

Abstract

Using Cognitive Behavioral Approach with Social Group work to Develop Mothers' Awareness of Requirements of Pre-School Stage in Mentally Disabled Children

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I- Problem of the Study:

The interest in the category of mentally handicapped children is one of issues that concern all societies in the light of global variables, since this stage plays an important role in shaping and building their personalities. Interest in mentally disabled children should start from the very beginning of child's life. Hence, the role of mothers in providing care to their disabled children, and their contribution to preparing those children to be able to join mental or special schools is a very important role. This requires the alleviation of mothers' tensions and anxiety, and the correction of their negative ideas, beliefs, and attitudes towards the disability itself. Hence, they should be able to contribute in achieving the requirements of preschool stage of their disabled children. It is necessary for mothers to know how to deal with deficiencies resulting in the character of a disabled child as a result of mental disability and to develop his/her character and bringing it the degree of growth and maturity so that he/she can deal with life situations when separated from the family, to be able to take advantage of school intellectual programs. Accordingly, the current study aimed to increase mothers' awareness of the requirements of the pre-school stage, using the cognitive behavioral approach which seeks to correct all the ideas, personal and non-rational beliefs; and the researcher used this approach to increase mothers' participation in satisfaction of these requirements in order to achieve the development and preparation of his personality to the join mental/ special schools, so that the child can benefit from the educational programs and trainings provided by this kind of schools. Hence, his/her personality can be developed to be nearer to normality.

II- Goals of the Study:

This study aims to achieve a main goal which is "developing the mothers' awareness of requirements of preschool stage of the mentally disabled child". Based on this main goal, other two sub-goals were stated. They are:

- 1- Increasing mothers' awareness of requirements of preschool stage in mentally disabled children.
- 2- Increasing rate of mothers' participation in satisfying requirements of preschool stage of mentally disabled children.

III- Concepts of the Study:

The study dealt with many concepts. Its major concepts are *awareness, requirements, mental disability, and cognitive behavioral approach.*

IV- Methodology of the Study:

Type of the Study: quasi-experimental study.

Type of Method: experimental approach.

Tools of the Study: a scale for measuring mothers' awareness of requirements of preschool stage of mentally disabled children.

Fields of the Study:

Place: The study was applied to the kindergarten of Amojahed, in Matartares village, Fayoum, Egypt.

Human scope: Ten mothers who have mentally disabled children.

Time scope: the experiment began from January 9th, 2007 till April 3rd, 2007.

V- Hypotheses of the Study:

The study proved the truth of its hypotheses. The main hypothesis was proved to be true, i.e., "there is a statistically significant relationship between using the cognitive behavioral approach with social group work, and the development of mothers' awareness of requirements of preschool stage of mentally disabled children.

The study also verified that the following sub-hypotheses are true:

- 1- There is a statistically significant relationship between using the cognitive behavioral approach with social group work, and the increase of mothers' awareness of requirements of preschool stage of mentally disabled children.
- 2- There is a statistically significant relationship between using the cognitive behavioral approach with social group work, and the increase of mothers' participation in satisfying the requirements of preschool stage of mentally disabled children.