# Priorities Appropriate Intervention To Empowering People With Developmental Disorders And Integrate Them Into Social Life From The Point Of View Of Their Families

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**Abstract:**

The study aimed to identify the appropriate intervention priorities to empower people with developmental disorders and integrate them into social life from the point of view of their families. The study population consisted of families of people with developmental disorders (autism spectrum disorder, attention deficit hyperactivity disorder, pervasive developmental disorder) attending the Center for Developmental and Behavioral Disorders at the Children's Hospital in Taif, Saudi Arabia. 275 cases were selected as a random sample from a total of 1096 cases, whether new or previously diagnosed, Saudis and residents, from the beginning of January to the end of March 2023. (autism spectrum disorder 98 cases, and attention-deficit/hyperactivity disorder 53 cases, comprehensive developmental disorders 124 cases). The questionnaire consisted of two main axes: The first axis: early intervention, which includes: a. Preparing and training parents. b.

Developing personal skills (safety skills, personal care, table manners). The second axis: integration (inclusion-mainstreaming), and empowerment, which includes: a. Developing communication skills (verbal, non-verbal). b.Developing social skills (social relations, social interaction). The result of the study concluded that there are challenges facing the families of children with developmental disorders, and the most notable related to anxiety about the future of children in general, and the psychological pressure due to the inability to manage their condition and modify their behavior, which indicates the importance of preparing and training parents as one of the early intervention process. Also, children with developmental disorders need to develop personal skills (safety skills, personal care, table manners). Finally, there are challenges related to communication skills and social skills that could impede the integration and empowerment of children with developmental disorders from the perspective of their families. Consequently, the study came out with a set of recommendations that could serve people with developmental disorders and their families in terms of diagnosis, rehabilitation, integration (inclusion- mainstreaming), and empowerment such as starting an early intervention program, also establishing an educational and rehabilitative club sponsored by the government.

**Keywords:** Intervention, empowerment, integration (inclusion-mainstreaming), developmental disorders, social life.

**Introduction:**

There is no doubt that the early years of individuals' lives are crucial for their healthy growth. This applies particularly to individuals with developmental disorders. Healthy growth entails meeting psychological, social, cognitive, and behavioral needs, as well as recreational activities. It also involves upbringing within a framework of positive, firm, and effective parenting practices, ensuring the development and refinement of children's diverse skills. This includes training in participating in various life situations to better understand the rules of social interaction and communication, leading to social integration and thus improving their quality of life.

The Saudi government has made significant efforts to achieve a vibrant society that provides everyone with a decent, happy life and a sustainable lifestyle. This includes social and healthcare systems, with particular attention to individuals with disabilities, especially developmental and behavioral disorders. The initiation of early screening campaigns across the kingdom underscores the importance of early detection. The earlier the detection, the more effective the intervention in enabling children with developmental disorders to be integrated into social life.

This commitment is further emphasized by Goal 27 of the Strategic Objectives of the National Transformation Program in its second phase, which aims to empower the integration of people with disabilities into the labor market. This can only be achieved through appropriate intervention, training, and rehabilitation, as stipulated in Article 26 of the Convention on the Rights of Persons with Disabilities. Rehabilitation is of utmost importance in enabling individuals with disabilities to reach their maximum potential in independence, whether physical, mental, or social. This facilitates their smooth integration into all aspects of life.

**Problem Statement:**

Since humans are inherently social beings, the primary characteristic of social life is social interaction among individuals. This social interaction is often based on verbal cues, spoken language, emotions, social situations, and other concepts and processes related to social life. On the contrary, most children with developmental disorders often suffer from deficiencies in communication and social interaction skills, which in one way or another hinder their integration into social life. This may result in the child appearing socially awkward, and others may perceive them as being socially isolated. In light of this, the problem of the current study is to identify the priorities of appropriate intervention to empower individuals with developmental disorders and integrate them into social life from the perspective of their families.

**Study Questions:**

1. What are the challenges faced by families of children with developmental disorders?

2. What are the personal skills of children with developmental disorders that need to be developed from the perspective of their families? (Safety, personal care, table manners)

3. What are the challenges of integration and empowerment for children with developmental disorders from the perspective of their families? (Communication skills, social skills)

**Study Objectives:**

1. To identify the challenges faced by families of children with developmental disorders.

2. To understand the personal skills of children with developmental disorders that need to be developed from the perspective of their families. (Safety, personal care, table manners)

3. To explore the challenges of integration and empowerment for children with developmental disorders from the perspective of their families. (Communication skills, social skills)

**The importance of the study**

 lies in the researcher's hope that the intervention will contribute to empowering individuals with developmental disorders, integrating them into social life, fostering societal acceptance for them, and ultimately improving their quality of life. From this perspective, the significance of the research can be identified as follows:

- **Theoretical Significance:**

The study's contribution lies in generating recommendations aimed at serving individuals with developmental disorders by empowering and integrating them, thus enhancing their quality of life.

 This study aims to draw the attention of researchers and professionals working in centers for developmental and behavioral disorders to conduct further research that serves this population by linking theoretical concepts with diagnostic and practical aspects.

 it aims to provide a realistic picture of the challenges faced by children with developmental disorders and their families, along with efforts to overcome them.

- **Practical Significance**:

The attention of stakeholders and decision-makers has been drawn to adopting and implementing projects that serve individuals with developmental disorders and their families by

empowering them, integrating them, and improving their quality of life.

Encouraging supporters and sponsors to invest in community partnerships ranging from developing environments that serve individuals with developmental disorders and their families to providing training and rehabilitation until they achieve self-sufficiency, followed by offering suitable job opportunities to utilize their potentials. This aligns with the objectives of Saudi Vision 2030 in empowering the integration of people with disabilities into the workforce.

Contributing to the preparation and implementation of educational, awareness, and developmental guidance programs for individuals with developmental disorders and their families.

**Study Limitations:**

1. Objective Limitations: The generalization of the study's results is limited to the appropriate intervention priorities for empowering individuals with developmental disorders and integrating them into social life.

2. Human Limitations: The study focuses on the perspectives of families of individuals with developmental disorders.

3. Spatial Limitations: The study is conducted at the Developmental and Behavioral Disorders Center at the Children's Hospital in Taif City, Saudi Arabia.

4. Temporal Limitations: The study period spans from the beginning of January to the end of March 2023.

**Study Terminology:**

- Intervention: According to the American Psychological Association's dictionary, intervention is any action in a process to modify or halt it to prevent negative outcomes in the future.

- Procedurally: Intervention is a system that provides various services for children diagnosed with disabilities or developmental disorders and their families to help them achieve healthy psychological, social, and educational growth.

- Empowerment: It's a form of support provided by authorities aiming to assist marginalized individuals in participating in social, political, and economic life. Empowerment involves facilitating suitable employment opportunities, training, and

qualification to ensure the integration of individuals with disabilities into the workforce.

- Integration: According to the World Health Organization, integration involves including people with disabilities in daily activities, encouraging them to perform roles similar to their healthy counterparts, and ensuring equal opportunities for participation in all aspects of life to the best of their abilities and desires.

- Social Life: Referring to the Department of Sociology at Minesona University, social life's fundamental characteristic is social interaction, the ways individuals interact with each other in daily interaction with family members, friends, and other community members, leading to the formation of social systems necessary for any society.

- People with developmental disorders: According to the fifth edition of the Diagnostic and Statistical Manual of Psychiatric and Mental Illnesses, developmental disorders refer to delays in the development of multiple functions, such as communication and social interaction, and are often associated with a certain level of mental retardation. In the same context, intellectual disability is one of several conditions known collectively as developmental disabilities. In a case of deficiencies in intellectual performance and adaptive behavior, intellectual performance means general mental ability such as learning, reasoning, problem solving, etc., and is measured by an intelligence test, as the result of the test determines the child's aptitude for training and learning academic and professional skills. Adaptive behavior is a set of social and practical skills that individuals learn and practice. In their daily lives, standardized tests can identify limitations in adaptive behavior such as language, concepts of time and numbers, interpersonal skills, social responsibility, compliance with laws, and activities of daily life (Al-Rosan, 2017)

-Procedurally: Children who suffer from delays in personal, cognitive, emotional, communicative and social skills, and to measure intellectual performance, an intelligence test is used. The category of people with eight disorders in this study consists of autism spectrum disorder, attention-deficit hyperactivity disorder, and a comprehensive developmental disorder.

-Autism Spectrum Disorder (ASD) Every person with autism is unique, so symptoms vary from one person to another and

include lack of facial expressions, inability to speak or difficulty having a conversation, repetitive movements, difficulties in communication and social interaction, difficulties in developing and maintaining friendships, and different methods. To learn or to pay attention.

-Attention Deficit Hyperactivity Disorder (ADHD): A condition that affects children's developmental ability manifests as an increase in risky behaviors, disruptive behavior, impulsivity, agitation, difficulty in social interactions, and difficulty with academic achievement.

-Pervasive Developmental Disorder (ID GDD): Decreased intellectual functioning, delay in interpersonal and social skills as a result of cognitive impairment and language deficits, as well as an inability to keep up with age-appropriate expectations.

**2.Theoretical framework and previous studies.**

- **Firstly, the theoretical framework**

1.1.2 Challenges facing families of children with developmental disorders

Those who suffer most from developmental disorders and the disabilities associated with them are the families of these children. These families often face psychological pressures and negative feelings such as anxiety, tension, anger, or sometimes shame, which subsequently affects the quality of their lives as a whole. It is worth noting that early intervention is the key to preventing negative outcomes in the future. Early intervention is effective and crucial in improving the total number of services and supports provided to children and their development during the early years of childhood, as it positively influences the entire trajectory, leading to many noticeable improvements as the child transitions to school. Early intervention is most effective early in a child's life, as the child's brain experiences rapid growth from birth until the age of three, so the connections in the child's brain are more adaptable. These connections are called neural circuits and are the basis of learning, and over time they become more difficult to change (Brooks, 2019).

The inability to manage the child's condition and modify his behavior, as is the case with anxiety about the child's future, is a common concern among families of disabled children. Patience and organization may be the most important things

these families need to create and maintain a routine for the child, as well as cooperation between...

However, it is important to focus Family members and the distribution of tasks in terms of caring for children and reconciling their medical appointments with other treatment sessions. on the good moments, plan for the future, or find ways to relax, which will contribute to enhancing the mental health of the family as a whole. may be Support groups that bring together families of children with developmental disorders can be helpful in alleviating negative feelings by meeting with families. Others deal with similar challenges. For all family members, their collapse in facing the challenges of having a disabled child may have a negative impact Since parents are the primary source of support for family members and therefore their quality of life. Family counseling for families with children can provide a better quality of life by reducing stress and facilitating

Dealing with challenges. Therefore, family guidance helps in determining rights and duties and distributing tasks and roles within the family to reach Increase awareness and ability to make appropriate decisions in the future. Family counseling contributes to modifying the distorted image towards the disabled child and towards him themselves as being incompetent to build a family or other distorted ideas. In light of this, the importance and necessity of family guidance and submission become clear Parents for training (Saed and Al-Khoul 2020).

2.1.2.1 Personal Skills of Children with Developmental Disorders That Need Development from Their Families' Perspective:

Mastering personal skills for children with developmental disorders is essential as it contributes to their future independence. Children with developmental disorders may not excel in the personal skills practiced by their typical peers, but continued education and training can make a difference in their independence in later stages. Safety is often a top priority for families of children with developmental disorders, and mastering personal and social skills is seen as a relevant challenge. It may be appropriate to teach skills through modeling, breaking down the skill into manageable steps, supervised training with performance monitoring, correction, and repetition until encouraging independent attempts is achieved.

Children with developmental disorders are often simplistic in their thinking and have limited insight compared to their healthy peers, which raises concerns about their vulnerability to accidental or intentional harm during their journey to independence. This has led to increased attention to training on maintaining boundaries and privacy, as well as distinguishing between socially acceptable and unacceptable behaviors. In light of these indicators, the American Association on Intellectual and Developmental Disabilities emphasized the need to consider additional factors when assessing intellectual disability, such as linguistic diversity and cultural differences.

Adapting to the external community and achieving independence require environmental skills. Specialized curricula targeting mental health, typical community life for the individual's peers and culture, are also provided. The Association also recommended the necessity of specialized curricula for individuals with intellectual disabilities to promote good citizenship and other social life situations. Additionally, the Association advocated for parental training as alternative educators during school breaks and clinics.

3-1-2- Challenges of integration and empowerment for children with developmental disorders from the perspective of their families:

The persistent and clear gaps in social skills are one of the fiercest challenges in attempts to integrate and empower people with developmental disorders in social life. They often suffer from difficulties in communication and social interaction, difficulties in understanding and managing emotions, delayed linguistic and cognitive skills, mood swings, and behaviors that are disproportionate to the situation. In light of this, there lies Help build social skills. Develop and practice them using strategies to explain social situations that include feelings (communicative skills, social skills), such as role-playing, social groups, social stories, and social skills training.

It is necessary for the primary stakeholders and sponsors to be aware of the importance of intervening in the integration and empowerment of people with disabilities and to be part of their programs and approaches by providing education, training and rehabilitation paths, as well as providing measures that target their needs and identifying the obstacles that prevent this from being achieved. Among the necessities of

integration is recognizing the feelings of others, interpreting them, and responding to them in a way. . Suitable, which facilitates building relationships and forming friendships and thus achieving psychological and social well-being. Although people with developmental disorders often need support and assistance, integration may develop their feelings of confidence and self-esteem. Integration sometimes encourages the interaction of peers with common interests, which contributes to building social skills. They have and develop, despite their own way of seeing the world and dealing with individuals and things according to that vision, showing the importance of early intervention regarding social interaction for people with intellectual disabilities with the aim of promoting social integration and increasing self-confidence. (Ilias Vasileiadis and Maro Doikou-Avlidou ،2018)

4-1-2- Legislation and Government Policies Regarding Disability Care:

Referring to the local legislation of the Disability Care Authority, Article 26 of the Basic Law of Governance stipulates that the state shall protect human rights in accordance with Islamic law, which promotes the concepts of justice, equality, and the prevention of discrimination on any basis, including disability.

Article 27 of the Basic Law of Governance states that the state shall guarantee the rights of citizens and their families in cases of emergencies, illness, and old age, and support the social security system, while encouraging institutions and individuals to engage in charitable activities. The goals of the Disability Care Authority in its various activities are based on achieving sustainable development, arising from its vision to ensure a dignified life for people with disabilities and enable their full and effective participation in society.

It is worth mentioning that this environment seeks to implement sustainable development in its comprehensive sense through deliberate planning based on inclusive participation, empowerment, learning, and innovation, ensuring that people with disabilities benefit from all available resources.

Referring to the Ministry of Human Resources and Social Development, empowering people with disabilities is one of their most important aspirations. The ministry focuses on developing and enhancing the capabilities of people with

disabilities to ensure their independence by providing preventive and social services.

They need in their family and social environment, as well as investing in the potential energies of people with disabilities commensurate with their abilities and capabilities through diversity in the fields of education, training, and rehabilitation to obtain suitable job opportunities and achieve the highest possible level of functional effectiveness.

Internationally, the American Association on Intellectual and Developmental Disabilities recommended the necessity of specialized curricula for individuals with intellectual disabilities to enhance their adaptation skills with the external community and achieve their independence. It also emphasized the continuity of support alongside attention to mental health, good citizenship in society, and other social life situations. Accordingly, the individual's quality of life will improve if sustainable support is provided adequately.

- Second: Previous Studies
- Ibrahim's study (2019) focused on the role of social workers working with individuals with disabilities in their integration and empowerment through collaboration with the care and rehabilitation team. It provided an opportunity for them to prove their existence within the family and society. Social workers played a role in identifying the complex problems faced by individuals with disabilities and assisting them in addressing these challenges. They deepened the understanding of individuals with disabilities about themselves, the nature of their disability, and how to adapt to it. The primary function of social workers in this field is to coordinate between medical, academic, rehabilitation, recreational, social, and psychological services. They also influence social policy through planning, supervision, and monitoring of all services provided to individuals with disabilities, suggesting various programs and activities. However, the effectiveness of this role requires empowerment. Social workers should be planners, guides, and advocates for the rights of individuals with disabilities. The study highlighted the importance and effectiveness of a proposed mini-empowerment program for social workers in non-governmental organizations working in the field of disability care. It

relied on the social approach through data collection forms and information from a sample of 81 social workers working in 10 NGOs operating in the field of disability care in Cairo governorate.

- The study by Al-Itarbi (2020) focused on the importance of caring for individuals with disabilities as a key criterion for the progress of nations, considering them as integral members of society with the right to access educational, training, and rehabilitation opportunities based on the principle of equal opportunities. There is a critical need to provide support and care to facilitate adaptation to life circumstances, achieve personal and societal development, improve quality of life, and promote community participation. The study aimed to shed light on community participation and its role in empowering and caring for individuals with disabilities, as most of their challenges stem from various social conditions and contexts that lead to their exclusion from normal life trajectories. Finally, the study concluded by proposing mechanisms for community participation to achieve quality of life based on a critical analysis approach, including integration, empowerment provision, educational equal opportunities, creating suitable environments, and fostering positive societal attitudes.

- The study by Al-Ajmi et al. (2016) aimed to uncover the main challenges facing the employment of individuals with intellectual disabilities from the perspective of workers in institutes and programs for intellectual education in Riyadh. The study sample consisted of workers in institutes and programs for intellectual education in Riyadh, totaling 945 individuals. The study yielded the following results:

- Incorrect methods of education, such as excessive protection of individuals with intellectual disabilities by their families, which hinders their employment.

- Negative family attitudes towards the capabilities and efficiency of individuals with intellectual disabilities limit their employment opportunities.

- Preference for low-cost foreign labor over individuals with intellectual disabilities to increase productivity.

- Lack of necessary job skills among individuals with intellectual disabilities hinders their employment.

- Individuals with intellectual disabilities not receiving necessary training for proper job performance.

- Limited training opportunities for individuals with disabilities restrict their employment prospects.

- The study by Abdatt (2014) aimed to identify the problems facing the employment of people with disabilities in the United Arab Emirates from the perspective of individuals with disabilities and their parents, taking into account age, gender, type of disability, nationality, work, kinship, and parental relationship variables. The study applied to a random sample of individuals with disabilities and their parents in collaboration with institutions providing rehabilitation and employment services for people with disabilities in the UAE. The results showed that the most important problems facing the employment of individuals with disabilities, according to parents, are environmental barriers and modifications to devices and tools, while individuals with disabilities see societal attitudes as the primary obstacle to their employment. Based on the study results, recommendations were made to modify the work environment to ensure it is conducive to accommodating individuals with disabilities, ensuring the availability of facilities and internal spaces suitable for individuals with mobility impairments.

-The study by Mahmoud (2010) highlighted the role of civil society institutions in achieving empowerment and social integration for individuals with intellectual disabilities. There was a relationship between social, economic, and vocational empowerment programs and indicators of life improvement for individuals with intellectual disabilities.

-Sarhan's study (2015) emphasized the rights of people with disabilities to receive care, support, and integration in various community institutions and daily life situations, enabling them to actively participate in their communities according to their abilities and potentials. Abbas' study (2020) highlighted the role of media in raising awareness and educating the community about the rights of people with disabilities, as they are a special group in need of more

care and attention to facilitate their integration and empowerment in society.

- Walsh et al. (2014) focused on reviewing 26 studies on the integration and employment of people with autism spectrum disorder. The studies were classified into 6 predictive studies, 3 impact studies, and 17 intervention studies. This review came out as follows:

1. Employment For example, success was less likely if the job involved problem-solving or prioritization skills Employment is an individual characteristic that depends on communication, interpersonal skills, family and work support, and decision-making characteristics.

2. The impact of early intervention on the improvement in targeted professional skills, and positively on the quality of life, cognitive performance, and psychological and social well-being of participants with autism.

3. Consistency of long-term support plays a role in a greater likelihood of success in practical competition

4. The importance of educating potential employers about the benefits of hiring more employees with autism while ensuring the availability of places for regular training and education in the workplace.

5. Sustained and integrated employment may have a strong impact on the quality of life of employees with autism, their cognitive performance, mental health in general, and their quality of life including peer relationships.

- Wilens et al. (2010) sought to clarify the nature of attention deficit hyperactivity disorder (ADHD) as it is a disorder in executive functioning. It is considered one of the most common neurobehavioral disorders, with prominent symptoms and impairment that extends into adulthood. ADHD is diagnosed clinically by reviewing symptoms in children based on rushing to perform tasks, difficulty organizing things, or not finishing work. Avoiding tasks that require effort. Persistent mental disturbance, or forgetfulness Restlessness, malaise Attention-deficit hyperactivity disorder (ADHD) is a condition affecting the ability of children in which they show patterns of developmentally inappropriate levels of inattention, hyperactivity, or impulsivity, often associated with

dysphoric and mood disorders Difficulty in achieving At school, risky behaviors increase and they are often labeled as "troublemakers." People with ADHD may have difficulty in social interactions and can become easily frustrated. Multimodal treatment includes pharmacotherapy. Family and educational psychological support. It is necessary to educate parents about the disorder and its meanings. Underlying ADHD Untreated, ADHD can lead to ongoing dysfunction and devastating consequences and the benefits of drug treatment can only be reaped if there is ongoing interaction between caregivers and family.

- Heller (2012) stated that having and raising a child with special needs may be one of the most severe challenges for parents and the family. It is a shock and a time bomb of feelings of sadness, guilt, or rejection. Children with special needs drain an enormous amount of time, energy, and money. Therefore, parents and the family There is a great need for advice for the effective management of the disabled child and the family as a whole

- Ali (2012) focused on the importance of seeking advice because of its effectiveness in helping parents of disabled children and those with special educational needs face the challenges related to them and try to overcome them. Interacting with a counselor provides services that motivate parents to develop their behaviors and act in a more satisfactory and flexible manner, thus enabling them to deal more effectively. Effectiveness with themselves and their children and then society. We contribute to counseling specialists in bringing about behavioral change. Finding solutions to problems. Acquiring the necessary skills to deal successfully with people with disabilities and special educational needs. Acquiring social, physical, emotional, and cognitive skills. Therefore, intervention programs are a necessary part of the process that involves supporting families of children with needs. Special Education This intervention requires the active participation of a group of professionals such as social workers, psychologists, teachers and other health care providers.

Morin et al. (2018) conducted a questionnaire to examine attitudes toward people with intellectual disabilities on 367 health care providers and a representative sample of 1,605 residents of Quebec, Canada, with the aim of

examining the attitudes of health care providers in favor of the inclusion of people with intellectual disabilities and comparing them with the general population. The results indicated that what At least half of the health care providers showed positive attitudes consistent with the concepts of social inclusion and equal rights towards individuals with mental disabilities compared to the general population. The study concluded the importance of intensifying training programs for people with mental disabilities and enhancing interactions with them, as well as conducting more studies to document the attitudes of health care providers. Advocating for the inclusion of people with intellectual disabilities and evaluating the impact of interventions on these attitudes

In his study, Cullum et al. (2014) addressed the training of adults with autism spectrum disorder at a technology institute in North Texas to become video game designers. The study concluded with the following:

1. The need for society to become more understanding and willing to employ autistic adults in technology fields.

2. The ability of an autistic adult to work with others with autism as well as to work in small production teams.

3. Best practices for preparing adults with autism to work in their own technical training environment (communication with others, having a support network, social interaction, having time to adjust to the environment, positive reinforcement from administrators and teachers)

**Comment on previous studies:**

After reviewing previous studies, it was concluded that there is a difference in the results of the studies depending on their different objectives, but there is some agreement:

- Study (Al-Etribi 2020) (Sarhan 2015) (Mahmoud 2010) (Morin et al. 2018) Local legislation of the Authority for the Care of Persons with Disabilities, the Ministry of Human Resources and Social Development and the American Association for Intellectual Disability on inclusion and empowerment by promoting concepts of justice and equality and preventing discrimination on The basis of disability is also the interest in developing and improving the capabilities of people with disabilities, ensuring their

independence through diversity in the fields of education, training and rehabilitation to obtain suitable job opportunities and achieving the maximum possible degree of job effectiveness. Finally, achieving sustainable development by enabling people with disabilities to participate comprehensively and effectively in society through thoughtful planning that ensures their benefit from All available resources thus improve quality of life

- Study (ALI 2012) (Hillier 2012) on the importance of parents of disabled children and those with special educational needs seeking advice in order to deal more effectively with themselves and their children and then society, as well as the importance of intervention programs in supporting families, creating behavioral change, finding solutions to problems, and acquiring the necessary skills to deal with them. Successfully working with people with disabilities and special educational needs, acquiring social, emotional, and cognitive skills

-A study (Ali 2012), (Ibrahim 2019) on the role of the social worker in the process of intervening with the disabled and those with special educational needs as a member within a wide group of professionals such as teacher psychologists and other health care providers.

- A study (Wilens et al. 2010) in clarifying the nature of attention deficit hyperactivity disorder (ADHD) and the necessity of multimodal intervention, pharmacological treatment, and psychological, familial and educational support to achieve improvement.

-A study (Abdat 2014), (Al-Ajmi et al. 2016), in identifying the problems and difficulties in employing people with disabilities.

- A study by Cullum et al. 2014 (Morin et al. 2018) (Walsh et al, 2014) on the effect of inclusion and empowerment intervention on improvement in various skills and cognitive performance, positively on the quality of life, including peer relationships.

The current study differs from previous studies in the following:

- Relying on quality media and education about the rights of people with disabilities to facilitate their integration and empowerment in society (Abbas, 2020).

-The importance and effectiveness of a proposed professional program for career empowerment for social workers in civil society organizations working in the field of caring for the disabled in facilitating their integration and empowerment (Ibrahim 2019)

**3. Study methodology and procedure:**

- Study Approach:

According to the data of the study, its questions, and its objectives, the descriptive survey method was used as it is appropriate to describe the current reality and appropriate intervention priorities to empower people with developmental disorders and integrate them into social life from the point of view of their families. The descriptive survey method is the method that is linked to a contemporary phenomenon with the intention of describing and interpreting it by directly interrogating the sample. The interview," or indirectly, the "questionnaire" (Al-Assaf (2010)

- Study population and sample:

The study population consisted of families of people with developmental disorders (autism spectrum disorder, attention deficit hyperactivity disorder, comprehensive developmental disorder). Visitors to the Center for Developmental and Behavioral Disorders at the Children's Hospital in the city of Taif in the Kingdom of Saudi Arabia. 275 cases were selected as a random sample from the total number of visitors to the center, 1096 cases, whether new or Previously diagnosed among Saudis and residents for the period from the beginning of January to the end of March 2023, autism spectrum disorder, 98 cases, attention-deficit hyperactivity disorder, 53 cases, and comprehensive developmental disorder, 124 cases.

**Study tool:**

To apply the study tool, the researcher designed the measurement performance and appropriate intervention priorities to empower people with developmental disorders and integrate them into social life from their families' point of view

**Building the study tool:**

The questionnaire was used as a tool for the study with the aim of identifying appropriate intervention priorities to empower people with developmental disorders and integrate them into social life from the point of view of their families. The researcher prepared the questionnaire by reviewing the literature related to the aim of the research, as well as after reviewing previous studies and reviewing their tools related to the topic of the current study, as The questionnaire consists of two main axes:

The first axis: early intervention, which includes:

a. Preparation and training of parents

B. Development of personal skills (safety skills, personal care, table manners).

The second axis: integration and empowerment, which includes:

a. Developing verbal and non-verbal communication skills.

B.Developing social skills, social relations, social interaction)

**Validity of the study tool:**

The validity of the tool means ensuring that it will measure what it was prepared to measure, just as "validity means" the questionnaire's inclusion of all the elements that must be included in the analysis on the one hand, and the clarity of its phrases and vocabulary on the other hand so that they are understandable to everyone who uses them (Al-Assaf, 2010). The researcher has By ensuring the validity of the study tool by doing the following:

**The apparent validity of the tool (arbitration):**

After completing the construction of the study tool, it was presented to a number of specialized faculty members: in order to guide their opinions. The arbitrators were asked to express an opinion on the clarity of the statements, their suitability for what they were designed for, and the suitability of the statements for the axis to which they belong, along with making amendments and suggestions that Through it, the questionnaire could be developed, the arbitrators' observations were taken into account, and the statement agreed upon by the arbitrators was approved.

**Construct validity of the study tool:**

After confirming the apparent validity of the questionnaire, the researcher verified the validity of the internal consistency by applying the questionnaire to a survey sample of (30) individuals outside the study sample who have the same characteristics as the study sample. The validity of the internal consistency was calculated, expressing the axes of the questionnaire, where the correlation coefficient was calculated between the sample's answers to each. A statement from each axis and the total of the sample's answers to all the statements of the axis to which it belongs, using the (SPSS) program, where the results were as follows:

Table No. (1) Validity of consistency between each statement of the questionnaire and the total score for the questionnaire's axes

| Correlation coefficient | Phrase number | Correlation coefficient | Phrase number |
|---|---|---|---|
| 681 | 15 | 634 | 1 |
| 443 | 16 | 629 | 2 |
| 463 | 17 | 732 | 3 |
| 673 | 18 | 526 | 4 |
| 515 | 19 | 676 | 5 |
| 532 | 20 | 695 | 6 |
| 526 | 21 | 648 | 7 |
| 735 | 22 | 611 | 8 |
| 652 | 23 | 631 | 9 |
| 631 | 24 | 706 | 10 |
| 657 | 25 | 683 | 11 |
| 651 | 26 | 850 | 12 |
| 819 | 27 | 666 | 13 |
| 860 | 28 | 819 | 14 |

Significant at a significance level of 001 * Significant at a significance level of 0.05

It is clear from the previous table that the correlation coefficients between the statements in the questionnaire and the total score of the questionnaire axes were all positive and statistically significant, with medium and high values, in addition to being statistically significant, which indicates that the questionnaire statements have a high degree of validity. Therefore, this result demonstrates the

validity of the questionnaire statements and its suitability for field application .

- **Stability of the study tool**

The stability of the study tool means that the tool will give approximately the same results when applied multiple times to the same sample. It means to what degree the study tool gives close readings each time it is used, or it means ensuring that the response will be approximately the same if it is repeatedly applied to different people at different times. Differently, the Cronbach's alpha coefficient (pha Chronbach) was used to ensure the stability of the study tool by applying the questionnaire to a reconnaissance sample of (30) individuals outside the study sample, with the same characteristics of the study sample using the Cronbach's alpha stability coefficients of the questionnaire axes, and the values of the alpha stability coefficients are presented in the following table. Cronbach for each axis of the questionnaire

Table No. (2) Cronbach's Alpha Reliability Coefficient Axes Questionnaire

| Cronbach's alpha coefficient | Number of phrases | the hub |
|---|---|---|
| .869 | 16 | The first axis: early intervention |
| 818 | 12 | The second axis: integration and empowerment |
| 860 | 28 | Overall degree of stability |

The results of the previous table indicate that the reliability coefficients using the Cronbach's Alpha method were appropriate for the purposes of scientific research: The results of the previous table indicate high reliability coefficients using the Cronbach's Alpha method on all axes of the questionnaire as well as on the total score, reaching (0.860), which indicates the validity of the questionnaire to achieve the objectives. Study and answer her questions.

**Calculating grades on the study tool:**

After the study tool was applied to the study sample, the researcher monitored the scores using a five-point Likert scale, as each statement has five levels, so that a score is given for each degree of agreement as follows: score (1) the degree of agreement (never), and degree (2) the degree of agreement (rarely)., grade (3) for the degree of agreement sometimes), grade (4) for the degree of agreement (often), and grade (5) for the degree of agreement (always).

**Data analysis methods:**

To achieve the objectives of the study and analyze the collected data, several appropriate statistical methods were used using the Statistical Package for the Social Sciences (SPSS). This was done after coding and entering the data into the computer, where the answer was given: Always - 5 marks), (Often - 4 marks), Sometimes - 3 marks, (Rarely) - 2 marks, (Never - 1 mark), and then the The researcher calculated the arithmetic mean of the answers of the members of the study population and to determine the length of the cells of the five-point scale, the lower and upper limits used in the axes of the study, the range (5-1-4) was calculated, then divided by the number of cells of the scale to obtain the correct cell millimeter, i.e. (5/4 (080). ) After that, this value was added to the lowest value in the scale in order to determine the upper limit for this cell, and thus the length of the cells became as shown in the following table:

Table No. (3) Degree of agreement and extent of agreement on a five-point Likert scale

| Coding degree (relative weight) | Middle class | | Standard for judging results |
| | to | From | |
|---|---|---|---|
| 1 | 1 | 1.80 | never |
| 2 | 1.81 | 2.60 | Scarcely |
| 3 | 2.61 | 3.40 | sometimes |
| 4 | 3.41 | 4.20 | mostly |
| 5 | 4.21 | 5.00 | always |

To serve the purposes of the study and to analyze the data collected through the study tool on the field side, I used a number of statistical methods to know the attitudes of the members of the study population regarding the questions raised, using appropriate statistical processing methods

using the Statistical Package for the Social Sciences (SPSS) program, after it was coded. Data were entered into the computer. The results were extracted according to the following statistical methods:

1. Frequencies and percentages (Percentage & Frequencies) to determine individuals' answers towards the main axis statements included in the study tool.

2. Arithmetic mean: (Mean) to know how high or low the answers of the study sample members are to the main axes (mean of the averages of the statements)

3. Standard Deviation: To identify the extent to which the answers of the study sample members deviate to each statement of the study variables, and to each of the main axes, from their arithmetic mean. The study used this method because the standard deviation shows the dispersion in the answers of the study sample members to each statement of Expressions of the study variables along with the main axes. The closer its value is to zero, the more concentrated the answers will be and the less dispersion among the scale will be.

4 - Pearson correlation coefficient: measuring the internal consistency between the statements of the tool (the questionnaire) and each axis to which it belongs. 5 - Cronbach's Alpha reliability coefficient (1) Cronbach's Alpha) Calculation Reliability coefficient of the study tool

**4. Study results and their interpretations:**

The result of answering the first question: What are the challenges facing families of children with eight disorders? To identify the challenges facing families of children with developmental disorders, the arithmetic mean, standard deviation, and rank of the statements were calculated after preparing and training the parents, and the results were as follows:

Table No. (1) Arithmetic means and standard deviations for statements after parental preparation and training

| Number | Phrase | The average | deviation | challenge |
|---|---|---|---|---|
| 1 | I am concerned about the | 4.45 | .737 | Always |

| | child's future in general | | | |
|---|---|---|---|---|
| **2** | I feel psychological pressure because of my inability to manage the child's condition and modify his behavior | 4.42 | .783 | Always |
| **3** | I have difficulties creating and maintaining a routine for the child. | 4.33 | .855 | Always |
| **4** | I would like to enroll in programs to promote mental health for the whole family | 4.22 | .928 | Always |
| | General average | 4.36 | 0.83 | always |

It is clear from the previous table that the challenges facing families of children with developmental disorders are very high, asThe overall mean was equal to (436) and the degree of agreement was (always) with a standard deviation of (083). This is a low value that indicates homogeneity of individuals' opinions

The sample of the study on the challenges facing families of children with developmental disorders. Standard deviation values ranged between (0.928) -(0737), and all statements had low values, which demonstrates the homogeneity of the opinions of the study sample members regarding those statements

The phrase No. (3) came in first place: (I am concerned about the child's future in general), with a mean of (445),

a standard deviation of (0.737), and a degree of agreement of (always), while in the last place came the phrase No. (4). (I would like to join programs to promote mental health for the family as a whole, with a mean of (422), a standard deviation of (0928), and a degree of agreement of (always). The researcher believes that the challenges facing families of children with developmental disorders are very high, and this indicates the presence of There are many challenges facing families of children with eight disorders, including anxiety about the child's future in general and feeling psychological pressure due to the inability to manage the child's condition and modify his behavior.

The result of answering the second question: "What are the personal skills, according to families, for children with developmental disorders that need development from one point of view?"

To identify the personal skills of children with developmental disorders that need development from the families' point of view, then calculate the arithmetic mean, standard deviation, and rank of the dimensional phrases (safety skills, personal care, table manners), and the results came.

First: Safety skills

Table No. (2) Arithmetic means and standard deviations for statements on the safety skills dimension

| Number | Phrase | The average | deviation | Rank | Repeat the game |
|--------|--------|-------------|-----------|------|-----------------|
| 4 | Difficulty falling asleep and frequent panic during sleep. | 2.59 | .681 | 1 | rarely |
| 1 | He can distinguish between what is socially acceptable and | 2.44 | .845 | 2 | rarely |

| | | | | | |
|---|---|---|---|---|---|
| | unacceptabl e. | | | | |
| **2** | He tries to express his feelings in any way. | 2.31 | .678 | 3 | rarely |
| **3** | Excessive crying and irritability for no apparent reason | 2.18 | 0.893 | 4 | rarely |
| | General average | 2.38 | 0.77 | | |

It is clear from the previous table that the safety skills of children with developmental disorders that need development from the point of view of families were at a low degree, as the general average was equal to (2.33) and the degree of agreement was (rarely) with a standard deviation of (0.77), which is a low value that indicates homogeneity of opinions. The members of the study sample about safety skills for children with developmental disorders that need development from the families' point of view. Standard deviation values ranged between (0.893 - 0670), and all statements came with low values, which shows the homogeneity of the opinions of the study sample members about those statements:

In the first place was statement No. (4) (difficulty falling asleep and the repetitive subscale during sleep, with an arithmetic mean of (259), a standard deviation of (0.681), and a degree of agreement of (rarely), while in the last position came statement No. (3) frequent crying. Irritability without a clear reason) with a mean of (218), a standard deviation of (0.893), and degree of agreement (rarely).

The researcher believes that the safety skills for children with developmental disorders that need development from the families' point of view were low, and this indicates the extent to which children with developmental disorders need safety skills, as it is difficult to fall asleep, frequent panic during sleep, and the ability to distinguish between what is socially acceptable and unacceptable.

Secondly, personal care skills

Table No. (3) Arithmetic means and standard deviations for statements on the personal care skills dimension

| Number | Phrase | The average | deviation | Rank | Repeat the game |
|---|---|---|---|---|---|
| 3 | He chooses appropriate clothes (sleep, stay at home, outing) and wears them correctly. | 2.51 | .879 | 1 | rarely |
| 4 | He is interested in coordinating colors when choosing his clothes | 2.48 | .788 | 2 | rarely |
| 1 | He cares about his personal hygiene and appearance. | 2.19 | .611 | 3 | rarely |
| 2 | Use the bathroom correctly | 1.98 | 0.687 | 4 | rarely |
|  | General average | 2.39 | 0.74 |  |  |

It can be seen that families came with a low score, as the general average was equal to (229) and the degree of agreement was (rarely), with a standard deviation of (0.74). From the previous table, the level of personal care for children with developmental disorders that need development from a low value point of view indicates Homogeneity of the opinions of the study sample members about personal care skills for children with developmental disorders that need development from the families' point of view, and the values of the standard

deviations ranged between (0.611 - 0.879), and all statements with values came in the first order, which was for statement No. (1) (He chooses appropriate clothes ( Sleeping, staying home, going out, and wearing it correctly), with a low average, which shows the homogeneity of the opinions of the study sample members regarding these statements, arithmetic of (251), and a standard deviation of (0.879), and a degree of agreement of (rarely), while in the last place came statement number (2) ( The bathroom is used correctly, with a mean of (1.98), a standard deviation of (0.687), and a degree of agreement of (rarely).

The researcher believes that the personal care skills of children with the eight disorders that need development from the families' point of view were at a low level, and this indicates the extent to which children with the eight disorders need personal care skills in terms of attention.

Personal hygiene, external appearance, and proper use of the bathroom

**Recommendations and suggestions.**

Based on the results of the study, the researcher recommends and suggests the following:

- Establishing an experimental early intervention program within the programs provided by the Center for Developmental and Behavioral Disorders, which serves children aged 6 years and under.
- Establishing a government-sponsored club for children and their families to be an awareness, educational, skills, and rehabilitation club that serves children's families through support groups.
- Children by preparing and training them to make the most of the integration of different skills because of this effective role in increasing social integration and improving the quality of life.