

INCLUSION PRACTICES FOR THE DISABLED IN SAUDI ARABIA

¹Ali Mohammed Medabesh, ^{2*}Nadeem Malik, ³Mohammed Shafi, ⁴Javaid Rashid

¹Jazan University College of Business, Saudi Arabia.

²University of Balochistan,

^{3,4}Kashmir University, University of Kota.

*Correspondence: nadeem_malik_uob@yahoo.com

ABSTRACT: *Involving disabled children in society is a significant challenge, impacting their self-esteem and quality of life. Educational institutions show increasing interest, yet researchers focus less on this aspect. This qualitative study interviewed 38 parents of disabled children in Tabuk, Saudi Arabia, revealing key factors for inclusion: creating supportive family environments, fostering communication, establishing social and religious organizations, and providing educational support through rehabilitation centers. Strategies include facilitating communication among peers, organizing events, and connecting with specialized institutions. Media displaying success stories plays a role in fostering psychological resilience.*

Keywords: Disabled children, social analysis, Saudi Arabia, formation of barriers, obstacles.

1. INTRODUCTION

One billion individuals, or 15% of the world's population, have a disability, and the prevalence of disabilities is higher in developing nations. Adverse socioeconomic outcomes, such as lower levels of schooling, poorer health outcomes, lower employment rates, and greater rates of poverty, are more likely to affect people with disabilities. In the 2004 census, the percentage of Saudis with disabilities was 0.8%, which increased to 7.1% in the 2017 survey and is projected to reach 8.4% in 2022, constituting a significant portion of the Saudi population. Rehabilitation is defined as the process of preparing the disabled individual practically, psychologically, socially, and economically to the maximum possible degree that leads to his integration into society with others, and this will only be achieved through work and participation in life as a citizen and a partner in the process of community building. Some believe rehabilitation is a set of services aimed at helping the disabled recover their maximum potential and enable physical, mental, social, and professional abilities [7]. The United Nations General Assembly, in its resolution issued in 1982, believes that rehabilitation aims to achieve full participation and equality for the disabled in society through the provision of services in the educational, medical, social, and professional fields and seeks to create appropriate conditions for them and their families and to participate in planning services that they believe are necessary [8]. The rehabilitation process in its medical, social, and educational forms becomes a major starting point for the comprehensive integration process, which has become a call advocated in our present era, and to achieve this, there must be a culture capable of the principle of preparation and rehabilitation, as it constitutes the first step towards breaking social rejection. The merger process faces several problems. The most important of which are freedom of movement, economic status, and means of transportation. In addition to the difficulty of providing an appropriate educational environment such as public buildings and appropriate curricula, securing special buildings for the disabled is an important matter, as it must be taken into account that the residential buildings and apartments contain appropriate means and conditions that help the disabled reach their residence, adapt to life conditions, and practice activities, as ignoring this would create a lot of frustration for the disabled. The importance of the comprehensive inclusion of people with disabilities depends on two basic principles:

normalization and functional participation. Normalization includes the natural aspects of the lives of people with disabilities and all their living conditions, which reflect the cultural norms and patterns of society in general. In education, studies indicate that educating the disabled within regular school programs leads to better results in terms of educational attainment and social and personal adaptation, in addition to having the lowest financial cost. The required educational goals can only be achieved by encouraging them and making them aware of the importance of the role that the family can play in establishing and developing programs for its children with disabilities, instead of surrendering to the status quo and not caring about participating in the process of developing educational programs [9]. Thus, there is a great role for the local community, as it can help the disabled to benefit from the services and normal opportunities and complete social integration. As for the principle of functional participation, it seeks to participate in programs that facilitate the acquisition of skills that will improve the functional performance of the disabled in the general environment. Reiterating that it is crucial to protect the rights of people who are physically and mentally challenged, as well as to assure their care and rehabilitation, the Declaration on Social Progress and Development considers the necessity of preventing physical and mental impairments, enabling people with disabilities to develop their capabilities in the most diverse fields of activity, and supporting their inclusion, to the greatest extent possible, in daily life. Thus, designing buildings and improving their conditions has become a global goal, as design without obstacles is one of the most important issues that have received global attention. Many governments in various countries of the world have enacted laws and legislations, and have appointed experts, architects, engineers, city planners, representatives of political bodies and delegations of organizations of the disabled in 17 countries to work on rehabilitation. from here; Creating an environment free of obstacles not only benefits the disabled but all members of society [10]. Currently, very diverse urban research is presented in the field of urban sociology, however, the analysis of the existing, as well as emerging practices of social exclusion of people with limited mobility from urban everyday life is not sufficiently presented. The problem of social exclusion of disabled people, their segregation, and discrimination in domestic science is built into the context of explanatory models of the theory of

stigmatization, social stratification, and social exclusion. Disability follows from poor health conditions caused by poverty's restrictions on access to preventative services and medical treatment. Consideration of the problem of urban space barriers that form and reinforce the position of social dependence of disabled people, the multi-paradigm field of urban sociology, sociology of architecture, and sociology of politics allows us to see a new causal model of social exclusion. In this vein, it becomes possible to build several problems related to the phenomenon of the city, in particular, using the model of analysis of urban local public goods, which are characterized by a certain degree of divisibility and selectivity of consumption.

2. THE IMPORTANCE OF STUDY

The study and its findings are expected to reveal:

1. To benefit researchers and those interested in the field of the disabled by conducting research and studies related to the subject.
2. As well as providing institutions concerned with the disabled, such as the Saudi Red Crescent Society and Saudi Medical Relief, with the most important results that this study will reach.

3. OBJECTIVES OF THE STUDY

The purpose of this study is to present the results of a study of factors, facilitators, and strategies for inclusion in informal communities. The theoretical and methodological basis of the study is based on the basic concepts of the social paradigm of disability.

1. Identifying the conditions experienced by Saudis with disabilities in the city of Tabuk from their point of view
2. Identifying the reality of the disabled in different aspects of life according to the following areas (mobility and transportation, the economic field, social and psychological aspects, social relations, and the needs of the disabled)
3. Identifying the environmental reality of the physically handicapped children from the point of view of institutional managers in Tabuk
4. Identifying the reality of the institutions working on rehabilitating the disabled in Tabuk towards integrating the physically and socially disabled

4. LITERATURE REVIEW

Ali Study [2] Entitled Social and Environmental Difficulties Facing the Physically Handicapped Child (Case Study). disabled children in Jeddah). The study aims to identify the level of social and environmental difficulties faced by the motor-disabled child, in addition to the differences in the level of these difficulties from the point of view of both the family and the school and depending on the variables of age, the cause of the motor disability, the number of family members and the monthly income. This study relied on two approaches: the descriptive approach (social survey) and the case study approach to suit the nature and purpose of the study. The level of environmental difficulties faced by the physically handicapped child from the point of view of his family, and the scale of school behavior for disabled students used by Al-Zubaidi (1995) was adopted to identify the level of environmental difficulties faced by the physically handicapped child from the point of view of his school, and

then the responses of the members of the study community were analyzed on The two measures using the Statistical Package Program (SPSS). The results of this study expressed that staying away from playing with others for fear of being harmed is one of the most social and environmental difficulties faced by the motor-disabled child from the family's point of view, while it was the least problem that the motor-disabled child suffers from. From the family's point of view, he desires to do the right things for those younger than him. The results of the one-sided analysis of variance showed that there were no statistically significant differences in the level of social and environmental difficulties faced by the motor-disabled child according to all the independent variables in the study. The results also showed that involving oneself in the fight was one of the biggest social difficulties faced by the motor-disabled child from the school's point of view, due to the variables: the cause of the motor disability and the number of individuals in the family, while the results of the one-way variance analysis showed that there were statistically significant differences in the level of social and environmental difficulties. The motor-disabled child faces from the school's point of view is attributed to the age variable and in favor of the age group, meaning that the higher the age of the person with mobility disability, the higher the level of difficulties attributed to the variable of the monthly income of the family and in favor of families with high monthly income, meaning that the higher the level of the monthly income of the family, the higher the level of The social and environmental difficulties faced by the physically disabled child from the school's point of view [2].

1. Adibat [1] study examines the architectural applications of the physically disabled in architectural design in Jordan, and aims to link the problem of disability and the needs of the affected group, in addition to the role of the architect in dealing with it, through the application of architectural treatments for the physically disabled in the internal and external architectural elements Within the requirements and conditions for that, and thus contributes to solving the problems of people with disabilities in all aspects of their lives. The study identified a group of the most important problems faced by the physically disabled in the built environment, which limit their opportunities for coexistence, integration, learning, rehabilitation and work, in addition to problems related to the difficulty of movement and mobility or access to various activities and the difficulty of using them. It aimed to clarify the architectural services provided to the physically disabled in Jordan and to achieve this goal. Conducted. The practical field study applied to multiple public buildings and urban spaces (such as streets, gardens, sidewalks, etc.), which aims to evaluate these treatments based on the requirements for the physically disabled taken from the Jordanian National Building Code for the disabled and international standards and specifications, and through this evaluation, it is possible to measure the extent of the interaction of the architect Jordanian with the problem of the

disabled. The study concluded that the Jordanian architect does not deal with these requirements for the disabled in his buildings with the necessary awareness and seriousness, and there is still an urgent need to activate more such requirements in the urban environment through the interest of workers in this field, and interdependence and coordination between institutions different based on it [1].

2. A study by Naugler [4], on the comparison of students with disabilities in the case of inclusion with the framework of the segregated school: This study aimed to investigate the differences in the choice of friends, the quality of friends, and the self-concept of the physically handicapped in the integrated and isolated schools. , and 15 from isolated schools) and in an interview with the respondents, during which they mentioned their best friends and answered other questions related to the age of the friends, their gender, the place of meeting them, the rate of phone calls between them, and visits outside the school setting. Parents and teachers adopted an interview version to confirm the children's answers, and a questionnaire was designed to measure self-concept. The study showed that there are no statistically significant differences between children with physical disabilities in schools, and disabled children in isolated schools were more friendly than their peers in integrated schools. It was also found that students with disabilities in integrated schools were more affectionate, loyal and loving, as well as less betrayal of their close friends than students with disabilities in isolated schools. There was no statistically significant difference between the two mentioned groups regarding self-concept [3].
3. A study on the relationship between physical disability and psychological and social pressure: The two researchers studied the causes of disability based on the assessment of the physically handicapped, through the assessments of (206) pupils of the current class in Israeli schools. It turned out that the percentage of people disabled due to war battles is higher than those disabled due to road accidents or work and the like. They expressed the self-concept of (32) of the war victims and the self-concept of (24) of the disabled in other accidents, and the researchers used the Teensy scale for the self-concept [5].
4. A study by Harvey and Greenway (1984, Greenway & Harvey) about the self-concept of physically handicapped children: Harvey and Greenway conducted a study to compare the self-concept of the handicapped with a sample of (20) children with physical disabilities attending regular schools, with (13) children with disabilities. Private schools (18) normal children, whose ages ranged between 9-12 years, used the Pierce Harris scale for self-concept. This leads to a low sense of self-esteem, high levels of anxiety, and a non-integrated view of the self [4].

5. Through the "Sunshine Angel" Project, Zou Jingwei [22] introduced professional social work techniques that influenced individuals' subjective self-confidence, emotional management, and positive outlook on life, ultimately achieving the objective of disabled children actively participating in society. Methods of Integrating Disabled Persons into Society:

Methods of Integrating the Disabled Persons into Society:

There is no doubt that the responsibility for integrating the disabled rests with all bodies, institutions and associations, as they must employ the disabled after knowing the possible means for his job performance according to his abilities, provided that special services are available for him in all public facilities since their establishment or providing them with completed ones (stairs, elevators, cabins) to practice his normal social life easily and smoothly, so that social interaction is achieved without embarrassment, so he gives what he possesses of qualifications and capabilities without embarrassment, and this is only after training him since his childhood in the vicinity of his family to mix with others and expand his circle of acquaintances and his relationship so that these relationships grow in the field of school and society after that He becomes accustomed to social life, and contributes effectively to the performance of his social role, and we do not overlook the need of the disabled person for compensatory devices on an ongoing basis and the costs that the officials had to provide at reduced prices or for free, in addition to providing treatment homes and providing them with specialists so that the disabled person can obtain the therapeutic care he needs without Any difficulties, and integration is not complete unless the media plays its role by enlightening public opinion on the issues of the disabled, their activities and their capabilities to be received without reservation or frustrating behavior for them. It notes the positive trends towards integrating people with disabilities in general to a simple degree approaching neutrality, and this is due to the lack of sufficient awareness of disability issues in the Arab world, and that talk about disability is still shrouded in lack of sufficient information, and the trends are tainted by a benevolent view emanating from the associated religious trends. In dealing with the disabled, we also notice that there is a clear disparity in the attitudes towards integrating motor and other sensory disabilities, as the higher the severity of the disability, the less positive the attitudes toward integrating students with disabilities into public education and public life [8, 9].

The Current Role of Institutions Operating in Saudi Arabia in Improving the Conditions of the Disabled:

The high rate of disability among the Saudi people is caused by accidental and congenital injuries, so caring for the disabled constitutes one of the priorities of the work of the Saudi government in its various legislative, executive, and civil institutions. Saudi Arabia is one of the top Arab countries for defending the rights of persons with special needs. To enhance and protect the rights of those with disabilities, the Kingdom has put in place several policies. 38 institutes for complete rehabilitation, for instance, have been established, and they are supported by trained cadres scattered around the Kingdom. The Kingdom paid special

priority to the rights of persons with special needs, according to an Islamic saying that advocates giving people the greatest care possible. Its primary goal is to maintain and defend everyone's legal rights, including those of those with special needs. Some laws were issued stipulating the rejection of discrimination against the disabled, affirming their right to enjoy a decent life and access to various services, and obliging the state to protect the rights of this group from exploitation. One such program in Saudi Arabia aiming to realize the 2030 vision of the Kingdom of Saudi Arabia is the "Quality of Life" program. The Kingdom works to promote family and individual lifestyles and to create a community where everyone leads balanced lives, including people with disabilities. By enhancing the infrastructure, such as transportation, housing, urban planning, environment, health care, economic and educational possibilities, security, and the social environment, the essential environment may be created. Additionally, they work to make it accessible for people with disabilities to integrate into the workforce by giving them employment options that are compatible with their skills and certifications, allowing them to showcase their strengths. This would provide them the opportunity to earn money like the rest of society and strengthen the way they perform at work via training. Various ministries worked to employ the disabled and enable them to provide for themselves and their families and to benefit from the services of public utilities, such as allocating parking spaces for their vehicles. The Kingdom ensured that everyone in need of care received complete care services regardless of their health, level of handicap, or status in society. The Kingdom contributed to making medical, social, psychological, educational, and professional services more accessible so that persons with disabilities may attain the highest level of functional effectiveness and meet the demands of daily life. The Ministry of Social Affairs was also keen to secure conditions that help in living with equal opportunities as possible [10]. The Saudi development plan in the humanitarian aid sector identified a strategy for establishing operational rehabilitation centers for the physically and mentally handicapped, and the need to benefit from the experiences of developed countries. No other strategy for the disabled has been developed in any other sector related to the disabled.

5. RESEARCH METHODS AND DATA COLLECTION

Children are the next generation of the country, the motherland's blossoms, and a population that has drawn significant attention from all spheres of society. But because of their Children who have impairments and physical limitations are among the most disadvantaged people in society, yet they are given far less support attention. The main method of research in our work was a narrative interview. The minimum sample assumed coverage of parents raising children belonging to various nomological groups (visual impairment, hearing impairment, musculoskeletal system impairment, intelligence impairment (mental retardation, intellectual disability, autism spectrum disorders, general diseases) and living in Tabuk, northwestern Saudi Arabia. The age range of the children being brought up is from 3 to 17 years. The sample size took into account the principle of

saturation within the study in each social situation. A total of 38 narratives were received. This article presents the results of one of the aspects of the study - the study of factors and strategies for the inclusion of children with disabilities in the local community. The study included two stages: the process of collecting information and analyzing the received texts. The collection of information took place and included an introduction to the narrative (formation of the main message / "narrative impulse", narrative narration, narrative questioning, and narrative outcome. The average narrative time was 40 minutes. The main message of the narratives was a request to talk about the experience of raising a special child, about all the significant events in the life of the family associated with the process of socialization. In the process of narrative narration, the passive role of the interviewer was observed (active and empathic listening). The composition, contextual framework, rational and emotional shades, style of presentation, expressive language means of narration were determined by the respondent independently. During the period of narrative questioning, the interviewer restored interrupted lines of the story, incomprehensible places, received explanations regarding factual and logical inconsistencies. The narrative summary is an assessment and explanation of the key events of the story and completed the narrative.

6. RESEARCH RESULTS AND DISCUSSION

Factors and facilitators:

Analysis of the data obtained showed that the level of involvement of children with disabilities in the community and social contacts differ significantly. Among the factors contributing to the inclusion are: a favorable socio-psychological microclimate in the family, which allows using the resource of close and distant relatives; an extensive network of family social contacts (friends, acquaintances, neighbors, colleagues); involvement in the work of public organizations; belonging to a religious community/religious community; choice of inclusive forms of development and education of the child; competent selection of sanatoriums, rehabilitation centers and hospitals, allowing for not only medical, but also social rehabilitation; a sense of solidarity in the local community; visiting sports and leisure centers and clubs; "attractiveness" and the age of the child.

Solidarity

The feeling of solidarity, emotional unity, support and readiness for mutual assistance, despite the lack of a "homogeneous" unity with other members of the society [10], was noted by many respondents as an important factor of inclusion. Solidarity is the basic basis for a sense of support, connection, social participation, which are necessary for both the disabled themselves and their families. A sense of solidarity is an important resource for resilience, social adaptation and inclusion for families and children with disabilities. The contexts for describing solidarity are different: from describing community with the inhabitants of a local territorial community (district, settlement, house) to community with members of public communities. Families and people with disabilities who noted a sense of solidarity lived in both urban and rural areas. However, it should be noted that in urban communities, the feeling of solidarity rather depends on the place of residence and the presence of a

“yard”, the image of which is often found in narratives. At the same time, the yard community, which “knows”, “gets used to”, “understands what he did not from evil”, sometimes contrasts with the readiness to include the local community of the settlement. Sometimes “one’s own yard”, “knowledgeable and understanding neighbors” become the reason for maintaining this particular place of residence, refusing mobility, which could facilitate the professional career of one of the parents, create conditions for receiving better medical care. The subjects of support can be both close people (relatives, close circle), and neighbors, colleagues, and sometimes strangers whom parents encountered in transport or on the street. A sense of solidarity is important because it creates a sense of support, connection and friendship and is associated with social participation. It should be noted that the analysis of narrative structures allows us to speak of a sense of solidarity both as a result of close interpersonal interaction and as a feeling that anticipates it (in this case, it acts as a factor in the development of social interaction, and its manifestation is evidence of the absence of “polite stigma”, distorting and interfering with social contacts).

Favorable socio-psychological microclimate in the family, support from relatives:

Coping strategies of adaptation and family atmosphere are important in the socialization of a child with a disability [12–13]. The most important factor in the inclusion of a child in the local community is the socio-psychological microclimate in the family. An analysis of the narratives showed that, faced with the difficulties associated with a child's disability, not all families successfully go through the adaptation period. Of the 38 narratives, 36 were mothers' narratives. In 4 of them, women talked about divorce as a result of the difficulties associated with raising a special child. Another 8 correspondents had topics of family conflicts as a result of the special status of the family. Among the narratives, only 2 presented the narratives of fathers who are actively involved in the upbringing of children with disabilities. The families of the male interviewers are complete, and there is no theme of conflict in the thematic analysis. It should be noted that the low representation of the narratives of the fathers is quite understandable, since the main load The upbringing and care of the child in such families most often falls on the mother. The father, even while maintaining the family, most often takes on the function of financial support. It is interesting that all fathers care for sons with limitations of the musculoskeletal system. The theme of helping a mother who is experiencing high psychological and physical stress is clearly highlighted in the narratives. Family support, a beneficial effect on the physical, psychological, material burden of a multi-generational family, a family that has maintained close contacts with its closest relatives, involving not only an emotional connection, but also everyday participation in the upbringing of a child, is the main theme of the narratives. My parents are there. They will cook, warm, caress, take a walk. Children perceive this not as a treatment, but as a trip to their grandparents. In fact, speaking about inclusion in the community, we should talk about a step-by-step process of inclusion and recognition of the family first, then relatives and friends, and later - expanding the range of communities and groups ready for real inclusion.

Family social contacts:

Highlighting the social contacts of the family as a factor contributing to the inclusion of the child, we mean, first of all, social contacts that go beyond family relations. These are social connections with colleagues, neighbors, acquaintances and friends. Much has been said about the role of the family in the socialization of a child with a disability, but the study of the potential of the family in “helping the child cope with the situation of interaction in a new environment” [14], in other words, less is said about the tasks of including him in broader social contacts. Meanwhile, in order for the family to help the child not only adapt to society, but also become part of it, it is necessary that the family itself adapt to new social contexts, maintain openness in interaction with the local community. “The main thing is not to close. This is the wrong position. The level of social interactions depends on the personal position of family members, and on the type of adaptation coping strategy, and on the local community. “The city gives its advantages. But if you live in a city, you may feel alone among the crowd, you may not even know your neighbors. We all know each other here. It should be noted that stories about close interpersonal relationships with neighbors or acquaintances are less common in the narratives of city dwellers. Rather, there is even regret about the absence of such contacts. However, it cannot be said that the city excludes such social contacts; additional strategies and efforts are required here to establish and maintain them, which we will discuss below. The age of the children and the nature of the nosology also do not matter, although the difficulties in establishing and maintaining social contacts are determined by the behavioral disorders of the children.

Sanatoriums and rehabilitation centers, hospitals:

Medical support and rehabilitation require a lot of time, becoming a kind of special space. Visiting the same rehabilitation centers, caring for children with the same or similar diagnosis can be the basis for a sense of solidarity. “Our children” is a common phrase conveying a sense of solidarity. In the respondents' narratives, rehabilitation or clinical events are perceived not only as medical, but also as social rehabilitation. “We lie down once or twice a year in a center for disabled children. The child is engaged with teachers there. He really likes it. I like it, because there are a lot of children there, he likes to communicate there, play with them, he is everyone's favorite there.

Visiting educational institutions:

Attendance at kindergartens, schools, additional education systems is a powerful inclusion factor. In the last decade, inclusive processes in Saudi education have been gaining momentum [15, 16].

These studies allow us to talk about the high role of the personality of the teacher, his motivation to include the child in the peer group and the educational process, and not about inclusion as the norm of education. Despite the difficulties of integration, the importance and necessity of including a child in educational institutions was noted by the majority of respondents. Even unsuccessful attempts to attend kindergartens and schools did not stop some parents, and the successful results of the search for “our school”, “our class”, “understanding teacher” gave high results in assessing the final level of inclusion: “We still go to an ordinary school,

although and decorated at home visit, but we attend lessons. So that he communicates with the children, so that he can see how the children behave in the classroom. "It is wrong to leave society. My daughter went to an inclusive kindergarten, and this gave us a very big impetus to development, to the development of skills. Yes, she does not always take the best, but nevertheless. Now we go to a regular class, yes, we do not have time. We go with a tutor. But it is very important for her communication.

Social services, assistance of specialists in helping professions:

The results of the analysis of narratives allow us to speak about the high role of specialists in helping professions (speech therapists, defectologists) not only in correction and development but also in general in the upbringing and inclusion of the child. The nature of the impact can be different and depends on such factors as the translated model (paradigm) inherent in a particular specialist, the skills and significance of trust and understanding in the interaction between a specialist and a family, and the ability to overcome the installation of dominance in interaction. The previous experience of communication with specialists of the child's parents is also important. However, the importance of helping professions shape attitudes and inclusion models is clear. Linguistic analysis allows us to identify the verbal constructs of a specialist in a new inclusive culture: "our own doctor", "a specialist suitable for us", "a rehabilitator who understands us", "a teacher who is not indifferent" and "a normal approach". A specialist who accumulates the experience of including other families and has more information about the entities providing services in a particular locality and the possibilities of individual social spaces for inclusion can serve as an effective source of hints and guidelines for integration [15].

Programs of specialized leisure centers, Non-Governmental Organizations (NGOs), foundations, public organizations:

Despite the fact that in the search for respondents, we deliberately did not rely on the help of public organizations, parents' narratives everywhere mention public organizations and specialized leisure centers as facilitators of social communications and spaces that create their own community with a high readiness for inclusion. "She never wanted to communicate with anyone, not even new people, even if they paid attention to her. Really, she was a wild child. I realized that something needed to be changed here, so I quickly found a public organization. Where there was an opportunity to be more in the crowd, they attended noisy events. In the context of the discrete existence of "foci" of assistance, which differ greatly in territorial location and profile of activity, orientation towards age groups [17] ("It became scary when we were told that everything, we passed all the programs. The organization could not give us anything. Too "normal" for the organization, but abnormal for the whole society. the self-organization of parents is strengthened. In search of psychological and social support, they independently create formal organizations and informal communities of parents with children with disabilities. In addition to a beneficial effect on the parents themselves, associations serve as a powerful resource for inclusion, since the meetings of parents

are held together with children, who get a wonderful opportunity to communicate, play, and develop. The analysis of narratives allows us to disagree with the opinion that the presence of such forms of self-organization "does not always lead to an increase in the level of inclusion" [14].

Sports Activities

It is the issues, practices and techniques, and the foundations of value for social service, and the Saudi Islamic centers that attract attention [17]. The role of faith in accepting one's being in the world, psychological, material and other support, cannot be denied. The resulting accounts reveal another social influence, the lack of clarity, of parish communities: they consider the formation of a ready, non-advertising community not only to "serve one's neighbor", but also to "accept" him.

For believing families, the religious community has become a new field for social contacts. At the same time, it should be noted that a system of interpersonal relations is being formed within the parish. Integration into an Islamic society does not necessarily mean unconditional acceptance into another society, because the basis of the parish is ordinary people, bearers of daily stigmas and ideas, which can only be mitigated by religious law.

Faith, religiosity and community

It is the issues, practices, and techniques, as well as the foundations of value for social service and the Saudi Islamic centers, that attract attention [17]. Faith plays an undeniable role in accepting one's existence in the world, providing psychological, material, and other forms of support. The resulting accounts reveal another social influence, the lack of clarity, of parish communities: they consider the formation of a ready, non-advertising community not only to "serve one's neighbor", but also to "accept" him. For believing families, the religious community has become a new field for social contacts. At the same time, it should be noted that a system of interpersonal relations is being formed within the parish. Integration into an Islamic society does not necessarily mean unconditional acceptance into another society, because the basis of the parish is ordinary people, bearers of daily stigmas and ideas, which can only be mitigated by religious law.

Attractiveness of the child:

Many novels contain the theme of the attractive features of the child, which, in the opinion of the parents, are an additional factor in the success of building social contacts or integrating the child into communities of different kinds. The child's external attractiveness as a factor contributing to the establishment of social contacts has been noted in many novels. At the same time, attractiveness is interpreted not only as a universally recognized criterion of appearance but sometimes as a criterion for the closeness of appearance to the "normative", "generally recognized," and "typical" standards. Sometimes, when describing the special attractiveness of a child, parents note this as a feature of early age, expressing a hidden fear of a change in the child's appearance at an older age. This situation is especially typical for parents of girls with disabilities. The theme of the child's "attractiveness" and the use of the external image as a factor positively affecting the establishment of contact is more common for the female respondents [12].

Engagement Strategies:

Awareness of the need to involve children in communication, including with reference groups, encourages families to choose their own strategies for involvement, which vary depending on the resources of the family, the individual characteristics of the child, and the nature of his disease.

Organization of leisure and dating through siblings:

Sibling relationships can be of a different nature (from complete alienation to close contact with deep emotional attachment), which is closely related to the general socio-psychological microclimate in the family. In a family where parents encourage their children to spend time together, it is the normative brothers and sisters who act as an effective facilitator for expanding the communicative space of a special child. [11] The consequences for healthy siblings of such a strategy are contradictory, from the perspective of "more adaptive growing up, enriching the child with an idea of the biopsychosocial diversity of the world, the formation of pronounced tolerant attitudes and social motivation" [16] to "child parenting" an imbalance between closeness and distance in relations with a sick brother or sister, and more often a feeling of fear and guilt. The analysis of narratives allows us to speak about the existence of a conscious and unconscious strategy for organizing acquaintance and leisure with other children through siblings. In a conscious strategy, parents understand that joint leisure can diversify the circle of social contacts and contribute to the inclusion of a special child in the peer community. "As for friend numbers, there are not many. Yes, he doesn't need them. His games are much more difficult. It's not enough for him to just run down the street. Only his brother understands his games. It is with him that communication is built. This is enough. Well, sometimes neighbors adjoin them. But they are rather not playing with him at this moment, but with a brother. In an unconscious strategy, switching on occurs spontaneously in a situation where a sibling burdened with the duty to "look after" a brother or sister tries to combine babysitting with communication with peers.

Families' friendship:

One of the most interesting strategies initiated mainly by mothers is family friendship. The desire to be friends with one of the girls in the class of a child with a disability stimulated the mother to get to know the girl's mother, jointly organize leisure activities, encourage meetings, and later form friendly relations between families. The choice of a "suitable" family is based on many criteria, but the main one is the ability to establish strong contact between children.

Organization of leisure activities for children:

The prerequisite for inclusion is joint activity. By collective activity, we mean the activity of several subjects united by a common task, the implementation of which requires real interaction. Fully aware of the importance of assistance and the need to organize some unifying event and help in the formation of a joint and interesting task, many parents raised the topic of personal organization of games, holidays, trips, and hikes for their child with disabilities and normative children potentially suitable for communication and contact (classmates, neighbors, relatives, etc.). "I invited children to the house; we had a full house of children. He liked it. Children, when there are a lot of them, tend to be divided into groups. So, it is better to invite 2-3 people. That's when it

becomes interesting to them why mine does not make contact. They initiate it, and communication develops.

Self-organization and active participation in previously created public associations:

These are also effective strategies for including their own child in the community, which allows the child to gain access to sufficiently stable and diverse social contacts, in contrast to rehabilitation institutions, in which communication with peers is limited to the rehabilitation period. The formation of one's own community makes it possible to effectively overcome the uneven geography of public organizations whose assistance is important for families and children with disabilities themselves. Often, the topic of forming one's own public organization is the result of the absence of a community of children of this age and the development of all programs for the rehabilitation of public organizations that are physically accessible while maintaining the need to maintain children's social contacts. "Today we have our own organization. Children are non-speaking, but they communicate. Children, of course, are overtreated. They come to a common decision and do something together. They play mainly in the hospital.

Creating a situation of publicity, and success:

A relatively uncommon strategy that we encountered in four novels, Despite the transition to the social model of disability, which seeks to overcome the medical approach not only in the definition of disability but also in the organization of everyday life, the vision of a disabled person as a person in a difficult situation The condition of his life due to his serious illness, his liberation from the system of duties that determined his low contribution to society [15], is still broadcast everywhere by the professional community and by the family. The success strategy that we identified in the respondents' accounts is an important sign of a real transition to a social model that eliminates the stigma of a poor, insolvent person deprived of fate and society. This is an excellent example of family self-organization in the formation of a new image of disability: the image of a person "capable of success", "who has seen a lot of interesting things in life", "not downtrodden and lagging behind from peers", "with a rich life baggage". The children of the respondents are participants in a school, invited participants in the Maxim Galkin Best of All program, blog stars, and school medals. Undoubtedly, such a strategy makes it possible to change the normative picture of the socialization of children with disabilities, which has taken root in the minds of society [8]. However, a different meaning of the "child's successful experience" effect is important to us - its inclusion in the peer community. "I was invited to Maxim Galkin. When children's TV came to class. They started filming. The girls began to approach, ask, and discuss. Now we went to the "Fashionable Sentence". So, there are topics for conversation.

Strategies for Inclusion of Disable Children:

The positive factors, facilitators, and strategies of inclusion presented in the article, identified by us in the narratives of parents of special children, do not exclude the presence of a negative experience of inclusion in the socialization and upbringing of a child with disabilities, an analysis of inclusion barriers, and a description of stigmatizing practices. However, the very purpose of our article was to identify,

systematize, and describe the positive practices of inclusion in unstructured communities. The practical result of such a study can be the transmission of positive experiences and the expansion of the possibility of creating friendly environments that allow special children to function effectively in the community, actively interact and expand social contacts, which can be considered as the most important process of harmonizing the socialization trajectories of children with disabilities.

- The results indicated that integrating the handicapped child into general education will help to accept the handicapped in society and facilitate his integration into society after the end of the school stage.
- If the home of the disabled individual is equipped for his basic needs to move in proportion to his disability, such as (the proximity of the house to the street, appropriate bathroom, corridors inside the house, and ease of movement inside the house), it facilitates his life and self-reliance as well as his social integration.
- The chance of integration decreases for individuals with disabilities who receive their rehabilitation during their childhood in a boarding institution and learn within it and are away from their families, as most of the sample members and from the individual interviews of the researcher it became clear to him that they were in day centers and they are more able to integrate in the presence of a supportive atmosphere from the family.
- There is a weakness in the media, which is reflected in the attitudes of the disabled towards health and rehabilitation care and physiotherapy. Hence, we stress the importance of adopting a clear policy of caring for the disabled and the importance of reaching their different areas with mobile clinics. And more attention to the issue of social integration and providing the disabled with education and job opportunities, and then they will have better opportunities within their families. There are important indicators indicating the importance of the rights of the disabled, and there is an urgent need for coordination and organization of capabilities by adopting a national policy in rehabilitation in Saudi Arabia.
- Collaborative community partners should establish a process of continuous communication and interaction in order to comprehend the demands each partner must fulfill, the procedures each partner employs to satisfy those demands, and the agreement each partner makes to support efforts to deliver inclusive services.
- In order to promote inclusive education as well as inclusive attitudes, the research participants emphasized the need to give enough help, when needed, to enable access, opportunity, and participation.

7. CONCLUSION AND FINDINGS

The goal of this study was to strengthen the system that assists children with disabilities in integrating into society. This research has originally looked at pertinent solutions that are appropriate for Saudi's existing conditions and pattern of development to help impaired children integrate into society by synthesizing theoretical advances on social support for children with disabilities. Communities play a significant role in people's everyday lives; as a result, social work intervention should be used to build community rehabilitation management for impaired children. Modern policy towards persons with disabilities tends to be total and mandatory for their inclusion and integration into a society of "universal consent", ignoring both the objective social separation of groups and individuals as the structure of their co-existence and the need to combine their potential in the creation of new forms of togetherness commensurate with the possibilities of the included and the society itself. The continuing inequality of social groups and their support from the social policy of the state, the imposition of total inclusion "from above" can only increase social tension, negativism, and rejection in society. The reliance of integration only on the idea and mobilization of the personal resources of its social subjects in the disharmony of their dispositions, characterized by group-centrism and intergroup partiality, deprives integration of a margin of safety. Overcoming egocentrism and moving away from the reproduction of the traditional social construct of disability requires linking the efforts of all subjects of integration — politicians, people with disabilities, society — in understanding and recognizing the multidimensionality of the social world, developing decentration, respect for differences as a cultural norm and the ability to dialogue, raising awareness among the public to create a social climate that takes the handicapped into account by ramping up education and publicity. Thus, in accordance with public opinion, disabled children experience special difficulties in life. The most pressing problems for people with disabilities are the complexity of social and psychological adaptation, social insecurity, and employment opportunities. On the whole, the position of the disabled in society is satisfactory, and the attitude towards them is benevolent. There has been a positive trend in the relationship "a healthy person - a disabled person". Most people today do not experience difficulty in communicating with a disabled person. This is manifested by feelings of pity, goodwill towards sick people, and readiness to help them as much as possible. Healthy people see people with disabilities as tolerant, kind, open, and modest, achieving success in life on their own. Disabled people should live an independent and full life.

Suggestions of the Study:

Based on the results of the study the following are the Suggestions:

- Participation of the family and the disabled in activities and drawing up policies and legislation for the disabled, which are produced by institutions to break out of the daily routine and find supportive members for the family and the disabled.
- Develop a comprehensive policy to improve the prevention of disability, improve rehabilitation, and achieve the goals represented in the full participation of

persons with disabilities in social life and national development.

- Although attitudes towards children with disabilities have substantially changed as a result of societal development, prejudices still exist. To ensure that the idea that "the disabled population is the embodiment of human diversity and difference in the development of human society" is firmly ingrained in the minds of the populace, the publicity department of our nation should increase the formation of public culture. Therefore, there are a variety of prejudices towards disadvantaged children in the tracking services for schooling and other services at any moment. Additionally, it can serve as a foundation for decisions made by government agencies.
- It is necessary to upgrade the community employees' management system. The job assessment system should be developed, and social worker training should be done effectively.
- Ensure that those with impairments get equal opportunities for advancement and promotion. By consulting with colleagues from various backgrounds and analyzing your justification for making judgments, you may avoid prejudice to the greatest extent feasible. This serves to inspire others and serve as a role model for inclusiveness, in addition to fostering diversity in leadership positions.
- To safeguard the social participation rights and the right to education of disabled children, it is necessary to develop a variety of supporting systems suitable for various national conditions, to clarify the government's obligations, and to specify the primary body of law enforcement.
- Stressing the importance of improving data and statistics related to persons with disabilities for the purposes of policy-making, planning and evaluation from the perspective of disability. He urged the relevant decision-makers to continue implementing plans that allow for an environment free of institutional obstacles. Supporting the activities of disabled people's organizations through a fund for donations for disability cases, giving priority in financing to building the capacity of governmental and non-governmental organizations to participate in drafting the Convention on the Rights and Dignity of Persons with Disabilities and in its future implementation.

Making sure that disabled individuals are included in national development processes is crucial. The ability to build employment skills should be made accessible to those with impairments. Effective intervention efforts should expand the choices for disabled people in Saudi Arabia to earn a living.

8. ACKNOWLEDGMENTS

The authors extend their appreciation to the King Salman Center for Disability Research for funding this work through grant number KSRG-2023-260. Without their generous contributions, this project would not have been possible.

We would also like to express gratitude to all members of our research team, who provided valuable input, insights, and assistance at every stage of the paper.

Disclosure statement

No potential conflict of interest was reported by the authors.

REFERENCES:

1. Adibat, Khaled (1997). "Architectural Applications for the Physically Handicapped in Architectural Design in Jordan", an unpublished master's thesis, Amman, Jordan.
2. Ali, Reem (2003). "Social and Environmental Difficulties Facing the Physically Handicapped Child (Case Study of Handicapped Children in Jeddah)", Unpublished Master's Thesis, University of Jordan, Amman, Jordan.
3. Al-Zubaidi, Hayam (1995). School social behavior for students with special needs, unpublished Master Thesis, University of Jordan, Amman.
4. Naugler, G., (1999). A comparison of friendship patterns of children with physical disabilities in integrated and segregated school setting MAI, 377/03, P. 732
5. Harvey, D., & Greenway. (1984). "The self –concept of physically handicapped children and their Non-handicapped siblings an empirical investigation", Journal of Child Psychology & Psychiatry & Allied Disciplines.
6. (Barrierefreier Gesamtverkehr in Österreich) Sektion II ,Abteilung II/GV Gesamtverkehr und, Infrastrukturfinanzierung, Bundesministerium für Verkehr, Innovation und Technologie, Radetzkystraße 2, Postfach 3000, A-1030 Wien, Mag. Liliana Prerowsky <http://www.bmvit.gv.at/verkehr/gesamtverkehr/barrierefreiheit.html>.
7. Jarskaja-Smirnova E. R., Naberushkina E. K. Social'naja rabota s invalidami [Social Work for People with Disabilities]. Saratov, STSU, 2003. 224 p.
8. Authority of Persons with Disabilities (2020). Induction book. Kingdom of Saudi Arabia
9. UN General Assembly, United Nations Decade of Disabled Persons : resolution / adopted by the General Assembly, 23 November 1984, A/RES/39/26, available at: <https://www.refworld.org/docid/3b00f4762e.html>
10. Zakon RF «O zaniatosti naselenija v Rossiyskoy Federacii» [RF Law "On Employment in the Russian Federation"] 19.04.1991 no 1032-1 (red. ot 02.07.2013 N 185-FZ).
11. Domrin A.N. What Do NGOs Have to Do with Development of Civil Society in Russia? Untimely Thoughts August 3, 2004 <http://www.untimely-thoughts.com>
12. Smith M. Community // Encyclopedia of informal education, 2001 <http://www.infed.org/community/community.htm>
13. Beck U. Living your life in a runaway world: individualization, globalization and politics // Hutton W., Giddens A. (eds.) On The Edge. Living with global capitalism. L.: Vintage, 2001
14. Heyman M., Hauser-Cram P. The influence of the family environment on adaptive functioning in the classroom: A longitudinal study of children with developmental disabilities // Research in Developmental Disabilities. 2019. Vol. 86 (March). P. 20–30.
15. Di Marino E., Tremblay S., Khetani M., Anaby D. The effect of child, family and environmental factors on the participation of young children with disabilities //

- Disability and Health Journal. 2017. Vol. 11 (Jan). P. 36–42.
16. General Authority for Statistics (2018). Disability Survey 2017. <https://www.stats.gov.sa/ar/904>
 17. Taylor Dyches T., Smith T.B., Korth B.B. et al. Positive parenting of children with developmental disabilities: A meta-analysis // Research in Developmental Disabilities. 2012. Vol. 33. № 6 (November–December). P. 2213–2220
 18. Alexander C. The Production of Houses. Oxford: Oxford University Press, 1985.
 19. Bartlett, J., Kotrlik, J & Higgins, C. (2002). Organizational research: determining appropriate sample size survey research. Information Technology Learning and Performance Journal. 19, (1): 43- 51.
 20. Trief, E., Lengel, J & Baecher, L.(2013) .A National Video Library for Teacher Preparation in Visual Impairments ,Journal of Visual Impairment & Blindness ,(1) 107 ,PP .55 -59
 21. Watson, A., Smith, R. (2012). Comparison of Two School-Based Assistive Technology Outcome Instruments, Technology and Disability, 24, PP, 83–92.
 22. Zou Jingwei (2014). Summary of Social Integration Project for Disabled People in “Sunshine Angels” [J]. Changchun University of Technology, 2014(6).
 - 23.