

Research Summary

Social Rights of Mentally-Disabled Child Groups in Disabled Education Schools & a Proposed Conception for the Model of Social Goals in the Method of Social Group Work to Support It

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Study Problem & Importance:

The issue of mentally-disabled child groups' rights is considered one of the most important social and human issues on the scene of the third millennium as it is regarded as one of the most essential issues that affect the process of development. Satisfying these rights is basically related to the issues of human rights since it has remedial, preventive and educational dimensions. The method of Social Group Work is considered one of the most appropriate methods that enable mentally-disabled children to share in smaller groups that can make them more capable of employing their capabilities and achieving the suitable satisfaction for each member in such a way that it can participate in the development of the remaining abilities and skills. The method of Social Group Work has a lot of scientific entries and models such as the model of social goals which can help in performing practices which can in turn support mentally-disabled children's rights in the *Disabled Education Schools*, satisfy their social, health, learning and education needs, provide social rights for developing their abilities and potentials, develop their social competence with the purpose of their rehabilitation for a productive social life as well as enabling mentally-disabled child groups to get their rights at *Disabled Education Schools* so that they can become good citizens who can share in the process of community development and become a productive capability participating in the progress of the community.

Accordingly, this study problem has been identified in the significant question:

What is the nature of social rights of mentally-disabled child groups in the **Disabled Education Schools**? What is the proposed conception for the model of social goals in the method of Social Group Work to support it?

Study Conceptions:

١. Social rights
٢. Child groups
٣. Mental disability
٤. Conception of model of social goals in the method of Social Group Work

Study Objectives:

١. Identifying the nature of social rights for mentally-disabled child groups in the *Disabled Education Schools*.

٢. Reaching a proposed conception for the model of social goals within the method of Social Group Work to support social rights of mentally-disabled child groups in the *Disabled Education Schools*.

Study Questions:

١. What is the nature of social rights for mentally-disabled child groups in the *Disabled Education Schools*?
٢. What is the proposed conception for the model of social goals within the method of Social Group Work to support social rights of mentally-disabled child groups in the *Disabled Education Schools*?

Study Methodological Procedures:

١. Study type:

Descriptive and analytical study.

٢. Study Method:

Comprehensive social survey method.

٣. Study tools:

A basic tool, that is, a scale of social rights of mentally-disabled child groups in the *Disabled Education Schools*?

٤. Study Aspects:

a) Spatial field:

This study has been conducted in the following places:

١- *Disabled Education Schools* in Fayyoun

٢- **Inspectorate of Social Education – Ministry of Education**

٣- **School social work office**

٤- **Psychological Center for school students.**

٥- **Inspectorate of Disabled Education - Ministry of Education**

b) Human Field:

This study has been applied to all social and psychological workers, teachers, educators and social experts (within the spatial field of study) during the period of conducting this study, amounting to (٨٠) individuals. They have been chosen via the comprehensive social survey method.

c) Time Field:

This study has been conducted during the period from 1/3/2014 till 1/5/2014 at the rate of two meetings per week on Monday and Wednesday every week. The duration of each meeting is two hours.

Study Results:

This study has concluded the answer to study questions and the nature of social rights of mentally-disabled child groups in Disabled Education Schools. The responses of the research individuals were relatively strong with regard to the nature of right in social care, health rights, professional rights, and psychological rights. However, the responses of the research individuals were moderate with regard to the nature of right in the quality and practice of school activities for mentally-disabled child groups in Disabled Education Schools. In addition, a proposed conception of the model of social goals in the method of Social Group Work to support the social rights of for mentally-disabled child groups in Disabled Education Schools has been reached.

This study has recommended the shift of the role of The Disabled Education Schools from their service role to the developing and defensive role concerning mentally-disabled children and focusing the different aspects of activity on the development of mentally-disabled children for the sake of improving their social performance so as to practise their social rights. This study has also included the importance of communication between The Disabled Education School and child's family.