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# Methods Of Caring For People With Special Needs

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Received: 07/2024

Accepted :09/2024

Published: 12/2024

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## Abstract:

People with special needs are considered one of the components of society at the level of all countries. It is a category that cannot be marginalized or isolated from it, as it deserves attention and societal embrace. They need to be cared for and their various psychological, physical, mental, psychological, educational, social and even economic needs and requirements met, which differ from the needs of ordinary individuals from their peers in society. Caring for them plays a prominent role in their sense of belonging and their value as positive individuals who contribute to developing and highlighting their capabilities in service of the society in which they live. It also increases their social cohesion and solidarity and prevents them from feeling alienated.

Although it is acknowledged that caring for them is a shared responsibility of all components of society. However, the methods adopted to care for them and look after them are not the same, and take many forms and images, controlled by the different philosophies, policies and orientations of individuals, institutions, societies and countries. Accordingly, this article came to shed light on this category (people with special needs) in society. This is done by highlighting who this category in society is? What is the basis for educating them? What are the methods adopted to care for them? And what are some of their legitimate rights according to international laws?

**Keywords:** People with Special Needs, Care Methods, Integration, Insulation.

## Introduction:

Certainly, caring for people with special needs in society and its various institutions plays an important and prominent role in revealing the reality of these individuals, who represent part of the social fabric. This care tends towards these individuals providing an addition to society and contributing to its development. Caring for all segments of society without discrimination, each according to his abilities, qualifications and what he can do physically, psychologically or socially, increases social cohesion, interaction and the sense of value of the individual within his society. Individuals with special needs (Disabled People / Talented People) need special care and need to meet their psychological, mental and educational needs. These often differ from the needs of normal individuals in society. The forms and methods of caring for people with special needs have varied according to the type of philosophies, policies and orientations that guide this care.

Among the methods that have gained widespread popularity in many countries of the world is the integration method, in addition to another method, which is the insulation method. Each team gives sufficient justifications to defend one of the two methods. The

integration method includes providing various services to people with special needs in normal environmental conditions in which their normal peers receive the same services and working as much as possible to not isolate them in separate places. As for the insulation method, it depends on isolating people with special needs in special classes or schools separate from their normal peers. Between this and that, this group remains in dire need of real care that allows them opportunities to coexist, adapt and integrate into the crucible of society.

We addressed the topic through the following elements: (Who are people with special needs? - The foundations of education for people with special needs - Methods of caring for people with special needs - Some rights of people with special needs).

## **1. Who are People with Special Needs?**

There are those who live with us in this society who are ignorant of the true concept of disability and how to deal with it, for several reasons, the most important of which is the lack of acceptance of disability in one way or another for reasons that are usually related to the psychological aspect of those who are ignorant of the art of actually dealing with disability. Although the world today calls in various ways for the necessity of society understanding the concept of disability and all its types in preparation for implementing the process of comprehensive integration of people with special needs in a distinctive way in society. Thus, we reduce the percentage of this society's disregard for the concept of disability and people with special needs.

### **1.1) Definition of People with Special Needs:**

The term "special needs" refers to a substantial difference from the average or normal. Specifically, a child with special needs is "a child who differs from the average or normal child in terms of mental, physical, sensory, behavioral, linguistic, or educational abilities to the extent that it becomes necessary to provide special education and support services to meet the child's unique needs. Most educators currently prefer to use the term children with special needs, because it does not carry the negative connotations that the terms disability, handicap, etc. carry". (Council of Ministers of Labor and Social Affairs of the Gulf Cooperation Council States, 2001, p. 37).

It is "that category of children who deviate noticeably from the general average of normal individuals in their mental, sensory, emotional, motility and linguistic development. This requires special attention from educators to this category, in terms of methods of diagnosing them, presenting educational programmes, and choosing appropriate teaching methods for them". (Mustafa, Nouri Al-Qamish and Khalil Abdul Rahman, Al-Maaytah, p. 18).

This definition indicates that this category of individuals in society needs community solidarity, and educational, psychological, physical and social attention. This is to serve them and provide them with what they deserve. These categories may include those with disabilities, injuries or handicaps ...

"He is every person who suffers from a total or partial disability to the extent that it limits his senses or his physical, mental and psychological abilities, to the extent that it limits his ability to learn, rehabilitate or work, such that he is unable to meet his

normal needs or some of them independently". (Journal of Social Sciences, 2013/3/10).

### 1.2) Categories of People with Special Needs:

The category of people with special needs includes the category of disabled people and the category of talented people. This means the Supremacists, the Creatives and the Disabled: "They are the disabled as a result of injuries that are due to genetic, congenital or acquired environmental factors, which result in physical or mental functional impairment. The impairment results in health, social or psychological effects that prevent the disabled person from learning, acquiring and performing some intellectual or physical tasks and activities that a normal individual performs, with a sufficient degree of skill and success. The disability may be partial or complete or in one or more tissues or organs, and it may be temporary or permanent, decreasing or increasing". (Journal of Social Sciences, 2013/3/10).

This disability may be (mental, auditory, visual, motility, learning difficulties, behavioral disorders, speech and language disorders).

Talented people fall under the categories of talented special needs and are talented and the supremacists. Talent, in terms of linguistic connotation, means the breadth of something and the ability to do it. Talent is given to the talented person, and the plural is talents (Al-Majma' Al-Wasit, p. 102). Terminologically, meaning a special inherited ability such as artistic talents (Abdul Moneim, Al-Hanafi, 1994, p. 874) or it means (the readiness to excel in academic artistic fields) such as drawing, music and poetry. Some have expanded on defining talent from a terminology standpoint. So that:

- It refers to the geniuses in academic and other fields.
- It means intellectual superiority and excellence in academic achievement, in addition to non-academic excellence, meaning in various fields.

The characteristics of talented people include high intelligence and sublime talents. As one of their characteristics distinguishes them from their peers with a high level they reach in different areas of life. There is also another definition of talent, where it is known as a special inherited ability such as athletic ability or general arts.

**The Talented Child** is a child whose IQ is not less than 140. He is distinguished by physical, temperamental, social, and moral qualities. He has multiple fertile and realistic tendencies, a strong will, high perseverance, a desire for extreme excellence, high self-confidence, clear leadership tendencies, and social interaction (Abdul Moneim, Al-Hanafi, 1994, p. 874).

**The Concept of Special Education:** It is "a set of specialized educational programs that are provided to groups of exceptional individuals. This is with the aim of helping them to realize their potential and to help them adapt". (Mustafa, Nouri Al-Qamish and Khalil Abdul Rahman, p. 19).

When these services are provided to them, they help and qualify them to integrate into society and contribute effectively to development.

There are many names given to this category of society, such as "people with special needs, people with disabilities, and people with determination...". Each specialist may look at them from a special angle, but the name as a content (psychological, moral, social, political...) that is not appropriate or suitable for them, works to isolate them, demean them, diminish

their value, and distance them from normal social life with the privileges and facilities that these ordinary individuals enjoy.

## **2. Foundations of Education for People with Special Needs:**

The foundations or pillars on which this education is based can be identified in (Mustafa Nouri, Al-Qamish, pp. 21-22):

- a) Religious Basis:** All different religions, and most sects and movements, call for an attempt to achieve equality in looking at the rights and duties of this group. They also call for the necessity of society looking at and caring for them as its children. This is a positive indicator on which to base its view of this group.
- b) Legal Basis:** These are the legislations and legal texts related to this category, in the various international organizations and international bodies, and all constitutions and charters of various types and diversity. Which seek to establish their rights, humanly and socially. Which obliges these countries to recognize these rights and adopt them in their system and implement them, in order to guarantee the guarantee of these rights and benefit from them.
- c) Economic Basis:** It is every form of assistance and services provided to them, whether through education or training, in line with their abilities and qualifications. There is no doubt that this helps them to gradually integrate into professional and social life. These procedures and measures also give them the opportunity to receive education, and thus the opportunity to work (escape unemployment), which is positively reflected in their economic contribution through their activities and businesses, so that they become contributors to economic development.
- d) Social and Educational Basis:** It is what helps the individual and makes him feel the group's interest in him, which helps him learn the different requirements of life. Being with them teaches him many things and matters that he has the ability to do, such as how to live within the group to satisfy and fulfill his desires and psychological or social tendencies, and to live with dignity.

## **3. Methods of Caring for People with Special Needs:**

Methods of care and support for people with special needs ranged between insulation and integration.

### **3.1) Insulation Method:**

This means "educating the disabled in schools specific to each category of them, without mixing in any way with normal children (Abdul Moneim, Al-Hanafi, 332).

That is, it is a trend that seeks to isolate people with special needs, especially from their normal peers, with the aim of providing all the conditions and needs to take good care of them. This ensures their distinction and preserves their abilities or needs for the better.

Also (if it is applied to the disabled in the common or popular concept) it is: "educating the disabled in schools specific to each category of them without mixing in any way with normal children... and it is a representation of the strategy applied in various countries of the world". (Muhammad, Miqdad...et al., 2008, p. 61).

### **3.1.1) Advantages of the Insulation Method:**

Despite some reservations about it, this method is considered an important point in taking care of this segment of society. It can be positively reflected on this group. Its positives and advantages can be summarized in the following points (Muhammad, Miqdad...et al., pp. 64-65):

- It is especially necessary for the category with acute needs in society.
- It is compatible with the economic conditions of many countries, especially developing countries, which suffer from many economic problems, or even (advanced) countries that are struggling with the financial crisis. This may make them unable to establish and prepare regular schools (organization, provision of material and technical equipment, and trained human competencies necessary to educate and care for the disabled). In addition to the difficulty of integrating people with special needs with normal people within these schools and the difficulty of ignoring and overcoming society's negative view of the disabled. They see them as individuals who are less than normal people in terms of their abilities and potentials. Accordingly, their education within regular schools or independent schools is more beneficial for them.

### **3.1.2) Disadvantages of Insulation Method:**

Many studies and researches, especially educational ones, have indicated that this method of dealing with people with special needs negatively affects them. It leads them to feel inferior and psychologically broken, and to look at others with hatred, which generates jealousy. It also reduces their sense of belonging to their communities and countries, and they consider themselves a marginalized group and a burden on others.

The negative impact of the insulation method can be summarized in the following points (Muhammad, Miqdad...et al., pp. 64-65):

- This method focuses on the shortcomings and weaknesses of the disabled person, not on the remaining abilities and potentials, which has a psychological impact on the disabled person.
- Supporting and establishing the differences between them and ordinary people, not the similarities and compatibility, which can serve this group positively.
- Insulating people with disabilities in special institutions means assigning them labels and descriptions that will remain with them throughout their lives. They are only known by these labels by their peers. This often leaves a negative impact on their souls and selves. This reinforces the idea that they are marginalized and unwanted people.
- The insulation method confirms society's view of the disabled as being less than normal, in terms of their physical and psychological phenomena, abilities and skills.
- The incompatibility (disproportion) between this method and the goals adopted by the philosophy of special education for the disabled, which is the individual's return, embrace and integration into it, not his insulation from it.

It should be mentioned, the adopted approach in dealing with people with special needs, especially the disabled, is a method that may deprive them of interaction, cohesion, communication and contact with their normal peers, who enjoy many privileges, and learning from them what can be learned of skills (linguistic, social, life skills...). This indicates that they do not benefit from this method, as it was not presented and provided to them with the desired benefit.

On this basis, the integration approach emerged as an alternative, working and seeking to make people with special needs integrated with their normal peers and interact with them, so that they achieve personal and psychological compatibility.

### **3.2) Integration Method:**

This method is an effective alternative to the insulation method in caring for people with special needs. It guarantees and ensures their rights, and makes them normal individuals from the perspective of society, their own perspective, and the perspective of their families. Before discussing this method, we will take a quick look at the meaning of integration and its types.

**3.2.1) Integration Concept:** It refers to “determining the location of children with special needs according to a selected plan that is carefully supervised in regular classrooms, through its educational and social programs”. (Zainab, Mahmoud Shuqair, 2002, p. 10).

It is the fusion of this category into social life and their comprehensive and complete integration, and providing all their needs regardless of how difficult or complex they are. This integration may be functional, through integrating their special needs into regular schools, and trying to reduce those functional differences between them and their colleagues, by having them participate in some sports or artistic activities, for example. Or the integration may be spatial, and take the form of a special classroom in a regular school. It may be social, by encouraging social interaction and communication between different categories, and trying to contribute to community activities. (Mustafa Nouri, Al-Qamish, p. 23).

Integration is essentially a social and moral concept stemming from the human rights movement against the classification and insulation of any individual due to his disability or defect. In addition to the increasing societal trends towards rejecting the social stigma that some people associate with people with special needs. The integration policy is the educational implementation of the general principle that guides educational services, which is normalization towards normality in different environments.

**3.2.2) Types of Integration:** Experiences related to the special needs category indicate that there are types of integration processes that allow them to exist and adapt side by side with their normal peers. This integration enables them to exist, be active and graduate in all different aspects of life. There are types of integration, including (Al-Sayed, Muhammad Salem, without a year, p. 5):

- **Full Integration:** The disabled child must be in the regular classroom, with the same curriculum, and have a support teacher.

- **Partial Integration:** It depends on integrating children with disabilities into some activity classes and not others, such as music, drawing, and games, and they are separated from their other peers in academic classes.
- **Spatial Integration:** This is the allocation of a classroom attached to the school for children with disabilities, with a special curriculum separate from the school, while providing the opportunity to meet others.

"Grivold" defined it in the following axes (Muhammad, Miqdad...et al., p. 110):

- **Physical Integration:** where children live in small units that include children with special needs and normal children alike.
- **Social Integration:** This involves interaction and cohesion between children with special needs and normal children, and their participation together in non-academic activities, such as participation in trips, artistic and recreational activities, play, art and music classes, social activities, etc.
- **Functional Integration:** where shared services for children with special needs and normal children meet in one institution.

Those who are responsible for and interested in the integration process should not forget that integration has scientific and educational rules and conditions that must be available before, during and after its implementation in order to know the extent to which this group benefits and its various requirements in each year or class. The principle of integration has become an urgent educational issue in the field of special education, so that children with special needs are not deprived of facilities, services and special care, whether educational, psychological, social or other assistance. This process also requires good planning to implement integration programs.

The educational integration of children with special needs with normal children depends on permanent and continuous educational planning that is determined individually for each disabled student. This requires defining the responsibility placed on the administrative and educational staff. Integration is more than just placing children with special needs with normal children, but there is a basic need to develop educational programs for those with special needs. The integration process also requires identifying the educational needs of both children with special needs and normal children. In addition to preparing those in charge of this situation so that they can contribute positively to the success of their integration into education and prepare them for their integration into society.

**3.2.3) Benefits of the Integration Method:** It can be summarized in the following points (Al-Sayed, Muhammad Salem, p. 5):

- The benefit is for the child with special needs, his family and the community as a whole.
- It aims to change the educational system comprehensively to serve all children according to their individual differences.
- It changes the school community's attitudes towards the educational process and raises its quality.
- It makes our communities less violent and more welcoming of difference and diversity.

- It allows the disabled child to practice all activities practiced by his peers of the same age, gender and economic level without discrimination (education, participation in a recreational activity, use of public transportation, obtaining health services, etc.).
- It also gives them the opportunity to gain diverse real-life experiences while facing different life and societal problems. This makes them form more realistic positions and concepts about themselves, life and the world they live in, and enables them to develop a sense of self-respect.
- This approach aims to make adjustments to the learning environment (regular classes or special classes in regular schools) to meet their basic needs, whether academic, social or psychological.
- This approach is suitable for the conditions of most societies, especially in light of the societies' inability to prepare special institutions and schools to accommodate all the disabled.
- This method seeks and works to achieve the expected goal of the philosophy of special education for the disabled, which is to return them to the bosom of society, not isolate them from it (enjoying life in a natural environment).

**3.2.4) Disadvantages of the Integration Method:** Despite the positives that this method offers, it is not without some shortcomings and negatives that may negatively affect this group, and they can be summarized in the following points (Muhammad, et al., p. 62):

- The continuous increase in the number of children in schools, the lack of adequate educational resources for them, in addition to the logical necessity of modifying and adapting curricula, etc., which makes it vulnerable to obstacles and problems that may be the cause of its failure and decline.
- Because of the previous negative view of normal children about those with special needs, one of the factors contributing to ridicule and mockery of them is that this has a negative impact on them.
- Students with special needs feel alienated and may feel more isolated, and lose confidence in themselves due to their limited ability to follow lessons with other regular students.
- This method requires educational cadres, teachers, supervisors, guides or administrators, who are prepared educationally and professionally, which may be difficult to provide at present, and this is a situation that many countries suffer from.
- It may be a contributing factor to the low level of competition among learners, and the slowing down of the average learner's ability to keep up with his colleague who needs special care.

We note that there are institutions that specialize in the insulation method that are established for this purpose, including full-time residential centers, special daytime education centers, etc. There are also institutions that specialize in the integration approach, such as spatial integration, academic integration, shared classes in the same school, social and functional integration, or living in the same residential neighborhood and working under the same roof. However, these institutions and schools, whether those that use insulation or integration, differ in their names, structure and capabilities from one country to another.



#### **4. Some Rights of People with Special Needs:**

These are the commitments agreed upon by countries, institutions and various bodies by adopting texts that protect and preserve the rights of people with special needs, considering them a social component whose needs cannot be neutralized. This is a task that requires special care and attention. The United Nations has indicated in the Convention on the Rights of Persons with Disabilities, in some of its articles, the following:

- Promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and promote respect for their inherent dignity. (Article 1, United Nations).
- Respect for the inherent dignity, individual autonomy and independence of persons, including the freedom to make one's own choices.
- Non-discrimination, ensuring the full and effective participation and inclusion of persons with disabilities in society, respect for differences and acceptance of persons with disabilities as part of human diversity and human nature, equal opportunities, equality between men and women, respect for the evolving capacities of children with disabilities and respect for their right to preserve their identity. (Article 3, United Nations).
- We also find in some of the articles contained in the United Nations, a reference to spreading awareness in the various social circles in which these groups exist, as well as respecting their rights and dignity, recognizing their abilities and contributions, and rejecting all forms of bias and everything that is harmful to them, regardless of their gender and age. (See Article 8).
- As well as ensuring their independent living and working to integrate them into the environment in which they live.

These are some of the measures approved by the United Nations regarding the rights of this group, to ensure their dignity and to live in freedom, equality and equal opportunities. This is done by taking the necessary measures by countries to ensure their rights in all areas (social, psychological, health, educational, teaching, sports, political, cultural...).

#### **Conclusion:**

Taking care of people with special needs - as a social category - is an absolute necessity that has been recognized by laws, customs and different cultures throughout the Eras. This ensures equal opportunities between their ordinary peers, in all fields, taking into account their special aspects.

Social insulation makes them desperate, frustrated and psychologically, socially, educationally and economically broken individuals. It also increases the feeling of anxiety among them and their families. The religious and moral duty imposes the unification and integration of all bodies, institutions and different social groups, to establish a culture and awareness that cares for this group, works to provide for their various needs, and always seeks to develop ways of caring for them, in line with their needs. The responsibility is shared by them, so that it is not a burden on anyone, and these services should include all categories, and in all regions.

Technology, such as computers, modern electronic applications, and the Internet, must also be utilized and made available to them in order to exploit and use it in ways that facilitate their daily lives, as it can save them effort and trouble. They are in dire need of special care and attention, which requires scientific and practical capabilities, along with providing devices and means, and increasing the educational preparation and training of teachers, based on curricula specific to them according to their age in terms of time and mentality.

Perhaps the methods used in this may not be the same for everyone, as there are those who believe that the most effective method for them is the method of insulation, which enables children from this category to build themselves educationally and socially away from ordinary people, because they need more attention. There are those who believe that the most effective method is the method of integration with their peers, which works to provide all services and care for people with special needs in an environment far from insulation, which enables them to live a normal life side by side with their normal peers. In order to be able to adapt to himself first and then to the society in which he lives. Especially since this group constitutes a significant percentage of the world. Accordingly, what everyone agrees on is the necessity of fully taking care of people with special needs, which is the work required of everyone at all levels and institutions, so that the methods of taking care of insulation or integration remain flexible and elastic to achieve the best for them.

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