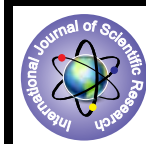


Reality of the Offered Programs to Disabled Children (Special Needs) in the Day Care Centers in the Kingdom of Saudi Arabia



Medical Science

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ABSTRACT

The study aims to determine reality of programs that offered to disabled children in governmental or public day care centers by identifying the programs quality and their role in developing the skills of disabled children, and to identify the obstacles that facing these centers. This study is considered discretionary or statistic study based on the social survey for a sample of parents of disabled children with total number one hundred, in each city of Riyadh and Jeddah and Dammam, the study find out some important suggestions such as the importance of opening some of these day care centers in the Kingdom of Saudi Arabia, and the need to evaluate programs using multiple evaluation methods, and that evaluation to be (diagnostic – Progress levels - Final).

Introduction

The global attention of disabled currently increased at various international levels, organizations and public entities such as the United Nations Organization, which announced on the ninth of December 1975, the rights of the disabled, including the social rehabilitation and that's what the World Organization for Rehabilitation announcement to ensuring the rights of disabled includes the rehabilitation services and allow them to live normal life and have a role in building the society and their participation in all aspects of life.

The Announce of the United Nations Organization in 1981 as the International Year for the disabled and to consider the December 3 as well as the international day for the disabled as well as the establishment of the World Federation of Associations which interested in and care of affairs of the disabled and the interest of the Arab Countries University with affairs of the disabled and to prepare programs to care for them (<http://www.unicef.org>).

The disability sector has received great interest in the kingdom through the expansion of services and care provided to them, that's was not recent or just now, but since it was issued the disabled care system, which focuses on Rehabilitation to be a coordinated organized operation to make services help the disabled to achieve the maximum degree possible in the functional efficiency in order to make it possible and enable compatibility and develop their abilities to rely on themselves and make them a productive member in society, and therefore a lot of centers has developed to serve those categories according to their need under specific conditions.

Some of these day care centers which provide services and various programs for urgent and hard cases with severe disability during specific periods of the day include social, entertaining, training and health programs as well as family counseling and education according to the needs of each case. The sections and departments of daycare began its services in the first year of the fifth development plan.

The daycare is responsible for saving and to ensure a normal life for individuals with disabilities which is possible as close as to be the normal lives of the rest of society through training and rehabilitation services according to a variety of plans are represented in different programs aimed and been planned for it with a scientific manner to be appropriate with the reality of Saudi society and the needs of persons with disabilities category in all kinds.

Many previous studies have discussed the programs and their importance and impact on the disabled, especially those ones with the experimental cases where the study of (<http://www>.

[unicef.org](http://www.unicef.org)) confirmed with the the need to focus on the rehabilitation of the disabled in various categories and age through community-based organizations to sense and function the remaining capacities they have, which contributes to their adaptation social and psychological.

A study (Abdel Tawab, 2006) resulted that applying a program for entertainment helped to reduce the impact of isolationism for the people with disabilities by increasing social interaction and feeling of belonging also the program has been successful in rationalizing health behaviors.

Also (Foley, et al .2008) study aimed to identify the level of daily sports activities for children with intellectual disabilities and children of ordinary primary school during the school time and beyond it, the result was that the difference in the practice of physical activities for children with disabilities starts early with the phases of the study primary and can be measured through the environment, and that the ratio of the difference in sports activities outside of school because of the times that children with disabilities less involved in sports activities compared with their peers.

As (El Akhdar, 2009) study on the need for increasing training and entertainment programs to intensify which create the joy for the disabled and the need to make a link to the family of the disabled in all areas of his life.

As for (Adila 0.2011) study focused on the positive role of entertainment activities to modify social behavior for people with mental challenges who are able to learn to age (12-15 years) in Jordanian society

(Abdulrahim, 2012) study results pointed to the effectiveness of a instructional program to play to reducing the severity of some behavioral problems for children mentally disabled who are able to learn in special education mental disability institutes in Damascus.

The results of the study (Moses and others, 2014) showed a positive effect of the educational program at the level of basic movement skills and cognitive abilities kinetic among a sample of children with disabilities and also showed the results a positive correlation relationship between learning and control skill and balance control skills, between the cognitive abilities of movement at this category of the mentally handicapped.

The results of the study (Massoud, 2014) refer to the existence of an agreement between the parents on the need for early diagnosis and to support and increase awareness and community education programs and the get provision of aids and instead

devices for children, to increase coordination and cooperation between the school, families and the provision of teaching aids in schools.

Previous studies have proven that the offered programs cannot achieve the desired objectives without planned programs that focus on each individual case and be based on development abilities and to overcome the shortage and follow the teaching methods and family participation.

(Haniz, 2011) (Obiakor, 2011) (webber, 2011) (friend, 2011.) (Kaufman and Wendberg, 2010)

However, these programs offered at the present time in day-care centers and in spite of their diversity must be evaluated to determine if it's appropriate and useful or not, and to monitor the positives and negatives resulting from the services that are provided to guide in making any subsequent modification of the individual and collective future program plans

Hence, this present study aiming to evaluate the programs offered in day-care centers in the sectors of social welfare agency and the Agency for Social Development.

Terminologies

- Programs

It's the directed activity that practiced with disabilities in day care centers, in order to satisfy the various needs of them and to make a useful use of energies, abilities and skills development which they have in order to enable being compatible with his nature social environment requirements and his ability to rely on himself and made him an effective member in the community

Disabled -

Is a person who suffers from the inability or failure which make him unable to go on his life normally and the disability can be genetically or acquired.

Child -

Childhood known as a stage from birth to adulthood, and in this study is intended for children who are in the age group from the age of nine to the age of fifteen years.

Day care centers -

It is governmental or public organizations that provide care and rehabilitation programs appropriate for persons with disabilities under the age of 15 years during the daylight hours of physical therapy and functional training on various life skills as well as providing educational programs and family intensive guidance to the families of the disabled and other things. These centers had been established to be one of the alternatives to institutional care and identified during the daylight hours in the morning to make it easy on some families of disabled people who are unable to provide suitable care for their children during this time, Also for male and female workers who cannot afford care for their children during working hours.¹

And it provides day care programs through the supervision of the Ministry of Social Affairs in the sectors of social welfare agency and the Agency of Social Development.

Objectives of the study

- Identify the offered programs in day care centers
- Identify the role of programs in developing skills of disabled children in day care centers
- Identify troubles or problem that facing the day-care centers
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- Find the suggestions that can reduce the obstacles and

make programs effectively practiced in day care centers

The study methodology

An evaluation study by the social survey for a sample of day care centers in each of the following cities: Riyadh, Jeddah, Dammam, using a questionnaire directed to a sample of parents of disabled children in day care centers, numbering 100 sheets, in the time period between 04/05/ 2015 to 05/06/2015.

:The most important findings of the study

First: Results of the study sample

1. Description for a sample of children with disabilities

That 43.0% of the total sample for the study of disabled children aged from 9 and less than 11 years old and they are the most category of the study sample of children with disabilities. Also 19.0% of the total study sample of children with disabilities in age from 11 years to less than 13 years, and 17.0% of the total study sample of children with disabilities in age from 13 to less than 15 years, and 12.0% of the total study sample of children with disabilities in age from 7 to less than 9 years

Mainly 44.0% of the total study sample of children with disabilities secondary education mother qualified and they are the most category of the study sample of children with disabilities, while 20.0% of the total study sample of children with disabilities of primary and intermediate education mother qualified, and 8.0% of the total sample for the study of children with disabilities educational mother a university degree, compared to 8.0% of the total study sample of children with disabilities the educational mother qualified with Master.

The percentage of 38.0% of the total sample study of children with disabilities their fathers qualified with university education who are the most category of the study sample of children with disabilities, while 17.0% of the total study sample of children with disabilities their fathers qualified with secondary education, and 10.0% of the total study sample of disabled children their fathers qualifications primary and intermediate education, and 5.0% of the total study sample of children with disabilities their fathers education is University, master's and university.

That 23.0% of the total sample vocabulary study of children with disabilities their monthly income from 3000 to 6000 riyals They are the most category of the study sample of children with disabilities, while 20.0% of the total study sample of children with disabilities monthly income of less than 3,000 riyals, and 17.0% of Total sample study of children with disabilities monthly income from 6000 to 9000 riyals, and 16.0% of the total study sample of children with disabilities monthly income of 9,000 to 12,000 riyals, and 13.0% of the total study sample of children with disabilities monthly income of 12,000 to 15,000 riyals, and 11.0% of the total study sample of children with disabilities monthly income of 15,000 riyals and more

That 44.0% of the total study sample of children with disabilities the number of members of their families from 3-5 individuals who are most category of the study sample of children with disabilities, while 24.0% of the total study sample of children with disabilities the number of members of their families less than three members, and 18.0% of the total study sample of children with disabilities their number of family members consist of 3-7 members, and 14.0% of the total study sample of children with disabilities number of their family members from 7 members or more

It is clear that 91.0% of the total sample study of children with disabilities does not have in their families any individual suffer from disability they are most category of the study sample, while 6.0% of the total study sample of children with disabilities have

disabled one, and 3.0% of the total study sample of children with disabilities have more than one disabled person in their family

Second, the findings on data of the specialized study -

First part: " Programs types that are implemented in day care centers ".

- Social programs -
- Health programs -
- Training rehabilitation programs -
- Educational programs
- Cultural programs -

Second: "The programs role in developing the skills of disabled children in day care centers".

- Developing awareness of rights and duties
- Movement skills development -
- children gain some skills Disabled -
- spread the healthy concepts and values -
- Help children with disabilities to be independent and self-reliance
- Help disabled children on moving sills-
- Family training to dealing with a disabled child
- Help the disabled child to interact inside society. -
- Help children with disabilities to develop their communication skills
- The functional rehabilitation for disabled children who aren't aware of this part
- Third: "The most important obstacles facing the daycare centers".
- Insufficient number of workers compared to the size of the work
- Weakness of financial resources needed to create programs -
- The lack of transportation for the users -
- Lack of qualified workers who deal with disabled
- Non privacy of each case -

Study Recommendations

- The opening of many of the day-care centers in the Kingdom of Saudi Arabia areas in order to cover the growing number of children with disabilities

Building public or government and private daycare buildings centers are equipped and prepared with fully equipments, taking in consider the provision of private corridors and elevators to ensure the ease of entering the building and of moving in it.

Overcome the problem of transportation to provide appropriate number of cars and drivers to deliver children with disabilities

The involvement of disabled children at all stages of the program not just as a useful source of information, but as effective members of the team

Identify the current performance level of the disabled child

Identify the skills that disabled children need to learn in the light of the evaluation results

Identify the goals of the program with all the clarity and accuracy (long-term goals, short-term) goals, taking in consider the skills and which required to be clever at and determine the expected date and acceptable performance standard to achieve the objective

The program evaluation which aims to find out how much goals has been achieved to help make better decisions, and can use the evaluation methods as steps:

Diagnostic assessment: aims to identify the strengths and weaknesses of the beneficiary

Evaluation progress: carried out by those in charge of the program during its implementation

Final Evaluation: at the end of the program to find out how much goals achieved

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