك احتياجات خاصة تم تشخيصها طبيا :

○ نعم

○ لا

ما هو التشخيص الأولي (المرض او الحالة)؟

Your answer

* ما مدى إمكانية الوصول إلى خدمات الدعم مثل العلاج والاستشارة والمساعدة الطبية لتلبية احتياجات طفلك؟

○ يمكن الوصول إليها بسهولة

○ يمكن الوصول إليه إلى حد ما

○ حيادي

○ إلى حد ما لا يمكن الوصول إليه

○ لا يمكن الوصول إليه للغاية

* كيف أثرت رعاية طفل من ذوي الاحتياجات الخاصة على روتينك اليومي وأسلوب حياتك؟

○ تأثرت بشكل كبير

○ تتأثر بشكل معتدل

○ تتأثر قليلا

○ لم تتأثر

* هل يمكنك وصف التأثير المالي لتربية طفل من ذوي الاحتياجات الخاصة على عائلتك؟

○ ضغوط مالية شديدة

○ ضغوط مالية معتدلة

○ الحد الأدنى من الضغوط المالية

○ عدم وجود ضغوط مالية

* هل لديك شبكة دعم من العائلة أو الأصدقاء أو أولياء أمور الأطفال ذوي الاحتياجات الخاصة الذين يمكنك الاعتماد عليهم للحصول على المساعدة؟

○ شبكة دعم قوية

○ شبكة دعم متوسطة

○ شبكة دعم محدودة

○ لا توجد شبكة دعم

* هل تستخدم حاليًا أي مصادر او موارد للتعرف على احتياجات طفلك الخاصة؟

◯ نعم

◯ لا

---

* إذا كانت الإجابة بنعم، ما هي أنواع المصادر اوالموارد التي تستخدمها؟

☐ الكتب

☐ المنتديات عبر الإنترنت

☐ توصيات المعالجين

---

* ما مدى رضاك عن المصادر او الموارد الحالية المتاحة لدعم نمو طفلك؟

◯ غير راضٍ جدًا

◯ غير راضٍ

◯ حيادي

◯ راضي

◯ راضٍ جدًا

* يرجى الإشارة إلى مدى موافقتك على العبارات التالية :

	غير موافق على الاطلاق	غيرموافق	حيادي	موافق	موافق بشدة
أجد صعوبة في العثور على معلومات موثوقة والوصول إلى المصادر او الموارد المناسبة لاحتياجات طفلي الخاصة	☐	☐	☐	☐	☐
تشكل التكاليف المرتفعة للعلاجات وخدمات الدعم عبئًا ماليًا على عائلتي	☐	☐	☐	☐	☐
البحث عن مصدر جيد لتعليم طفلي امر محبط	☐	☐	☐	☐	☐
أشعر بالقلق بشأن رفاهية طفلي واستقلاله وحصوله على الفرص على المدى الطويل	☐	☐	☐	☐	☐
ان متطلبات رعاية طفلي تؤثر علاقتي مع الزوج / الزوجة او مع باقي افراد الأسرة	☐	☐	☐	☐	☐
يصعب عليا اخذ المواعيد عند الطبيب او الاخصائي في الاوقات الملائمة	☐	☐	☐	☐	☐

* ما رأيك في منصة يمكنها :

	موافق بشدة	موافق	حيادي	غيرموافق	غير موافق على الاطلاق
تقديم توصيات شخصية حسب احتياجات طفلي؟	☐	☐	☐	☐	☐
تساعدك على التواصل مع الآباء الآخرين الذين يواجهون تحديات مماثلة؟	☐	☐	☐	☐	☐
توفير المصادر والأنشطة المصممة خصيصًا لاحتياجات طفلك؟	☐	☐	☐	☐	☐
تسمح لك بجدولة المواعيد مباشرة من خلال التطبيق؟	☐	☐	☐	☐	☐
الحصول على استشارة الكترونية عن بعد من الطبيب او الاخصائي	☐	☐	☐	☐	☐

إن وجود تطبيق/منصة توفر موارد وأنشطة مصممة خصيصًا للأطفال ذوي *
الاحتياجات الخاصة سيكون :

◯ غير مفيد

◯ مفيد إلى حد ما

◯ مفيد

◯ مفيد جدًا

◯ مفيد للغاية

ما هو المبلغ الذي يمكنك دفعه مقابل تطبيق/منصة يقدم الحلول المذكورة *
سابقًا والمزيد :

◯ أقل من 1000 دج/الشهر

◯ 1000 دج – 5000 دج/الشهر

◯ أكثر من 5000 دج/الشهر

◯ أنا لست على استعداد لدفع ثمن مثل هذا التطبيق

هل هناك أي شيء محدد ترغب في أن يقدمه تطبيق/منصة وهو غير متاح لك حاليًا ولم يتم ذكره مسبقًا؟

Your answer

Submit   Clear form

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DEDICATION

ACKNOWLEDGMENTS

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ABSTRACT

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