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**Investigating EFL Teaching and Learning among Pupil with Special Needs**

**(Special Class in Sedrati Khelifa Middle School as a Case Study)**

**A Dissertation Submitted to the Department of Letters and English Language in Partial  
Fulfillment of the Requirements for Master's Degree in Language and Culture**

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## DEDICATION

In the name of **ALLAH**, the most Gracious, the most Merciful.

I dedicate this dissertation to my incredible mother, Warda the special flower in my life, whose love and support is my guiding light. Your presence in my life shaped me into the person I am today, and I am forever grateful for your endless sacrifices and encouragement.

To my dear father, Samir the first love in my heart, thank you for always believing in me and pushing me to reach for the stars. Your wisdom and guidance is invaluable, and I am grateful for the lessons you taught me.

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Also, I want to give special thanks to my supervisor Mrs. Hosna Henainia. Her support and guidance have been incredibly important to me during this research.

**Abir**

## DEDICATION

In the name of **ALLAH**, the most Gracious, the most Merciful.

This research is dedicated to all children with special needs who suffer from different disabilities.

To my family especially to my parents who supported me to become who I am now.

Also, I would like to thank my patient, supportive supervisor, Mrs. Hosna Henainia. I do not want to forget my friends and classmates; this work is dedicated to them all.

*Nothing is impossible*

*The word itself says*

*I'm possible!*

*Fatima*

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## ABSTRACT

This study aims to explore the methods applied in teaching EFL to pupils with special needs, focusing specifically on kids with autism and intellectual disabilities. The research selected Sedrati Khalifa Middle School in Sedrata, Souk Ahras\_Algeria as a case study, because this school contains a Special Class in which 11 of these pupils receive their education. To achieve the objectives of this study and gather complete data a qualitativeexploratory method was employed. The research goals were realized through multiple sessions' classroom observations that seek to obtain detailed information about the methods used in teaching these pupils. In addition to a series of interviews conducted with their EFL teacher, their speech therapist and the director of the Psychological and Pedagogical Centre they come from. In conclusion, this research showed the efforts offered by all the participants who serve these pupils starting by government policy makers to teachers and therapists. The study is an attempt to bring more attention to learners with special needs in Algeria and a chance to enrich the academic data available on this topic.

**Key Words:** Special Needs, EFL Learning, Autism, Intellectual Disabilities

## LIST OF ACRONYMS

AAC: Augmentative and Alternative Communication

AAIDD: American Association for Intellectual and Developmental Disabilities

AAMDD: American Association for Mental and Developmental Disabilities

ABA: Applied Behavior Analyses

ADHD: Attention Deficit Hyperactivity Disorder

APD: Auditory Processing Disorder

ASD: Autism Spectrum Disorder

CBT: Cognitive Behavior Therapy

DNA: Deoxyribonucleic Acid

EFL: English as a Foreign Language

ID: Intellectual Disabilities

IDEA: Individual with Disabilities Education Act

IEP: Individualized Education Program

IJDDR: International Journal of Developmental Disabilities Research

IQ: Intelligence Quotient

LD: Learning Disabilities

LPD: Language Processing Disorder

MMR: Measles-Mumps Rubella

NCERI: National Center in Educational Restructuring and Inclusion

PECS: Picture Exchange Communication System

PEP-R: Psycho- Educational Profile Revised

PKU: Phenylketonuria

PPC: Psychological Pedagogical Center

RAN: Rapid Automatized Naming

TEACCH: Treatment and Education of Autism Handicapped Children

UNESCO: United Nations Educational Scientific and Cultural Organization

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## **GENERAL INTRODUCTION**

Children acquire information and abilities in a variety of subjects through education, which is a universal process and vital to their future personal and professional success. Regardless of the child's background, it is a fundamental right that belongs to all children since it promotes equal chances and gives them the freedom to pursue their goal. Children's entire development, including their physical, emotional, and social elements, is nurtured through education in addition to providing them with academic information. Education gives kids the freedom to explore a wide range of interests, discover their abilities, and choose careers that suit them. Additionally, promoting social progress, eliminating inequality, and promoting economic prosperity are all made possible through universal education. By overcoming obstacles and putting money into inclusive education, we can build a society in which every child has the chance to succeed.

### **Statement of the Problem**

Learning is the ongoing process of acquiring new knowledge, which leads to the development of human's mental, emotional and social lives. This process requires the engagement and the involvement of several communicative skills: reading, writing, listening and speaking. However, many children around the world are suffering from learning problems. This can happen because of psychological issues like fear, anxiety and depression; or because of environmental issues like bullying and violence; or due to genetic issues like illnesses inherited from the parents. Children who display physical and mental problems linked to normal life functioning and normal skills' learning are called: children with special needs. The mission of noticing and treating those problems falls on the shoulders of parents and educators with the help of specialized therapists and funded organizations. The collaboration of these participants should be manifested in the creation of an appropriate

teaching environment that takes into consideration all their emotional, social and intellectual needs.

### **Aims of the Research**

This research aims at

- a) Highlighting the most useful teaching methods and techniques used with disabled learners, mainly children with autism and intellectual disabilities.
- b) Describing the causes and the treatments of both autism and intellectual disabilities.
- c) Exploring EFL teaching of children with special needs in an Algerian context.

### **Questions of the Research**

In order to deeply understand this category of EFL learners, this research seeks to answer:

1. What does the term Special Needs refer to?
2. What is an autistic child and what causes autism?
3. What is a mentally disabled child and what causes the disability?
4. What are the most appropriate EFL teaching methods used in teaching these kids, and how is that actually managed in Algeria?

### **Research Methodology and Design**

The nature of this research requires a qualitative exploratory method. The study aims to explore the situation of EFL pupils with special needs in Algerian Middle School (Sedrati Khalifa, Sedrata\_Souk Ahra). The research utilizes the observation of the teaching methods and the humanistic support provided to these pupils by their EFL teacher. It also attempts to gather global data by contacting their speech therapist and the director of Psychological Pedagogical Centre.

## **Population of the Study**

The accessible population consists of first year pupils at Sedrati Khelifa middle school (Sedrata/Souk-Ahras). Pupils of this class are taught in this regular school, but they are simultaneously supervised by the Psychological and Pedagogical Centre responsible on these pupils. This class is composed of 11 pupils, two females and nine males; five of them are diagnosed with autism and six of them with intellectual disabilities. In addition to the speech therapist that coordinates with their teachers and the director of the Psychology and Pedagogy Centre responsible on them.

## **Structure of the Research**

This research is divided into two main parts. The first one is purely theoretical which in turn consists of two chapters; while the second part is devoted for field of investigation. The first chapter is entitled Special Needs; it tackles several issues related to special needs, mainly autism and intellectual disabilities. It deals with characteristics, causes, problems, and treatments of these learning disabilities. The second chapter is entitled Teaching Methods for Children with Special Needs. It provides a historical overview about the most prominent teaching methods, followed by a list of strategies implemented in teaching pupils with autism and intellectual disabilities. It concludes with a special focus on the Algerian context. The third chapter is entitled Field Investigation; it includes a description and analysis the data gathered throughout a classroom observation and a series of interviews conducted with relevant contributors. Finally, in the general conclusion the research states recommendations and pedagogical implications, as well as suggestions for future studies.



**CHAPTER ONE**  
**SPECIAL NEEDS**

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## **Introduction**

Education is an endless process of acquiring skills and knowledge. It also means helping learners to learn new things and how to use the knowledge acquired in their daily life. The school age starts from six years old in Algeria, when all children go to school in order to start acquiring new information. Through the educational process, the knowledge and information is passed on from one generation to another. This plays an important role in shaping an individual's career. The teaching-learning process in normal classes with normal learners is based on the teacher's explanation of the lessons and the learners' interaction by asking questions and raising debates. In this process, the teachers rely on many methods and techniques that help them to explain and facilitate the lessons in order to achieve the required goal or objective. Whereas, for pupils with special needs, the teaching-learning process is slightly different, as the pupils are more specific and special due to their disabilities and conditions, they need more attention, whether from parents, teachers or from the government, by offering them separate classes and a specialized atmosphere and materials. Teachers need to use different and specific methods that suit these pupils to simplify the learning process and the explanation of the lessons. The following chapter indicated to identify special needs and characteristics of learners with disabilities; with special focus on autism and intellectual disabilities.

### **1.1. Special Needs**

Special is an ambiguous term that may mean extraordinary or a particular importance, depending on the context. It also may mean unique, for example, a person's exceptional talent or lack of talent for a particular activity (e.g., Tom is a unique soccer player) or to a trait peculiar to an individual (e.g., Tom has unique feet, so he needs football boots that are specially designed for him). Wilson (2002) reduced the complexity of the definition of special needs by dividing it into two distinct directions; special may include a positive or a negative

value judgement. However, in education, 'special' generally refers to an undesirable characteristic or functioning of a person in relation to an essential goal.

In a way, the word 'special needs' is actually a euphemism for the term 'deviant' and 'disabled'. It reflects the standards of a school, an organization and a society as a whole for what is thought as a good and a desirable way of functioning and learning. Another definition of special education given by Ysseldyke and Algozzine in 1984; special education exists because members of society believe in the concepts of normal and abnormal; which means that special education is a product of societal norms and values that determine what is considered typical or atypical behavior or learning pattern. It is founded thaton the belief that individuals with disabilities or unique learning needs require specialized support and intervention to access education on an equal with their peers. Thus, special education is not only a reflection of societal attitudes towards difference, but also a means to promote social inclusion and equal opportunities for all learners. However, 'special needs' does not necessarily have the same negative moral connotations as 'deviance'. Historically, the idea of deviance refers to pre-modern moralistic explanations of difference, in which disability was explained as having supernatural causes or because of human moral failure. On the other hand, special needs are more of a medicalized discourse, in which the differences are explained by the pathological condition of the individual (Conrad & Schneider 1992).

## **1.2. Characteristics of Children with Special Needs**

Children with special needs exhibit certain general characteristics, which are essential in order to recognize them at a very early stage and to understand the difficulties such children face that may cause a learning disabilities. Below, is a list of common characteristics of children with learning disabilities suggested by Ramaa in 1992:

### 1.2.1. Abnormal Activity Level

- **Hyperactive vs. Hypoactive:** The first, constantly engaged in some form of needless motor activity while the latter does not respond to environmental changes or seems to do everything in slow motion.
- **Attention:** There are kids with a *short attention span*; they are easily distracted by what is going on around. Divergently, there are children with *persistence attention*; they are fixed on a single task and find difficulty in changing their mental attitude.
- **Visual Perception Problems:** These kids have a poor visual discernment, which means an inability to distinguish visual stimuli from sight of them; also, difficulty in visual closure; missing parts cannot be completed when only parts of a word or an object are presently viewed; poor visual memory; deficient visual recognition, retrieval and sequential memory.
- **Auditory Perceptual Problems:** This category includes kids who endure a poor hearing discrimination, which is the inability to distinguish one sound from another. They have a poor auditory perception/comprehension and an inability to make meaning out of sounds, words and sentences. They are also known for the deficiency in auditory memory, poor auditory recognition, recall, and sequential memory.
- **Language Problems:** These kids undergo a slow speech development exhibited in difficulties with formulation and syntax and an inability to organize words to form sentences and clauses correctly.
- **Social–Emotional Behavioral Problems:** These kids suffer from impulsive explosive and insufficient social skills; they have difficulty adapting to change; they show drastic mood swings.

- **Orientation Problems:** This category of children bears an inadequate spatial organization because they have a poorly developed spatial concept; they also witness an inadequate concept of time i.e., they are disoriented.
- **Academic Disabilities Problems:** These children suffer from academic disabilities in reading, writing, spelling and arithmetic. Each child may exhibit a unique combination of these characteristics. Depending on the combination, they experience different types of learning disabilities.
- **1.3. Language Characteristics of Children with Special Needs**

Thomas (2007) suggested that the specific difficulties encountered by these children with language learning are:

### 1.3.1. Cognitive Deficiencies

- **Auditory-symbolic units (speech sounds):** auditory-symbolic units play a crucial role in our ability to understand and produce language, as they allow us to process and manipulate the sounds of speech. In another word, auditory-symbolic units refer to the mental representations that humans use to store and process auditory information, such as sounds, words, and phrases. An example of an auditory-symbolic unit is a phoneme, which is the smallest unit of sound that can differentiate words in a language. For instance, the English language has 44 phonemes, including sounds such as /p/, /t/, /k/, /s/, /f/, /z/, /sh/, and /th/. These phonemes can be combined to form words, such as "pat," "cat," "bat," and "mat." Each of these words has a different meaning, even though they only differ by one phoneme. Kids with such a deficiency suffer with the ability to deduce the structure of words from auditory stimulus and they have an inability to understand or use these units.

- **Semantic Units (words and terms):** is the process of grouping words into different categories based on similar meanings or features. It helps in the understanding how words are related to each other. For example, children with special needs faces difficulty in both naming specific animals and understanding their groups (savage, domestic) during a class activity on animals; they struggle in classifying cat, tiger, dog, crocodile in their groups.
- **Semantic Relations:** are like connections or relationships between words or ideas. It is about understanding how words are related to each other, for instance children with learning difficulties may find it hard to understand how things are connected to each other, like comparing things, talking about where things are, when things happen, or relationships within a family.
- **Semantic Systems (verbal problems):** the ability to understand the connections and relationships within verbal problems and the steps required to solve them for example, a child with learning disabilities, faces difficulties in solving mathematical problems because s/he struggles to understand the steps involved in solving this problem.
- **Semantic Transformations (changes in meaning):** refer to the ability to understand and adapt the meanings of words based on different contexts. For instance, a child with learning disabilities struggles with understanding idioms like 'break a leg' meaning 'good luck,' he gets confused because s/he takes it literally.
- **Semantic Implications (implicit meaning):** refer to the hidden messages or lessons that can be found in stories like fables, myths, and proverbs. For example, a child with learning disabilities struggles to grasp the deeper meaning behind fables, such as understanding the moral lesson of "The Brave Little Ant".

### 1.3.2. Language Production Inefficiencies

According to Wiig and Semel (1984) language formation can be facilitated through memorization and retrieval; by the learner's affective state (such as ideas, practices, norms, values) by psychomotor behaviors, by sensory perceptions, and by combined mental, physical and emotional perceptions. These factors connect the interplay between mental, physical and emotional processes that are involved in human behavior and experience. They reflect the complex and interconnected nature of the mind and body, and the ways in which they work together to shape our perception and behavior. When children with disabilities have deficiencies with these aspects, their language learning will be harmed.

In addition, at the level of Convergent Production Capacity, which is the ability to generate a single, correct solution to a given problem or task. This capacity is typically associated with convergent thinking, which is a cognitive process that involves narrowing down multiple possibilities to arrive at a single correct answer. Children with special needs may be deficient in this area. Their speed and accuracy to name objects or events represented to them; and their ability to decode opposite words, complete verbal analogies, complete sentences and construct a redefinition of words and terms is lower than in adolescents without specific learning disabilities.

Their lack of efficiency may be noticed even at the level of different production skills (fluidity, flexibility, originality and refinement). These skills refer to a person's ability to come up with creative and high-quality solutions to production-related problems; these skills proposed by Wiig and Semel are the different semantic abilities of a normal person. Production capacity skills are involved in the following activities:

- Naming words and terms; for example, when the teacher asks the children can you tell me the name of this animal? It has a tail, medium size with different colors and



it said meow. Yes, it is a cat! Some children with special needs may find it helpful to use gestures to help them name things.

- Completing verbal associations and analogies such as, in the filling gaps activity, the teacher holds a picture of an apple in her right hand and says, "An apple is a fruit." Then, in her left hand, she holds a picture of a carrot and tells the children, "A carrot is \_\_\_\_\_." She encourages the children to guess what category the carrot belongs to.
- Formulating ideas and verbal problems, for instance, a child with learning disabilities is struggling to understand a math problem, reformulating the problem may involve restating it in simpler terms or using visual aids to help the child better comprehend the problem.

#### **1.4. Social Characteristics of Children with Special Needs**

Gresham (1988) determined that learning disabilities are defined differently from mental retardations because they are classified solely in relation to academic incompetence. Only recently a number of researchers and educators began to focus on the characteristics of the social skills of learning-disabled kids. Children with special needs are often poorly accepted by their peers because they consistently show deficits in social behaviors compared to normal kids.

Gresham (1988) further stated that identifying and correcting deficiencies in their social skills is equally important as increasing their acceptance by peers and teachers. Teachers play a crucial role in providing the adequate education for these children. Children with learning disabilities exhibit the following social characteristics:

- They are less able to predict the consequences of their own behavior.

- They misinterpret social signals and more often they are unable to adapt their behavior to cope with their interlocutors; they find difficulty engaging in inappropriate social behavior at high levels.
- They are below average in normative tests or when participating in activities that examine their social engagement and school collective performances.
- They show increased immaturity, hostility, aggression and hypersensitivity.
- They are less able to give positive or negative feedback, to accept negative feedback, to resist peer pressure, to negotiating conflict situations, to carry out orders, to have conversations and empathetically solve personal problems.
- They have more negative conscious and unconscious self-concepts, higher and more negative levels of anxiety, lower academic status and popularity, deeper feelings of insecurity, inadequacy, guilt, impulsiveness, and immaturity. They believe that their intellectual, academic and physical characteristics are significantly inferior to normal kids.
- They are less friendly in comparison to other children.

### **1.5. Learning Disabilities**

The word learning disability was first aroused in the early 60s and was closely linked to the educational policy of that era. Since then, definitions have been primarily descriptive and connected with causal models of learning difficulties. It is generally accepted that they occur in the cases of people with weak cognitive abilities, e.g., having a low intelligence quotient (IQ) or manifesting low scores in general intelligence tests (Fletcher, 2012).

World Health Organization (2010), certain characteristics are commonly referred to as learning disabilities and they include basic reading, spelling and arithmetic problems. These problems may have a significant impact on a person's academic performance (e.g., intelligence quotient) and overall quality of life.

Also, according to this organization, classifications of Learning Disabilities are based on intelligence quotient scores (IQ scores); this score compares the individual's performance or discrepancies between general intelligence, the overall ability of an individual to reason, solve problems, and adapt to new situations. It is often measured using standardized tests, such as IQ tests, which assess a range of cognitive abilities, including language, spatial reasoning, logical thinking and academic performance in specific domains. From this perspective, a decrease in cognitive performance leads to an increase in adjustment problems (difficulties that individuals may experience in adapting to new situations or circumstances). These problems may arise because of changes in one's environment.

Furthermore, in order to define specific groups of people with different forms of learning difficulties, it is necessary to introduce threshold values: the minimum level of cognitive performance required for an individual to be classified within a particular category or diagnostic group. However, this results in more or less arbitrary categories, which also depend heavily on the accuracy and reliability of the diagnostic tools (the methods and assessments used to evaluate an individual's cognitive abilities and identify potential learning difficulties).

In addition, children with learning disabilities may endure difficulties with organizational skills, for example, a pupil with poor organizational skills may struggle to keep track of their assignments, forget important deadlines and has difficulty prioritizing tasks. A child with Autism Spectrum Disorder (ASD) may struggle to understand humour or sarcasm, to socially interact, to maintain conversations, to keep eye contact and may struggle with perspective-taking (has difficulty understanding why someone else might have a different opinion) (as cited in Lenhard 2013).

Learning disabilities are lifelong conditions. How they are experienced may change throughout an individual's life, depending on the communication between the demands of the environment and the individual's strengths and needs (Fuchs et al., 2002). Specialists claimed that learning difficulties are foreshadowed by unexpectedly low academic performance that can only be sustained with exceptionally high levels of effort and retention. Learning disabilities vary greatly in the severity of the effects they leave. Good coping with these disabilities depends on the persons' strengths and their specific environment.

### **1.5.1. Types of Learning Disabilities**

There are various subtypes of learning disabilities such as:

- Dyslexia or The Double Deficit Hypothesis assumes that individuals with dyslexia have two separate deficits that contribute to their reading difficulties: a phonological deficit and a Rapid Automatized Naming (RAN) deficit. The hypothesis attempts to explain the severe phonological processing problems that occur among some children, for example, Individuals with dyslexia may have difficulty recognizing words they have seen before or sounding out unfamiliar words (Araujo et al., 2010). Additionally, the British Dyslexia Association (2007) defines dyslexia as a specific learning problem that mostly affects how someone learns to read, write, and understand language. It usually starts from birth and continues throughout a person's life. It makes it hard for them to process sounds, say words quickly, remember information, think quickly, and learn certain skills automatically, which may not match their other thinking abilities.
- Attention Deficit Hyperactivity Disorder ADHD is a condition that affects how people learn. It causes problems with paying attention and being too active or impulsive. These difficulties can make it hard to do well in school, work, or social situations. One important thing to note is that people with ADHD find it challenging to focus on tasks

that are not very exciting or do not offer immediate rewards (ICD-11 - *Mortality and Morbidity Statistics*, n.d).

Scientists discovered that ADHD might be related to genetics. Now they believe it is a problem with how the brain develops, particularly in the circuits that control self-control and stopping ourselves from doing things impulsively. It is not just about attention like people used to think. Some studies have shown that most kids with ADHD are hyperactive, easily distracted, and impulsive, while adults with ADHD are more aware of what does happening right now and do not think as much about the future. Around 2 to 9.5 percent of school-age children worldwide have ADHD, and boys are more likely to have it than girls, at least three times as much. On top of that, psychologists have noticed that kids with ADHD have trouble controlling their physical reactions to things like loud noises and bright lights. They also make more impulsive mistakes with their movements, which leads to them being hyperactive and impulsive (Barkley, 1998).

When it comes to this disorder in Algeria, a study conducted by Soumeiya Ben Amara in 2017 looked at 100 excellent fourth-grade students in the Ouargla region. The study found that these pupils without ADHD, and there were noticeable variations in ADHD rates based on the students' gender and the subjects they were studying.

- Parthasarathy (2014), Auditory Processing Disorder (APD) is an idea that has been around for a long time. However, in the last ten years, many researchers have made important discoveries about how the brain processes sounds. This has made it an intriguing subject for scientists who study communication disorders.

Flexer (1994), Auditory Processing Disorder (APD), is not about being sensitive to sounds, but rather about having trouble understanding them. Our ears can detect sounds just fine, but the issue arises in the nervous system, specifically the brain. People with APD often struggle to interpret certain sounds correctly (as cited in Haynes et al.2006)

- Language Processing Disorder is a type of learning disability where people suffer in understanding what others are saying. It can be because they have to try hard to listen and understand the words, or because their language skills are slower. LPD is not the same as auditory processing disorders, which affect how all sounds are interpreted by the brain. Instead, LPD specifically affects the processing of language itself, making it harder to understand and use words effectively (Singh et al., 2019).

This condition makes it hard for people to read, spell, write, and communicate. For instance, someone with Language Processing Disorder may struggle to understand or make jokes and sarcastic comments. This can be frustrating for them, especially when they cannot express their thoughts or explain the situation to others who do not know about the disorder. It might feel awkward to bring up this issue with people who are unfamiliar with it (*What Is Language Processing Disorder?* 2020).

## **1.6. Autism**

American Psychological Association (2013), Autism Spectrum Disorder (ASD) is a neurodevelopment disorder characterized by deficits in: social-emotional reciprocity, nonverbal communication, restricted and repetitive patterns of behavior, interests as well as deficits in developing, maintaining and understanding relationships. The researchers Maenner et al (2020) declared that the prevalence of ASD in 8-year-old children is estimated at 1.9%. It is about 4.3 times more common in boys than in girls. Autistic children tend to show abnormal or unusual patterns of intonation, stress, rhythm, and melody in speech. For example, a person with autism may speak in a monotone voice, which may lead to difficulty understanding some cues such as sarcasm or irony (as cited in Wiklund, 2023, p.2).

In addition, Asperger (1944) stated that Prosody includes phenomena related to pitch (the fundamental frequency of the voice) and loudness (intensity), duration, speaking rhythm, speaking rate, accent, phrasing and voice quality. Prosodic phenomena are super segmental:

they usually involve speech units that are at least one syllable in length. People with ASD often have irregular prosodic features. For example, they may have a limited pitch range, sing, tone and springy tone. Sing tone refers to a monotone or flat pattern of speech, where there is little variation in pitch. Springy tone refers to a pattern of speech where pitch changes suddenly and unpredictably, giving the impression of a bouncy or uneven quality. Autistic kids tend to produce a fast-speaking rate, uneven speaking rate, extremely quiet or loud noises, incoherent pause structures, unusual intonation of words, and/or screeching or nose voices.

Marchena and Miller (2016), the presence of atypical prosodic features in individuals with ASD can affect how they are perceived and evaluated in terms of their social and communicative abilities, as well as the level of empathy extended towards them. Moreover, these prosodic features can also have a negative impact on the intelligibility of their speech.

Chevaliere et al., (2009) stated that preschoolers with ASD who speak Mandarin indicate an ability to use prosodic cues and an understanding of speakers' communicative intentions. In turn, the study examined how well learners with ASD understand grammatical prosody (the patterns of rhythm, intonation, and emphasis that are used in language to convey grammatical structure and meaning. For example, in English, rising intonation at the end of a sentence often signals a question, while falling intonation signals a statement), and their results confirm the idea that grammatical prosody does not apply to ASD.

Wing (1990, 2013) defined autism as the term for a pattern of behavior that has developed in a complicated way, as the result of a long causal chain cannot be explained in a few words. The complexity of the reasons confuses teachers so much because autism can manifest itself in so many different ways that the same child behaves differently on different days or even on different same day times. Given this diversity, getting started to treat any case

of ASD may be difficult because even the attempt to formulate a plan to meet the needs of children with autism seems confusing. These statements were suggested by the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition and by World Health Organization International Classification of Diseases (As cited in Lawrence, 2019, p.15).

### **1.6.1. Theories of Autism**

Many theories about autism were proposed by scientists to provide a better understanding to the world of autistic people. These include Theory of Mind, Poor Core Coherence, Executive Functioning and most importantly Sensory Understanding.

#### **1.6.1.1. Sensory Understanding**

Lawrence in the book “Teacher Education and Autism” claimed that a person with autism may be hypersensitive (oversensitive) or insensitive (under-sensitive) to sensory stimuli such as sounds, touches, tastes, smells, lights, colors or temperatures in their environment. They may also respond in unusual ways to internal sensations such as pain, balance, hunger, thirst or the need to urinate or defecate. Interestingly, two autistic children will not experience this the same way. Sensory sensitivity within the same child may be experienced differently at different times or on different days (2019, p.18).

#### **1.6.1.2. Theory of Mind**

Livingston et al., (2018), TOM was the first expressed in the 1980s as a way to understand autism; it claims that these kids are encircled in the inner world of their minds. They do not know what their interlocutors are thinking and they might be thinking of something completely different from what they are addressed with. It can be confusing when an autistic child makes assumptions about what people mean when they talk. Recent research suggests that people with autism who appear to have more effective mental processes tend to have developed compensatory behavioral patterns while maintaining the underlying cognitive



challenge, for example, an autistic child who has trouble understanding facial expressions compensates by focusing on body language and tone of voice to understand others' emotions, joke, sarcasm.

### **1.6.1.3. Central Coherence**

This theory, suggests that people with autism may have local rather than global processing errors, in which individuals tend to focus more on details and specific features of a stimulus, rather than the overall context or the big picture. For example, a person with autism may have difficulty understanding nonverbal cues like facial expressions or body language, which are important for interpreting the emotions and intentions of others. They may also struggle with tasks that require understanding abstract concepts or social norms, such as humor. In other words, they can focus more on details (Frith & Happé 1994).

### **1.6.1.4. Executive Functioning**

Lawrence claimed that executive functioning lets normal people know what to do and in what order. People who do not suffer from disorders tend to plan tasks; they decide what to do first, what is important and when to end something. This allows them to multitask, prioritize, anticipate and estimate. Children with autism cannot multitask and they hardly focus on one task and then move on to another (2019, p. 21).

## **1.6.2. Characteristics of Autistic Children**

McPartland and Kiln (2006) claimed that ASD is mainly recognized by eye contact avoidance and other abnormalities related to gaze, facial expressions, posture and gestures (As cited in Wiklund, 2023, p. 3). Other studies by Cummings in 2009 also showed that many ASD speakers are not fluent. Definitions of stuttering vary, but research reports showed that people with ASD produce more than just stutter-like speech disorders that influence sounds, syllables or words production. Rather, they may produce speech full of repetitions, blocks

and unusual imponderables such as gaps, heckling and phonetic expansions of word endings. There may be noticed syntax errors from people with ASD in speech. For instance, children with ASD may adapt their use of syntactic structures to that of their interlocutors.

Individuals with Autism Spectrum Disorder (ASD) have a tendency to monitor and adjust their own language when communicating with others. According to Ochs and Solomon (2004), the language practices of children with ASD resemble their normal peers' behaviors. For example, the results of several studies show that children with ASD can participate relatively competently in question-answer contests and engage in team-work.

Wiklund and Määttä (2021) argued that children with ASD are able correctly interpret the implicit conversational meanings and combinations of speech particles, prosodic features and gestures. This means that, they may use prosodic features such as soft voice and falling pitch as interaction techniques. In addition, they are able to initiate a narrative in a conversation, and find violations of social rules.

Volden (2004) showed that the corrective skills of children with ASD are similar in many respects to those of children without ASD. For example, children without ASD may use different repair strategies; they may react to clarification requests and add more information if the error persists. However, children with ASD respond significantly more often inappropriately to request for clarification (as cited in Wiklund, 2023, p. 4). According to Geller 1998, children with ASD attempt to correct most of the communication problems encountered in free play i.e., outdoor play such as in parks, playgrounds.

### **1.6.3. Causes of Autism**

At present, no single specific cause of autism is identified. Recently it was argued that there is no single cause to autism, but ASD is a complex disorder with a number of underlying challenges, which may have different causes (Happé et al., 2006). Early theories of autism

focused on the parent-child relationship. Bettelheim (1963) pointed out that mothers of autistic children are cold, distant and rejecting. These 'frozen mothers' theories make parents of autistic children feel guilty and blamed, but such theories now are heavily discredited. Kanner (1943) suggested that autism in children develops because of deficiency caused by lack of parental warmth.

Other studies by Zwaigenbaum (2002), suggested that complications during pregnancy are common in women whose children are later diagnosed with ASD; it could be because the fetus already has genetic problems. Further research shows that people with ASD have some differences in brain structure and in brain development caused by the difficulties encountered during pregnancy.

In addition to brain function, research is investigating possible genetic factors. Again, no responsible gene was explicitly identified with autism, but many genes appear to be common among children and adults with ASD (Mühle et al., 2004). Furthermore, Wakefield (1998) suggested an association between autism and MMR vaccination (The Measles-Mumps-Rubella vaccine is commonly given to children to protect them from these viral diseases) (as cited in Emerson, 2012, p. 341).

#### **1.6.4. Problems Faced by People with Autism**

Cummings (2009) studied the problems faced by people with ASD. Among these problems, language usage; for example, it is known that people with ASD are often unable to use language appropriately or effectively in their interaction; also, they are unable to create and understand speech acts or learn conversation skills such as taking turns and using contextual information when interpreting a speaker's speech. They perform a tendency to take things literally and overlook implicit messages in interactions.

These difficulties are probably related to their inability to determine the interlocutor's intent to communicate'; this latter requires the listener to be able to draw conclusions about mental states of others (i.e., having a theory of other people's minds) and this ability is not always obtainable by people with Autism.

### **1.6.5. Treatment**

Sacket (1996) stated that the decision on which treatment to use may depend heavily on the first line professionals such as pediatricians, nurses or day care workers who may represent the first professional encounter with an autistic child's parent. In addition, government agencies or school districts under Individuals with Disabilities Education Act (IDEA) provide guidance to families when a child is identified with special needs. However, the media and the lay public also play an important role in the flow of information received by these families. Therefore, mass media is required to provide accurate information on effective and evidence-based treatments to clarify the issue and to debunk existing myths about autism.

Sacket (1996) also declared that the decision about how to treat people with autism relies on evidence-based practice standards clearly defined by physicians and mental health providers. While working with people with ASD, they should be proactive i.e., combine scientific evidence at the highest level with clinical expertise to optimize clinical outcomes. (as cited in Romanczyk, 2017, p. 139).

In the United States, discussions about who is responsible on each person's treatment when enduring ASD are raised. In particular, decisions about access to care are often divided between 'didactical' and 'medical' interventions. Autistic children families demonstrated the need for services within a school district or insurance company (Romanczyk, 2014)

Howlin (1998) claimed that the arbitrary diagnosis makes it difficult for people with ASD to access care and maximize their options to receive the recommended type and intensity of treatment. Successful interventions focus on behavioral techniques that not only concentrate on children, but on affecting their environment positively; they need to address the fragility of autistic children since there is still no therapy that successfully treats autism (as cited in Ali, 2019).

### **1.7. Intellectual Disabilities**

Simeonsson et al., 2003 the role of evidence-based practices is crucial in improving the quality of life of people with intellectual disabilities. However, one of the biggest challenges in all troubleshooting activities is the precise definition of the problems to be solved. Although the labeling or diagnosis of people with intellectual disabilities is not universally respected and can be problematic in certain circumstances, accurate definitions of intellectual disabilities can be preliminary and provide a shortcut for professionals to communicate and begin to define the issues that have to be solved.

In addition, Devlieger (2003) stated that defining an intellectual disability presents many challenges. One of the biggest problems is that an intellectual disability is a multitude of problems that no single label can describe. In addition, the diagnosis of intellectual disability has long been stigmatized. That stigma still exists especially when discussing the nature and variety of definitions of intellectual disabilities. The more professionals get closer to defining ID, the more they succeed in solving problems using the evidence-based interventions rubric (which is a tool used to evaluate a treatment for a particular condition).

Hallahan et al., 2009 stated that in the American Association for Mental and Developmental Disabilities (AAMDD) intellectual disability is defined as impairment characterized by significant limitations in both intellectual functioning and adaptive behavior

and is expressed in conceptual, social and practical adaptive abilities. The diagnosis of an intellectual disability is based on two main criteria:

- I) A below average general mental ability.
- II) Limitations in adaptive behavior at least two of the following skills: communication, self-care, housekeeping, social/interpersonal skills, use of community resources, self-management, academic skills, work, leisure, health and safety.

According to the international classification of illness, Intellectual Disability is defined as a suspended or incomplete state of development of the mind, which is particularly characterized by the change in abilities and manifested in the level of developing skills that make up the general intelligence scores, i.e., cognitive, language, motor and social skills (World Health Organization, 2007).

### **1.7.1. Intellectual Disabilities Classifications**

Taylor (2007) recognized that contested nature of ‘intellectual disabilities’ lies in both the definition and the name itself. Focused on this last point, the term ‘mental disability’ has evolved over time to decrease its indication as an offensive label. After long and difficult deliberations, in 2007 the leading professional group in this field changed its name from ‘mental retardation’ to ‘intellectual and developmental disabilities’. As a result, this organization also changed its name from American Mental Retardation Association (AAMR) to American Association for Intellectual and Developmental Disabilities (AAIDD), and then different magazines and organizations followed, like in 2011 when a journal changed its name to become the International Journal of Developmental Disabilities Research (IJDDR) (as cited in Hodapp & Fidler, 2016, p. 3).

Grossman (1983) argued that precise criteria of what constitutes intellectual disabilities were also widely discussed. Although since 1983, the diagnostic criteria focused on three factors: lower intelligence levels (i.e., IQ 70 or below), adjustment deficits behavior and childhood onset of disability (i.e., aged 18 and earlier). The diagnostic criteria emphasized children's need for support. This means that professionals who work with children who have intellectual disabilities focus on identifying their unique needs and providing appropriate support to help them succeed in school and other areas of life. (as cited in Hodapp & Fidler, 2016, p .3).

### **1.7.2. Characteristics of People with Intellectual Disabilities**

Shaw and Jankowska argued that about 2% of the community begins to have mild cognitive impairment in infancy and that lasts for a lifetime. This population also has early history of discrimination, isolation, abuse and ignorance by societal decision makers. While physicians, educators, parents and many others are aware that people with intellectual disabilities represent a diverse group. Sometimes, scientists focus too much on studying the genetic causes of intellectual disability, or on interpreting, the low scores intelligence tests. They underestimate the importance and functionality of the cognitive challenges that drastically affect the ability to function socially, economically and educationally. People with intellectual disabilities have their own desires, needs, joys, strengths and weaknesses. Researchers would benefit these people best when they work on meeting general scientific information with the needs of individuals (2018, p.3).

Zic and Igric(2001) argued that in many self-esteem studies linked to pupils with intellectual disabilities, up to half the participants had an IQ score above the accepted upper limit for degrees that require a mild intellectual disability, i.e., IQ 70 or lower. Children with mild intellectual disabilities have IQ scores between 50 and 70 and have limitations in coping and communication skills. In their study of 7- to 10-year-old children in Croatian integrated

schools, they found that there were no significant differences in the perception of peers' relationships between pupils with and without intellectual disabilities, although pupils with intellectual disabilities were rejected by their own colleagues.

In addition, Donohue (2008) found that children with intellectual disabilities who had low vocabulary tend to have higher non-academic self-esteem. This result suggests that children with lower cognitive abilities think it is possible that they do not excel in academic areas; they focus their energies on areas beyond school, such as their physical abilities or their socialization with their peers (as cited in Datta, 2014, p. 18).

Shaw and Jankowska argued that decision makers, parents and educators should share a common language, a common understanding and a common approach to integrate with people with intellectual disabilities. With this population, cognitive processes such as attention, memory, working memory, information storage and information retrieval show some degree of impairment. There are general principles to understand before working on serving and improving the functioning of people with intellectual disabilities:

- The more abstract the concepts, the more difficult they are to learn and apply.
- Inefficient storage of information is common which makes finding information so difficult.
- Although attention deficits are widespread, not knowing how and where to direct attention is a major cause of difficulties in formal and informal learning methods.
- Generalizing learned actions is, and should be, planned and carefully taught.

These four basic principles seem to apply to most people with developmental disabilities. However, the relative importance of each rule is largely determined by the severity of the cognitive impairment, teaching history, early experiences, individual personality strengths and weaknesses and the cause of the functional cognitive impairment.



Integration is the biggest challenge for science in these areas; especially understanding the individual and environmental needs of a person with disabilities and translating this information into the implementation of an effective and holistic approach to improve the functioning of the individual (2018, p.2,3).

### **1.7.3. Causes of Intellectual Disabilities**

There are multiple causes of intellectual disabilities, in this research they will be divided into different categories:

#### **1.7.3.1. Genetic**

Kaasinen (2014) claimed that, it is easier to separate genetic intellectual disability into syndromic and non-syndromic cases. A syndromic intellectual disability includes symptoms and features that are consistently present in almost all cases. Examples of a syndromic intellectual disability include, but are not limited to, Down syndrome, Klinefelter Syndrome and Fragile X Syndrome.

However, a non-syndromic intellectual disability does not represent a consistent pattern of symptoms and characteristics described in the scientific literature. A non-syndromic intellectual disability is extremely difficult to study and represents a major research and clinical problem. Almost all major advances in identifying the causes of intellectual disabilities were related to syndromic intellectual disabilities. This is clearly a moving target, as advances in genetics, neurobiology and psychology often result in interesting intellectual findings (Kaufman et al., 2010).

#### **1.7.3.2. Autosomal Dominant**

Autosomal disease refers to any chromosomal abnormality other than the sex chromosomes. There are over 1,400 autosomal causes of intellectual disability. Autosomal dominant disorders are caused by the inheritance of a disease, condition, or trait passed from

only one parent. Since people with autosomal dominant intellectual disability have a low probability of having children, the causes of genetic abnormalities are very often *de novo* in nature. For example, a child is born with a genetic condition that affects their vision; neither of the child's parents has this condition, so genetic testing is done to determine the cause. The testing reveals that the child has a *de novo* mutation in a specific gene that is responsible for the condition. This means that the genetic change occurred spontaneously in the child's DNA, rather than being inherited from either parent). The autosomal dominant diseases are syndromic and relatively common and have been well understood for some time. However, there have been significant advances in our understanding of the long-term development of individuals with autosomal dominant disorders (Tan et al., 2016).

#### **1.7.3.3. Metabolic Syndromes**

The two most common metabolic syndromes are Tay-Sachs syndrome and phenylketonuria (PKU) which means that both Tay-Sachs syndrome and PKU are examples of metabolic syndromes that affect the processing of amino acids. The lack of effective processing of these amino acids leads to the accumulation of toxic substances, which can impair the central nervous system functions, leading to neurological problems and other health issues. Both causes lead to metabolic diseases related to the processing of amino acids. The lack of effective processing of these amino acids leads to the accumulation of toxic substances, which leads to impaired central nervous system functions (Wortmann et al., 2015)

#### **1.7.3.4. Micro-Deletion Syndromes**

Rump (2015) argued that microdeletion syndromes are caused by chromosomal deletions smaller than five million base pairs and are usually too small to be detected by high-resolution karyotyping or traditional cytogenetic detection methods. However, most microdeletion syndromes are also autosomal dominant. They differ from the autosomal dominant syndromes described above in the methods used to detect them.

There are an unusually large number of microdeletion syndromes, many of which may have few known cases. The discovery of microdeletion syndromes was an important factor to determine the causes of intellectual disability previously thought to be idiopathic or without a known cause. Microdeletion syndromes are also autosomal dominant or autosomal recessive.

Furthermore, the researchers Carvalho et al., (2014) maintained that, in terms of kind, they are considered a different category than the autosomal causes of intellectual disability listed above. Over 900 microdeletion syndromes have been identified. Because the quality of clinical care in lab value continues to improve, it is very likely that the number of microdeletion syndromes diagnosed will increase significantly. Some syndromes are common and other syndromes may only have two or three confirmed case reports.

#### **1.7.3.5. Multifactorial and Polygenetic Causes**

Low general intelligence is not caused by a single genetic mutation or other abnormality, but occurs in families where multiple generations are affected by low levels of functional and adaptive behavior. Many genes are likely involved in this process. In addition, people with low general intellectual abilities often have low socioeconomic status and levels of intellectual arousal, resulting in a situation where many factors contribute to the functional outcome of intellectual disability (Magnin et al., 2014).

#### **1.7.3.6. Environmental Causes**

Emerson (2007) maintained that although genetics and neuroscience are the area's most associated with research on Intellectual Disability, environmental causes remain important considerations for research and practice (as cited in Shaw & Jankowska, 2018, p. 30).

#### **1.7.3.7. The Prenatal Period**

Heuvelman et al., (2017) stated that the prenatal period is the period immediately before childbirth. Although there are many definitions of the prenatal period, the World Health

Organization, defines the beginning of the prenatal period begins at conception and lasts by childbirth. This period is generally divided into two phases: the embryonic stage, which is the first stage of prenatal development, which occurs during the first eight weeks after conception and the fetal stage, which, begins after the embryonic stage and lasts until birth (Shah1991).

There are also environmental prenatal causes. The most common problem is the effect of alcohol on the fetus. Alcohol consumption during pregnancy leads to preventable mental disabilities. Other environmental causes like malnutrition, maternal smoking, environmental toxins (particularly exposure to heavy metals) and maternal diseases (such as toxoplasmosis, rubella, syphilis) may play a significant role in causing intellectual disability (Strandberg-Larsen et al., 2017).

#### **1.7.3.8. Postnatal Causes**

Huang et al., (2016) stated that the percentage of postpartum causes of mental retardation is also decreasing; common postnatal causes of mental retardation are poisoning, accidents, wounds, infections, high fever and malnutrition. Postnatal causes of mental retardation refer to events or conditions that occur after a baby is born, and that can lead to intellectual disability, developmental delay, cognitive malfunctioning, and problems with motor skills ...etc (as cited in Shaw & Jankowska, 2018, p. 32). In addition, Decoufle and Boyle (1995) declared that with the spread of vaccines, childhood illnesses such as Measles, Chickenpox and Mumps are much rarer than they were 40 years ago. Effective vaccines and treatments for Hepatitis, Meningitis and Encephalitis also reduce the number of children affected by intoxication fever.

#### **1.8. Behavioral Treatment and Counseling**

Vlissides et al., (2017) argued that programming for pupils with intellectual disabilities is an important aspect of any Individualized Education Program (IEP), often behavioral,

emotional and mental health problems are not included in a comprehensive educational program that aims to address multiple aspects of a child's development. The premise often found that maladaptive behavior is secondary to intellectual disabilities, and they are often unavoidable. Additionally, behavioral problems are only treated as problems to be solved operationally; they are undertaken by behavioral management, psychiatric methods, treatments and psychotropic drugs (medications that are used to treat mental health conditions such as depression).

Scott and Havercamp (2016) conducted a research in which they argued that even though there are often quite appropriate approaches, counseling learners with intellectual disabilities has been overlooked as a possible option for long-term emotional and behavioral improvements. There is a long history of diagnostic 'overshadowing', they are either minimized or marginalized.

In addition, Mohammad Zaheri (2014) stated that the importance of creating a comprehensive plan is supposed to address a range of issues faced by pupils with intellectual disabilities. These issues can include maladaptive behaviors, difficulties with social skills, emotional regulation, anxiety, depression and other challenges. In addition, pupils with intellectual disabilities may face difficulties with generalization, memorization, information processing and physical health problems (as cited in Shaw & Jankowska, 2018, p. 209).

## **Conclusion**

In conclusion, this chapter talked about special needs and the characteristics of children with special needs. It described different traits that children with special needs may have. It also explained learning disabilities, which are difficulties some learners have when learning, and mentioned types that are not very common. The chapter focused on autism as well, discussing different theories about it, the characteristics of autistic learners, what causes it,

and how it can be treated. Additionally, it covered intellectual disabilities, which are challenges in thinking and learning. The chapter looked at the different types of intellectual disabilities, their characteristics, what causes them, and how they can be treated. The next chapter will be all about teaching methods for learners with intellectual disabilities and autism.

## CHAPTER TWO

### TEACHING METHODS FOR CHILDREN WITH SPECIAL NEEDS

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## **Introduction**

Language is a system of communication consisting of sounds, words and grammar, or a system of communication used by people of a particular country. A baby starts to produce sounds from birth, and when she /he reaches the age of three, she /he begins to learn use words and utterances learned from his /her parents and environment. Some children struggle with skills such as listening, speaking, reading, writing and reasoning. However, not all children acquire language in the same way; some of them face difficulties that may interfere with school performance. Children with learning disabilities even struggle more with language acquisition; they need specific methods and approaches to reach goals in their academic life. The following chapter of this research work tackled a brief historical over view of children with special need and the reason of teaching them by specifying some effective methods used with autism and intellectual disability, by highlighting their condition in Algeria.

### **2.1. Historical Overview of Special Education Needs**

Islam and Samsuddin, (2020) claimed that individuals with special needs are individuals who experience challenges in performing tasks that others can easily do due to an illness or a condition they have. This can make certain activities or tasks more difficult for them compared to people without such conditions. Furthermore, Groce et al (2014) stated that people with disabilities all over the world face numerous challenges such as prejudice, stigma, exclusion, discrimination, and social isolation.

These individuals often experience a lack of access to education, limited social integration support, and are deprived of their rightful ability to address injustices within their families, communities, or at the national level. Bhatta (2019) argued that throughout history, societies have treated and reacted to people with special needs differently depending on their cultural beliefs. For instance, in ancient times, some tribes believed that spirits or ghosts-

controlled individuals with disabilities. Additionally, societies have frequently viewed these individuals as subhuman, animal-like, child-like or evils, socially undesirable and deviant from social norms. Additionally, it was a common belief that disabilities are divine punishments for sins.

The attitude towards children with disabilities evolved through different stages; Andrew (2013) stated that in the past, the Western world witnessed a troubling history of neglect towards individuals with special needs, which even extended to the killing of disabled babies in some ancient European societies. These societies held the belief that people with intellectual and disabilities were influenced by evil spirits or the devil. Similarly, during the early years of the Roman Republic, adults with special needs were forbidden from getting married, it was a common practice to abandon a newborn if it had a disability. This was due to the perceived financial and spiritual burdens associated with raising a disabled child. (as cited in Islam 2020, p.325).

Whereas, in the Arabic society, Al-Alusi (2007) claimed that in the past, before the Holy Qur'ān was revealed to Prophet Muhammad (PBUH), the Arab society had a history of rejecting individuals with special needs. They went to the extreme of killing their female babies who had disabilities. Moreover, they would exclude and prevent the blind, handicapped, and diseased from sharing meals with them (as cited in Islam2020, p.326).

In the early 1800s, special education in the United States was heavily influenced by European practices. Institutionalization was the dominant approach, with institutions built to educate individuals with disabilities and promote their independence. Religious groups also, played a charitable role in teaching individuals with disabilities (as cited in Francisco et al., 2020).

The World Conference on Special Needs Education (UNESCO, 1994) concluded that all learners should have the right to go to regular school, get help with their learning, and be part of the school. Because of this idea, more and more learners with disabilities are being included in regular schools. That is why many centers and schools have been prepared to integrate learners with disabilities because they believe in the importance of inclusive education. Inclusive education means that all learners, regardless of their abilities or disabilities, should have equal opportunities to learn and participate in school life.

For example, in France, starting from 2005, the education system has implemented changes with the purpose of addressing the problem of social exclusion faced by learners with disabilities. This policy shows promise, as research findings have revealed positive outcomes for all learners, in terms of their both academic achievements and social interactions.

Winzer (2009) claimed that throughout history individuals with disabilities were placed in specialized institutions where they lived and learned alongside others with similar learning needs. However, this led to their isolation from the rest of society. Later, a concept called "segregated integration" emerged, where special classes were introduced within regular schools. This allowed individuals with disabilities to be part of the school system but still kept them separate. Over time, the focus shifted towards inclusion, with the aim of normalizing and mainstreaming individuals with disabilities into regular classrooms.

However, despite these advantages, teachers consistently express challenges that hinder them from fully embracing the inclusive policy (Hind et al., 2018). While teachers may no longer find it difficult to include learners with disabilities, it can be genuinely challenging to include learners with intellectual or psychological difficulties in regular schools. Specifically, there is a strong resistance to including learners with autism spectrum disorder (ASD) compared to other disabilities. For instance, a survey conducted on March 17, 2011, by "Le

Collectif Autisme" revealed that 65% of French teachers still believe that these learners should be taught in special education schools.

The purpose of the present study is to build upon these findings and gain a better understanding of teachers' attitudes towards inclusive education. It was crucial to prioritize the education of learners with special needs alongside their typically normal peers. Inclusion, as defined by the National Center in Educational Restructuring and Inclusion (NCERI) in 1995, means providing fair and effective educational services to all students, including those with severe disabilities. This includes offering additional support and placing learners in appropriate general education classes in their local schools (Vaillancourt, 2017).

The ultimate aim is to prepare all students for successful lives as valued members of society. The term 'inclusion' was first used in 1994 in the Salamanca Statement, which emphasized the integration of children with disabilities into inclusive schools. Inclusion is not just a reform of special education, but also, a response to the diverse needs of learners, ensuring equal opportunities and high-quality education for all students, regardless of their abilities.

## **2.2. Methods Used with Pupils with Autism and Intellectual Disabilities**

There are numerous methods must be taken into consideration when treating pupils with autism and intellectual disabilities. Some of them are included below.

### **2.2.1. The Cognitive-Behavioral Method**

(Roth & Fonagy, 1996), Cognitive Behavior Therapy (CBT) is a broad term used to describe a collection of therapies that are based on behaviorist learning and cognitive psychology. These therapies are derived from scientifically supported theories in these fields. CBT is widely recognized as an effective treatment for various disorders, such as anxiety

mood disorders, eating disorders, and autism spectrum disorder. Professionals in the field consider it.

### **2.2.2. Treatment and Education of Autistic and Related Communication Handicapped Children program**

The TEACCH program as Siegel defined it is as program developed by Eric Schopler in 1972, is an educational approach for individuals with autism spectrum disorder (ASD) that places importance on the lifelong needs of the person and involves their family. TEACCH services are designed to the specific needs of the individual and their family, which can include assessment, diagnosis, intervention, community integration, employment support, and assistance with independent living. A key aspect of TEACCH is its emphasis on recognizing and utilizing the strengths and abilities of each individual. The program is known for its flexibility and person-centered approach, where the focus is on the unique needs and preferences of the individual receiving the services (2003, p.353).

A program that targets ‘Treatment and Education of Autistic and Related Communication Handicapped Children. Mesibovas (2003) claimed that this therapeutic approach is based on a philosophy that was used in many countries around the world. TEACCH is a complete program, which addresses the diagnosis, treatment, education and living of people with ASD. TEACCH incorporated some behavioral treatment principles for children with ASD in a way that it focuses on maximizing children's abilities by utilizing their capabilities rather than offering them "Recovery" from the ASD.

The program aims to provide autistic children with a structured environment that helps them develop their skills. It also stated that teachers are supposed to organize individual jobs involving each child to perform various actions. TEACCH appreciates the cooperation

between parents and teachers, while encouraging parents to set up similar procedures at home like the ones provided by people in the school.

Mesibovas (2003) also stated that TEACCH makes a clear distinction between diagnosis for bureaucratic reasons and assessment for planning individualized learning procedures. For toddlers with ASD, programs are implemented in schools and for youth or young adults in professional environments such as competitive industries; which refers to regular work settings or industries where individuals with ASD are placed to participate in employment opportunities. These industries involve businesses or organizations that operate in the mainstream job market and compete with other companies for customers and profits. The individuals with ASD are given opportunities to work and contribute within these competitive environments, alongside neurotypical peers. The goal is to promote inclusion and integration while providing the necessary supports and accommodations for individuals with ASD to succeed in the workplace or sheltered laboratories that are specialized work environments designed specifically for individuals with ASD or other disabilities. These laboratories provide a controlled and supportive setting where individuals can engage in meaningful work or tasks that match their abilities and interests. The focus is on creating a structured and accommodating environment that promotes individualized learning and skill development.

Williams (1995) mentioned that the central philosophy of TEACCH is that ASD is a developmental disorder that can be better treated psycho-educationally; it mainly focuses on a detailed assessment of all aspects of the case and its surroundings. It also supports the person with ASD at all stages of development starting from early childhood. Furthermore, it is essential in TEACCH that the child understands the reason (the cause) and the means used to reach any educational objective. Here are some activities that the program suggests in order to motivate autistic children communicate:

- 1 An adult can initiate funny and entertaining activities for a child and repeat that several times. Then she/he stops and waits for the baby to start imitating him/her.
- 2 The adult does not allow the child to approach some objects that she/he is craving or prevents the child from performing a desired action. Later, the child may try to communicate his/her wants to the adult.
- 3 The adult creates artificial problems/situations that need to be solved. For example, she/he can place an object that the child enjoys playing with in a somehow difficult to reach place. The child will have to find a way to reach it by asking the adult for help.
- 4 The adult observes the situations that upset the child and triggers him/her to express feelings and ask the adult to stop provoking uncomfortable emotions. An adult should avoid causing extreme stress or anxiety at all costs because they may lead to a destructive behavior. Adults may artificially teach emotions using cards or photos; autistic kids must go through those feelings while gaining experience in the context of everyday interactions and should learn to label and identify them.
- 5 The adult has to make sure that all of the child's favorite objects are in plain view – whenever possible – throughout the day. Therefore, if the child wants to take something, he is likely to ask for the adult's help or permission to get it. If you cannot have all his favorite objects in visible places, then you can put them in boxes or drawers, where the adult stick photos of their contents (as cited in Kalyva, 2011 p. 22-23).

Panerai (2002) stated that TEACCH developed a training program for people who typically develop children on diversity and empathy for children with ASD. He intended elementary and junior high school classes and noticed the adjustments that were made in those school. The training introduces basic concepts and questions that seek inclusion and integration of ASD learners in classes.

Panerai (2002) also stated that many studies have shown efficacy of TEACCH in reducing self-injurious behavior in high-functioning children with ASD; it also encouraged people to enter this labor market thanks to funding programs that received positive reactions from children in schools that received TEACCH interventions. They concluded that the children who took part in TEACCH greatly improved motor and visual skills' coordination. No change in their maladaptive behavior was observed, but researchers did not provide sufficient information for the latter interventions in schools.

Adolescents and adults with ASD who received an intervention or training followed by TEACCH witnessed a significant decrease in their problem behavior, and an increase in their social skills and functional communication skills. Panerai (2002) used questionnaires to collect information from 348 families who participated in the program. The study-involved people with ASD between the ages of 2 and 26, and their intelligence quotient (IQ) varied widely. Most parents said that the program was particularly useful. Only 7% of people who practiced TEACCH ended up in institutions compared to 39-75% of the general population. However, there are a few methodological weaknesses; the sample was quite heterogeneous; there were no structured test conditions; there were no standardized independent assessment measures; also, institution data was misleading, as some governments had changed over time of their institutionalization policy with subsequent notification drops. In addition, the conclusions were mainly based on parental beliefs that may have been influenced by many subjective factors.

Another study by Ozonoff and Cathcart (1998) examined the effectiveness of educating children with ASD at home using the TEACCH method. Parents applied interventions for preschool children with ASD focused on different areas of cognitive and academic skills leading to academic success. The intervention group consisted of 11 preschool children who used TEACCH at home for four months and later evaluated using the Psycho-educational



Profile – Revised (PEP-R), this assessment tool used to evaluate the cognitive and academic skills of individuals, particularly children, with developmental disorders, including Autism Spectrum Disorder (ASD). It provides valuable information about the individual's abilities, strengths, and areas that may require support or intervention. The control group did not use TEACCH and was rated with the same measurement tool. The children in the intervention group improved areas of imitation. For example, if a child with ASD initially struggled to imitate simple gestures like clapping hands, after participating in the TEACCH program, they may have shown improvement by successfully imitating various actions, such as waving goodbye, soft skills. For instance, a child with ASD who previously faced challenges in initiating conversations or expressing emotions might have demonstrated progress in developing soft skills through the TEACCH program. They may have learned to engage in meaningful conversations, express empathy, or manage their emotions more effectively ,motor skills for instance, a child with ASD who had difficulties with fine motor skills like holding a pencil may have shown improvement in tasks such as grasping objects, or manipulating small objects after engaging in the TEACCH program ,and perceptual skills ,for example, a child with ASD who previously struggled with the understanding of sensory information ,however, through the TEACCH program, they may have demonstrated improvement in identifying and categorizing visual information.

Although this study provides evidence of effectiveness of TEACCH program, some methodological considerations reappear. However, it is clear that enhanced their kids' abilities using TEACCH. If they carry on applying it correctly, they may succeed at managing their children's behavior effectively. TEACCH, as its name suggests, is an educational program specifically designed to teach and educate children with Autism Spectrum Disorder (ASD) and other related disorders. The basic principles of TEACCH can be summarized as follows in a formal and simple manner:

- Enhance the child's ability to adapt to their social environment. This is achieved by teaching them new social skills in order to facilitate their interaction in the society.
- Promotes a collaborative partnership between professionals or teachers and parents. Parents are empowered and trained to become co-therapists for their children, enabling them to continue using the techniques and strategies at home. This cooperative approach ensures that parents are actively involved in their child's therapy and can extend the benefits of the techniques beyond the classroom or therapy sessions.
- Assesses the child's abilities to create a customized teaching plan that meets their unique, academic and social needs. The evaluation process carefully examines the child's strengths and areas that need improvement. This information is used to develop a personalized teaching schedule that addresses their specific requirements in academics and social development.
- Believes in structured teaching for children with ASD. They do well in an organized and predictable educational environment, which makes them feel safe. This structured setting helps them learn and develop effectively (as cited in Kalyva, 2011, p.30).

### **2.2.3. Social Interaction Development Method**

Children with ASD face harsh problems in social interaction, mainly due to their incapacity to comprehend social cues; here are some techniques suggested by specialists to enhance those skills.

#### **2.2.3.1. Social Stories**

Iobst (2008) developed an approach named "social stories" for solving children's social and communication problems. A social story describes a social situation that can be problematic for a child with ASD; these kids need clear directions and instructions to demonstrate appropriate social responses. She offered social services scripts for a child with ASD to learn how to respond to a situation that triggers stress, insecurity, or aggression.

A social story is written to give information about what people do, think or feel in a certain situation; it narrates the course of events and identifies significant social cues and what people mean. It provides a script of what to do or say; in other words, it highlights aspects like when, who and why a social situation took place.

Gray (2010) mentioned that social stories are more appropriate for high-functioning children with ASD, as well as people with other learning disabilities. He used social stories to improve interpersonal conflict resolution skills of children with learning disabilities and used them to improve children's behavior when performing tasks with speech impediments. He also found that social stories could be used to achieve the following goals:

- Describe the situation and give clear instructions.
- Personalize and individualize the teaching of soft skills.
- Teach the child some appropriate activities and support their efforts to change certain behaviors.
- Teach appropriate behaviors in realistic social contexts so that the child can generalize those patterns more easily.
- Help the child deal with a variety of problematic behaviors, such as aggression, obsession with routine, stress, and anger.

Rowe (1999) tested the effect of social stories on a 3-year-old boy with high-functioning ASD who faced numerous social interaction and communication difficulties. The child received visual stimuli that trigger him to react with aversion to certain sounds. The results reported that certain auditory stimuli caused him pain in the ear. For collecting data about the child in question were as follows:

1. He identified the social situation that was causing the problem by asking teachers to identify conditions in which the child was anxious and not functioning properly; for example, he refused to walk to the cafe to eat with other kids.
2. He interviewed the staff to inquire about the nature of the problem, the exact reaction of the child and the frequency of his reactions. He found himself yelling at his colleagues, he was filthy and loud and had an argument with an assistant who tried to drag him to the cafeteria. This behavior affected all children and the caregiver wanted to leave.
3. The next step was to ask the teachers to familiarize him with the strategies they used to implement in the past to solve this problem.
4. He observed the behavior of the child with ASD and collected well-detailed notes of events that happened at lunchtime.
5. Finally, He asked the little child to tell him how he felt at lunch. It is very important to get the child's opinion and create a chance to communicate effectively. If he cannot speak, then one can ask the kid to draw the problematic situation (as cited in Kalyva, 2011, p. 53).

Social story simplifies and applies cognitive schemes that the child may apply in any social situation and builds on his/her background knowledge. The story attempts to expand a knowledge base the child can adapt and react in novel cases. Studies showed that social stories were used successfully to introduce change and new routines at home and at school. Although some learners follow the scripts immediately, other learners only react after bringing in further suggestions and reasons. Social stories can teach children how to monitor their tone of voice when singing with other children, share their toys, learn routines and respond appropriately to changes in their habits, develop play skills, overcome their sleep problems, improve communication skills, increase positive behaviors and decrease negative behaviors in the classroom or at school and encourages independent behavior in new events. Furthermore, studies showed that social stories could be exploited to teach how to deal with

inappropriate sexual behavior, as well as risky behavior and physical activity (Tarnai&Wolfe, 2008).

### **2.2.3.2. Alternative Communication Development Method**

Many children with ASD develop speech and language late and use it less functionally in comparison to their normally developing peers; others show no signs of language. That is why it is vital to find a way to help them at least communicate their own basic needs.

#### **2.2.3.2.1. The Picture Exchange Communication System**

Image Exchange Communication System (PECS) first appeared in the literature in 1993 as Bondy and Frost reported its use to facilitate communication between children and adults in Peru. Anecdotal reports indicate that PECS's training resulted in higher scores of communication attempts between participants. PECS, was developed by Bondy and Frost in 1994 as a special training pack of alternative messages to children with ASD, especially those who do not speak or have no other communication skills that enable them to initiate interaction. It is directed to educators, legal guardians or parents of learners with ASD so it can be used in different contexts. The ultimate goal of the Picture Exchange Communication System is to help children learn to directly give comments or answer questions. A Book by Frost and Bondy contains all the information needed to succeed in implementing PECS providing readers with six training levels and examples of data sheets. This system was used to teach blind youth with ASD to make requests with appropriate symbols (Lund & Troha, 2008).

#### **2.2.3.2.2. Picture Exchange Communication System Phases**

According to Bondy and Frost (1994), claimed that PECS has six different training phases: (1) physical exchange, (2) increasing distance, (3) pictorial distinction, (4) sentence structure, (5) reaction "What do you want?" and (6) comment. The first three levels of PECS

involve queries with a simple exchange. In the first stage the child learns to initiate tasks, exchanges a photo of the desired object, such as a ball, for the object itself, sitting at the table opposite from the communication partner. The second phase extends the first stage by prompting the child to seek communication from class partners by trading and receiving items. In the third stage, the child learns to distinguish among several photos of the desired items. She/he is supposed to find the photo of the item s/he wants, find someone to talk to and swap the photo with the item s/he wants.

The other phases of PECS consist of using sentences describing the photos to make any requests or comments. In the fourth stage, the child learns to request an item by constructing a set with of note with the words "I want" and a picture of the desired object. After the exchange, the partner reads the sentence loudly (e.g., "red ball"), while the child "I or "I do" followed by an illustrated card. In the fifth stage, the child learns to ask for specific objects, such as a red ball. Cards showing different descriptors are added to the workbook, prompting the child to use the images 'I' 'want' 'red' and 'balls' to incorporate the sentence "I want a red ball". In stage six, the sentence structure is expanded to encourage spontaneous non-verbal comments about the child environment like "I see a ball". Instead of giving the object to the child, the partner responds to the comment by saying utterances like "I can see the ball too! It's on the table". This way the child switches from using simple words to descriptive expressions.

Bondy stated that the Picture Exchange communication system teaches the child how to exchange a photo of a desired object with an adult who responds directly to this need. Because pictures can contain distracting details, sometimes icons are better. Verbal prompts are therefore not used at the beginning of the interaction. Thus, the child learns to distinguish the different symbols and put them together into simple "sentences". It also teaches the child to directly comment or ask whatever s/he wants. (as cited in Kalyva 2011, p. 65).

In addition, they suggest that the first lesson should focus on teaching a child with ASD to ask for spontaneous things or activities. Therefore, the first step is to find out what the child wants. No compliance or readiness training is required. I am enough to know which reward is a strong incentive. Since the main goal is to teach a child to be spontaneous, adults should avoid direct verbal cues such as ‘What is that? ‘Right, what do you want? Take a picture for me.’ Presence of two adults is the most effective way to start exercising. Moreover, physical encouragement should be removed and switched off as soon as possible.

Silverman (1995) argued that in the initial stages, the child is not necessarily able to distinguish between different images. Training begins to be fruitful when the will to communicate develops. Typically, the developing children are also the first to learn walking up to their parents, look at them and nod or make a gesture, get what they want before they can talk. He also argues that even children who have difficulty distinguishing multiple symbols can use them in a structured communicative context (as cited in Kalyva 2011, p.67).

#### **2.2.3.2.3. PECS and Autism**

Images can be used to accompany or reinforce speech and help a child with ASD understand verbal information. It can also help a nonverbal child express their needs and ask what s/he wants. Individuals with ASD pay more attention to details than the whole picture and have difficulty in generalizing; they may become confused when the image used does not clearly represent the actual object. Therefore, it would be better to use photos of real objects found around the child. Children with ASD can also recognize handwritten words easier than spoken words, preferably symbols accompanied by a lowercase word. It can help the child with ASD to understand the symbols, it is best to avoid multiple symbols at once, which lead to overload the child (Angermeier et al., 2008).

Bondy and Frost (1994) found that 60% of children aged 5 who have been using PECS for over a year eventually developed speech. However, the percentage of preschoolers who are self-developed by the end of the first year of PECS's application is much smaller (about 10%). Additionally, they found that some children used only language at first call for PECS. This latter, helps children with ASD increase their use of more complicated grammatical structures. Different children improved their language, both in numbers and in communication complexity via PECS. In addition, they recommend keeping PECS as an aid until the child is able to communicate just as effectively without it. The child's progress will be defining the decision of whether to use PECS or not. These statements are rather random, because it is not known whether children with ASD developed the language as a result of PECS, other educational activities implemented at the same time or just because they grew up and began to communicate more effectively.

Magiati and Howlin (2003) claimed that on the first hand, teaching autistic children with PECS fits as a support to develop some communication skills, mainly to fulfill their basic skills. It teaches them to ask for objects or take action, but it is difficult to explain to them how to share their ideas, feelings, thoughts or experiences. On the other hand, it is even more difficult to inculcate the need to communicate with the environment. This could be the reason that children with ASD also learn to use PECS effectively, generally do not initiate spontaneous interactions with anyone else and rely heavily on suggestions from others. However, it should be noted that PECS could greatly assist parents of nonverbal children with ASD, at least in identification needs. As a result, children with ASD may have fewer tantrums and frustration and their parents may feel more confident. In general, one should remember that PECS is not a cure for autism, but when used properly in combination with TEACCH, can enhance the expression of basic needs (as cited in Kalyva, 2011 p. 72- 73).



#### **2.2.4. Role Play Method**

Sa'ada (2018) declared that an effective teaching method that one may rely on to support pupils with intellectual disabilities is the Role-Playing method. It represents the most basic definition of a 'simulation system' in which pupils are expected to play different roles of individuals or groups in a real-life situation.

It represents the way in which problems related to complex social, economic or political settings are exposed. Subjects such as, the cloning of animals or humans, the burying of toxic waste and the opening of new nuclear facilities, the crisis of the global financial collapse, the crisis of the intergovernmental conflicts over polar regions, the problem of global climate change, the formation of a hole in the atmospheric ozone layer, the problem of overfishing of the seas and oceans and the problem of the spread of Corona virus to tens of thousands of lives around the world in short periods of time.

To effectively plan how to play the role, a teacher of pupils with intellectual disabilities must clarify settings, define roles for groups interested in participating, and then define the detailed tasks of each group individually by assigning a specific learning position or a specific lesson proposing procedure. Here, pupils need to prepare well for this activity, not only by knowing their own attitudes thoroughly, but also by working on a good understanding of the attitudes of others. Classes usually begin with a short presentation by the teacher; laying a solid foundation for the topic or situation, after that, pupils will present their ideas and viewpoints on the topic to the classmates. The teacher listens carefully to them and tries to involve them in the lesson, explaining how they really reflect the attitudes of the people who have been at the heart of these conflicts. An effective teacher can organize a special meeting where different groups of pupils develop specific strategies and alliances to achieve their goals, and there could be different ways to complete this activity.

The Role-Playing method tends to be successful in large classrooms when the right materials, equipment and tools, are available. However, the large number of pupils may make managing these activities a difficult task especially knowing that Role Playing is a very demanding activity from a linguistic, cognitive and social perspective; it implies self-regulatory strategies, interpersonal goals, compliance and coordination of game procedures, conflict resolution, treatment of complex social information. Thus, teachers are supposed to encourage pupils to learn from and communicate with each other, to analyze and compare information, to share social values that have a positive impact on their behavior as they play different roles in problems and challenges that require compliance with values, rules and laws that develop, protect and promote the well-being of society.

The teacher needs to inspire enthusiasm in pupils “learning by doing”, which was the goal of the Arab-Muslim educator, Imam Ghazali appointed by American philosopher and educator John Dewey in the early 20th century. He should rightly take into account individual differences between them and encourage them to understand the roles of others in life, to appreciate the services they bring to society (as cited in Tahan, 2022).

### **2.2.5. Integrated Playgroups**

The integrated playgroup model is based on sociocultural theories. The kids join in activities with the guidance, support and invitation of their peers who differ in ability and social status. Changes are first expressed in social context interactions with adults and other more able peers who can adapt their help to facilitate and teach the more inexperienced and beginner players. Because children with ASD respond well to routine activities and structure, groups of 30 people need to be formed regularly two to three times a week. Toys and space should be arranged to be accessible, visible and classified by activity or topic. Adults need to organize and define the activities a group performs; at first the adults have to assess the ability of a child with ASD alone and then with other children (Wolfberg 2007).

Wolfberg and Schuler (2006), argued that the strategies used to organize a game differ depending on the alignment (observing peers and actions), mirroring (mimicking actions of peers), parallel playing (playing with another child in the same room, i.e., similar materials), on dividing attention (share and take sentences in action) and finally on collaborative actions and role play. They also evaluated the impact of this model on social and cognitive dimensions of play by three children with ASD. They found positive changes in attitudes of peers after their participation in an integrated playgroup. At first, they saw themselves as helpers who would work with children with special educational needs, and then they began to enjoy their role and develop more balanced and mutual friendships outside of school, at home and in the community.

#### **2.2.6. Early Intensive Applied Behavior Analysis Method**

A researcher in applied behavior analysis (ABA); which is a teaching method offers many benefits. Teachers who employ strategic and scientific approaches become skilled at assessing their pupils' learning progress in real-time. This allows them to make immediate adjustments in the classroom and provide focused learning opportunities. By applying the principles of teaching science, these educators can create an optimal learning environment that maximizes pupil learning outcomes, this method challenged to better define how structured programs are developed enough to ensure rapid skill acquisition and naturalistic enough to allow for generalization. By the increase of ASD, many efforts were made to understand, treat and assess these people (Amoy et al 2018).

#### **2.2.7. Definition of an Intensive Program**

Intensive early intervention programs offer daily individual treatment for young children. In the field of developmental and educational disorders, the parameters of early intervention were discussed for many years. It is generally accepted that the intensity or the number of hours in children's program has a significant impact on developmental outcomes.

Most experts would agree that the degree of parental involvement is as important as the number of intervention hours (Koegel & Koegel, 2006). National Research Council reached the consensus of 25 lessons per week. Some behaviorists consider 25 hours a reasonable ABA per week (as cited in Luiselli et al., 2008, p. 85).

### **2.2.8. Intervention Components**

Javaloyes (2006) stated that an intensive intervention for children with autism applying behavior analysis programs typically includes a number of empirically validated techniques like discrete trials; this technique involves breaking down skills or tasks into small, manageable steps and providing repeated practice opportunities. For example, teaching a child to say "hello" by breaking it down into discrete components such as making eye contact, saying "hi," and waving, visual curricula such as visual aids, are used to enhance communication, comprehension, and organization for individuals with ASD. These visuals help individuals understand expectations, sequence of activities, and can reduce anxiety, random teaching methods. For instance, teaching a child to identify colors by presenting objects of different colors in random order, image sharing, these image or picture cards to help a child express their wants or needs, video modeling; utilized to demonstrate desired behaviors or skills. Individuals with ASD can observe and imitate the behaviors shown in the videos. For example, using videos to teach social skills, such as making eye contact or taking turns in conversation (as cited in Luiselli et al., 2008, p. 87).

### **2.2.9. Video-Based Instruction**

Grandin (1995) argued that video instructions were used to increase the variety of communications. The reasons for using instructional videos range between two classes; first, observational learning, which is the primary learning mechanism used extensively in teaching new skills. Learning by observation is so powerful that it is difficult to imagine how child socialization takes place without it. Second, researchers suggest visual aids that are

particularly effective for children with autism because their visual perception is often perceived as a strong (as cited in Luiselli et al., 2008, p. 241).

### **2.2.9.1. Observational Learning**

Bandura (1977) mentioned that observational learning or the ability to learn new concepts through observing the behavior of others is an effective and widely used strategy. Observational learning methods typically use models that are going to be imitated. Because of observing the model's behavior, ASD kids may learn a new concept or refine an existing one. This procedure was used to teach children with disabilities various behaviors in clinical facilities and in classrooms. (as cited in Luiselli et al., 2008, p.241, 242).

Bandura (1977) also considered observation learning requires the use of four basic processes: *attention*, *memory*, *reproduction*, and *motivation*. Observation requires *attention* to the behavior of others and the consequences of such behavior. *Memory* is needed to not forget the modeled behavior. Pictures are designed to make it easier to store and retrieve the learned information. The third process is *reproduction*, which distinguishes between learning what was observed and imitating it. The *motivation* process means the will to perform the observed behavior. Motivation is likely to be higher when the pattern is similar for the observer and when the behavior is given a functional value (as cited in Luiselli et al., 2008, p.241-242).

### **2.2.10. Modes of Observational Learning**

Video-based instructions as compared to other means of observational learning are represented by various modes such as in video modeling and static image prompts.

#### **2.2.10.1. Video Modeling**

Bellini and Akullian (2007) argue that video modeling is a teaching method that uses videos to demonstrate skills. There are two types: videos of the pupils themselves known as video self-modeling and videos of others; in this method the pupils imitate the behavior of the

other such as adults, parents, Videos of others are easier to make as they need less editing. Both types are effective in teaching new skills. These types are typically developing learners cooperate better, understand instructions, and already have the skills, so they need fewer cues when using these videos.

### **2.2.11. Integrating Team Expertise Method**

The responsibility to provide effective means of communication for autistic and mentally disabled learners rests on the shoulders of many participants such as parents, teachers, caregivers ...etc. The more of them contribute in generating ideas for solving problems, the lighter the workload for each team member. Team expertise approach exploits members' skills in a cooperative manner to guarantee the best resolutions for kids with severe disabilities. Bringing many contributors together creates a cohesive support for a child based on combined effort of all (Ryndak et al., 2013).

Giangreco stated "To function effectively as a team; members must develop a common framework, including a set of beliefs, values and assumptions about education, children, families and professionals to guide their practice"(1997, p.341). Teamwork efforts are greatly facilitated when all members share a holistic view about the child has preferred life achievements, use of communication through contexts. Moreover, about how the team will work together to integrate their knowledge for the child has benefit (as cited in Downing et al. 2015, p. 57), that is to say having clarity on how the team will integrate their collective knowledge to support the child's development is essential. This integration should be aimed at maximizing the child's benefit and overall well-being. In essence, when team members share a unified perspective and approach, their teamwork becomes more effective in promoting the child's success.

### **2.2.12. Storytelling Method**

Sa'ada et al., (2018), stated that the essence of this method is when the teacher tells the story to pupils with intellectual disabilities, and asks them to first consider the connotation of the story, then to comment on the sequence and nature of events, later the teacher comments on the different points of view or on pupils' feedback. While this method is still used in the lower grades, pupils of all ages tend to listen to it, primarily because it often captures their attention, their excitement at hearing the story to the end and its analysis. Reflections on stories bring positive values and tendencies.

For example, a teacher could tell the pupils the story of the principal of a large private secondary school with hundreds of learners and about 70 teachers in different subjects. The director believes that drinking hot coffee every day increases health risks, which prompted him to give a general speech explaining the risks and backing up his point with some short videos and statistical charts, and then distributing a notification to teachers banning coffee during school time. Here, the teacher provides space for learners with intellectual disabilities to reflect and comment on the story of the school, and the pros and cons of the principal's decision.

This method was applied in a research to two children with mild intellectual disabilities, and the results clearly showed a significant improvement in their scores, while simultaneously improving their cognitive skills and teaching them to communicate through computer-based lectures in graphics and bright colors (as cited in Tahan, 2022), From that the main principals of this method are:

- The method utilizes storytelling as a means to capture the attention and interest of pupils, including those with intellectual disabilities. The teacher tells a story that represents a situation or scenario for the learners to reflect upon and discuss.

- The teacher facilitates discussions by commenting on different points of view or feedback provided by the learners. This promotes a diverse and inclusive environment where learners can express their opinions and engage in dialogue.
- The method not only enhances learners' understanding of the story but also contributes to the improvement of their cognitive skills. It challenges them to analyze, reason, and communicate their thoughts effectively.

### **2.2.13. Dialogue Method**

Jenlink and Banathy (2008) claimed that the primary credit for using dialogue and defending its importance and educational use goes to the Greek philosopher Socrates. He was the first to emphasize that the purpose of the educational process is not to fill learners' heads with news and facts, but to encourage them to grow through effective dialogues. His teaching method is to talk to learners, ask them questions, let them answer more questions until they are confused, let them seek the truth through thinking, introspection and research, so as to complete the relevant arguments and tests.

Furthermore, he stated that the dialogue method could be defined as teachers assigning cognitive topics to pupils with intellectual disabilities. It starts with a pupil's response, and then the pupil can ask the teacher to clarify question about some aspect of the enquiry. Next, the teacher follows by asking one or more questions which the pupil's answers to be reinforced by the teacher with awards if s/he answers correctly. The teacher asks more questions so that the pupil cannot answer; in this case, the teacher moves on to another pupil while the first one listens actively to what is happening. The teacher allows those who wish to add to or comment on the dialogue between the teacher and one or more pupils.

In addition, the effective dialogue with pupils with intellectual disabilities must have many pedagogical and scientific characteristics. Most important of these is a clear goal for teachers and pupils to ask multiple questions and get unpredictable answers built on the



previous question. This leads to the fact that the pupil is constantly thinking for himself, solving problems and attempting to understand thoroughly aspects of the topic discussed in the dialogue.

Furthermore, they argued that the teacher must know strengths and weaknesses of the intellectually disabled pupils to help them gain in-depth knowledge and insights about different subjects. He may also help them acquire the desired inclinations and skills such as personal development, the courage to speak, attentive listening and analytical thinking abilities. Teachers are supposed to avoid simple and superficial questions and welcome those aimed at exploring specific topics or problems. The dialogue mode should meet a number of principles such as; simplicity in dialogues, absence of complex and difficult procedures, reduction of the duration of the dialogue and choosing the right timing, appropriate manners and absence of mocking or degrading pupils' answers, involvement of as many pupils as possible, use of meaningful and entertaining humor; use of various teaching tools that help mentally handicapped pupils analyze and ask deep questions, adjustment of the class system during dialogues, based on these information, the key principals of this method are :

- The method emphasizes the importance of dialogue as an educational tool. It draws inspiration from Socrates, who believed that education should focus on encouraging pupils to grow through effective dialogues rather than simply imparting facts. The teacher engages in conversations with pupils, asking questions, encouraging critical thinking, and promoting the search for truth through thinking, introspection, and research.
- The method promotes active listening and observation among pupils. When the teacher moves on to another pupil, the first pupil actively listens to the ongoing dialogue, creating an environment where all pupils are engaged and attentive to the dialogue happening in the classroom.

- Teachers are encouraged to avoid simple and superficial questions and instead welcome questions that explore specific topics or problems. This encourages pupils to think deeply and engage in meaningful discussions.

#### **2.2.14. Discussion Method**

Sa'ada et al (2018) spoke about how pupils with intellectual disabilities can be encouraged to participate effectively in classes through verbal interactions; they may develop a range of skills to acquire information and achieve a set of educational goals. The discussion between pupils and their teacher may last from 10 to 15 minutes. It is often centered on a limited number of observations or comments, around information from images, costs, numbers, and statistics. The discussion may seek to clarify some ambiguities and can serve as a basis for further, later longer discussion.

A brief discussion may involve a question from pupils with intellectual disabilities, an interruption or a comment, often arising suddenly and sometimes without prior planning by the teacher. Although, a brief discussion is important to achieve concrete results, answering questions from some pupils with intellectual disabilities, or explaining certain ideas can be embarrassing for teachers because they are based on sudden and unexpected questions. However, the short duration of this type of discussions make it an effective method.

The length of discussions depends on many factors, the most important of which is the pupils' previous experience and familiarity with the topic debated the number of these pupils, the amount of information gathered, the quality of this information, the goals of this discussion, the quality of the pedagogical tools used to support it.

Often a long discussion takes place among the pupils themselves, under the close supervision of the teacher, who often tries to divide them into several groups to discuss important ideas or problems, thereby increasing their vitality and activity. Here an effective

teacher must ensure that one or a few pupils at the expense of the others do not resolve this discussion. The teacher should also encourage competition among pupils with intellectual disabilities to keep the discussion lively and dynamic, and intervene from time to time to answer their questions and guide them toward greater vitality, activism and positive interaction.

The teacher-pupil discussion model, designed for those with intellectual disabilities, involves a teacher selecting a pupil to engage in a lively discussion about a problem or question to ensure a thorough understanding. Additional comments, opinions and observations that enhance learning are welcome. This type of discussion provides ample benefits for both the pupil and the teacher, as it encourages active participation and moves away from a one-sided learning approach.

Collaboration with the teacher and classmates means that every pupil takes on a different role in the discussion. It assists them collect different viewpoints, explore and analyze data, master the process of expression, criticism and combine valuable ideas, conclusions and remedial actions. Engaging in active discussions to value peers' perspectives, even when they differ greatly from their own.

To sustain this positive discourse, teachers play a crucial role in promoting mutual respect and active listening; reconciling conflicting viewpoints, allowing them to present opposing viewpoints and then focusing on common denominators or points of convergence to reach an intermediate point or compromise. Active discussions also equip pupils with many desirable qualities, such as not rushing interactions, freedom of speech, advocacy, judgments, taking decisions and not interrupting others during conversations (as cited in Tahan, 2022), from that the major principals of this method are:

- Pupils with intellectual disabilities are encouraged to participate effectively in classes through verbal interactions. Engaging in discussions allows them to develop a range of skills, acquire information, and achieve educational goals.
- Discussions between pupils and the teacher typically last from 10 to 15 minutes and focus on a limited number of observations or comments. These discussions revolve around information related to images, numbers, and statistics. They aim to clarify ambiguities and can serve as a basis for further, longer discussions in the future.
- The length of discussions depends on various factors, including the pupils' previous experience and familiarity with the topic, the number of pupils involved, the amount and quality of information gathered, the goals of the discussion, and the quality of pedagogical tools used to support it.

### **2.3. Teaching Special Needs in Algeria**

The facts shared under this title (and the following sub-titles) are taken from the official website of the Ministry of Solidarity and the official web site of the Ministry of National Education.

The State's Director of Education takes on the responsibility of enhancing school integration conditions through the planning and organization of training events for recruiting and qualifying specialized educators entrusted with the task of overseeing special classes. This collaborative effort involves working closely with the Director of Social Activity and Solidarity within every Wilaya. As part of their professional obligations, specialized educators and teachers are required to participate in seminars and school events organized by the State Directorate of Education. According to the Ministry of Population under the Ministry of Health in 1July 2021; the Algeria's population is 44.18 million; more than 1.5 million persons are persons with special needs ;450.000 from them are autistic and 24.85% of these people suffer from some sort of intellectual disability.

It is stated that Under the Algerian Constitution, the act that was accepted by Directive Act No. 08-04 of 23 January 2008, consisted of ‘the protection of Algerian children’s right to education’, and accepted by Act No. 02-09 of 08 May 2002, on the promotion of children with disabilities.

The Algerian government legislated a number of laws to ensure that children with special needs are educated despite their disability. They are supported at specialist institutions of the Ministry of Solidarity or in regular institutions of the Ministry of National Education, with full or partial integration. Only under the Ministerial Decision of 10 December 1998, within the integration approach, a number of institutions were established across the country to provide for children with disabilities.

Despite ministerial agreement, its provisions did not allow all children with various disabilities to be cared for in a regular school setting. As a result, a new ministerial decision considered this issue in order to cover other groups with disabilities.

In this context, and in accordance with the provisions of Ministerial Decision of 13 March 2014 outlining the practical procedures for opening special sections that receive children with disabilities, as well as how to organize and manage them.

### **2.3.1. Regulatory Actions**

#### **2.3.1.1. Identification of Children's List**

In order to count and categorize children with special needs according to their disability type and level, the government established special sections in collaboration with: institutions responsible for pre-school education, organizations engaged in this field and parents themselves. The state Directorate of Social Activity and Solidarity created a list of children concerned based on their disability variety and degree.

Based on lists of children with disabilities, the Directorate of Social Activity and Solidarity determines and regulates the need for Special Classes to be created at the level of public educational institutions in collaboration with the National Education Sector at the end of each year.

A working session between the interests of the state's Directorate of Social Activity and Solidarity and the Directorate of Education is to be organized for this purpose. Later they share the decision to establish and name the educational institution in which a special class is created. They also agree on the nature of the disability to be addressed in this special class and the degree of education kids will receive there. The children list and the special classes names and locations will be sent to the Ministry of Communications.

At the state (Wilaya) level, the Directorate of Social Activity and Solidarity adjusts lists of the concerned children according to each created class and sends copies to the Directorate of Education, which in turn sends them to the directors of the relevant educational institutions, i.e., where the opening of the special class is planned.

#### **2.3.1.2. Equipment and Means**

The State Directorate of Education provides sufficient pedagogical spaces for the reception of special classes, well-appointed with the necessary means and equipment; on the other hand, the Directorate of Social Activity and Solidarity provides schools with all educational resources and specialized tools necessary to guarantee a complete preparation for the special classes' procedures.

#### **2.3.1.3. Pedagogical Framing**

Before each school acceptance, the Director of Social Activity and Solidarity of the government shall take all necessary efforts to create job positions for educators based on the special needs. To ensure the establishment of distinct sections, the national solidarity sector

appoints certified specialized educators who possess expertise in the respective fields. These dedicated teachers will be responsible for delivering targeted instruction within the national solidarity sector. The performance and effectiveness of these educators are closely monitored and assessed by both pedagogical inspectors from the national solidarity sector and inspectors from the national education sector.

The designated educators assigned to the special classes shall exercise their jobs with the authority and accountability provided to them by the director of the receiving educational institution. They shall operate in accordance with the institution's rules of procedure, ensuring compliance and adherence to established guidelines.

Official educational programs for the national education sector are implemented in the special classes that serve children with disabilities, using methods, tools, and approaches designed to the nature of each disability.

## **Conclusion**

The primary objective of this chapter was to provide a comprehensive overview of the historical background of educating pupils with special needs and the underlying reasons for their instruction. It examined the principal strategies employed to assist pupils with autism and intellectual disabilities, along with their impact on academic advancement and future accomplishments. The specific focus of the study was on the Algerian context, by providing statistical data regarding special needs, specifically autism and intellectual disabilities. Furthermore, the chapter shed light on the government's efforts to safeguard and support these pupils.

## CHAPTER THREE

### FIELD INVESTIGATION

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## **Introduction**

The purpose of this chapter is to report the results of the field investigation. This study aimed at exploring the actual settings in which children with special needs are treated. Primarily, practical data collection took place in a middle school in Sedrata province\_ Souk Ahras, Algeria. The chapter provides an analysis and interpretation of the information collected from a classroom observation and a series of interviews. It concludes by offering pedagogical implications and suggestions for future researches in this area.

### **3.1. Data Collection Tools and Methodology**

The research follows a qualitative exploratory method, which is defined, by Philipsen and Vernooij-Dassen. (2007) as “the study of the nature of phenomena, which includes their quality , different manifestation , the context in which they appear , or the perspectives from which they can be perceived, but excludes their range, frequency, and place in an objectively determined chain of cause and effect” (as cited in Val Hyginus, 2023, p .20).

The study attempts to shed light on the ‘human agents’ interfering in taking decisions about these pupils’ education in general; and about their EFL education in particular. To meet these goals, the researchers conducted an observation in collaboration with the English Language teacher (Mrs. Berkani Kawther) of a special class in Sedrati Khalifa Middle School (situated in Sedrata\_Souk Ahras, Algeria). Due to the sensitivity of the situation and because communicating with pupils with special needs requires professional care, during the observation, the researchers were given limited opportunities (7 inconsecutive sessions) of interaction with them. They habitually feel uncomfortable and anxious in the presence of unfamiliar individuals.

In addition, the researchers conducted a chain of interviews with the same EFL teacher, with the speech therapist (Mrs. Berkan Imene) who works with this special class on a regular

basis and with the director of the Pedagogical Psychological Center of Sedrata (Mr. Kheraifi Rafik).

The reason behind choosing Sedrati Khalifa Middle School is the fact that it is the only school in Sedrata (Hometown of one of the researchers) that contains a special class for pupils with special needs. This school enrolls pupils from Sedrata and neighbouring villages. It is located about one kilometer from the National Passengers' Station, near the Tax Payment Centre. Though the special class is situated in a regular school, it is actually administered under the supervision of Mr Kheraifi Rafik the director of the PPC. Most of the guidelines and procedures linked to the intellectual and behavioral management of these pupils are executed after his permission. He is the official representative of the Ministry of Solidarity in this situation.

The EFL teacher and the speech therapist (Who works in parallel in the middle school and the pedagogical psychological center) were available from the first day of the observation. The director of the center was occupied as he works as a lecturer at the Department of Psychology in Souk Ahras University, so researchers needed to arrange a meeting with him to hold the interview.

Since speech therapist works at the PPC, she visits the school once a week or whenever a teacher requires her assistance and help. She works with pupils to help improve their communication and language skills. She collaborates with teacher to assess and identify speech or language disorders, to create individualized treatment plans, and to conduct therapy sessions to enhance articulation, fluency, voice, and language abilities. They both provide strategies and support to improve communication in the classroom, develop modifications for pupils with communication challenges, and integrate speech and language goals into the curriculum.

## **3.2. Classroom Observation**

### **3.2.1. Description of the Sample**

Sedrati Khelifa Middle School is situated in Sedrata, Souk Ahras, Algeria. It comprises 20 classes among which a class for pupils with special needs, specifically pupils with autism and intellectual disabilities. The class is the only one in Souk Ahras that accommodates 11 pupils with autism and intellectual disabilities. Within this class, there are five autistic pupils and six pupils with intellectual disabilities.

This specific class provides a unique opportunity to explore and understand the experiences and educational needs of pupils with these specific disabilities within the broader context of the school. The pupils were initially educated at the Psychological Pedagogical Center of Sedrata. Once their teachers and speech therapists determined their readiness to attend a regular school, a special class was established accordingly.

The first condition to enroll individuals with mild disabilities (e.g., mild autism) in normal kids' schools is to possess the ability to engage in regular educational activities. The second condition entails subjecting them to linguistic, cognitive, and behavioral assessments. When successfully passing these examinations, specialized classes are to be established to cater to their unique needs. The establishment of these classes is facilitated through collaborative agreements between the Ministry of Solidarity and the Ministry of Education. Subsequently, the signed agreements are effectively implemented at the educational directorate level, ensuring the provision of suitable educational services for these children.

### **3.2.2. Description of the Classroom Observation Procedures**

The aim of the observation is to explore the approaches, methods and strategies employed by the EFL teacher to teach English to pupils with autism and intellectual

disabilities. The primary objective is to gain insights into how the applied instructional techniques impact the learning and the behavioral development of pupils with special needs. The close observation of the teacher's dynamics of interaction with pupils, promises the gathering of valuable information regarding the efficacy of these techniques.

The classroom observation seeks to shed light on the actual teaching practices that contribute to positive learning outcomes and to identify areas where improvements can be made to better support the educational needs of these pupils. The observation targets strategies that encompass six key language skills which are: reading, listening, writing, speaking, grammar and pronunciation.

### **3.2.3. Execution of the Observation**

The researchers needed to obtain the authorization of the PPC director before attending sessions for observation purposes. They needed to display the official and stamped authorization to the head of Seddrati Khalifa Middle School before they were allowed to enter the Special Class. They attended 07 inconsecutive sessions from February 2023 till March 2023. The observation was directed to first year pupils who were studying EFL from 'My Book of English', which is the same textbook that first year pupils in Algerian regular schools use to study English.

The textbook was divided to 05 sequences planned to be taught throughout the pedagogical year. The Special Class pupils attend the English session for two hours in one week and for three hours in the next week alternately. The EFL teacher informed the researchers that she receives instructions about the methods and techniques she operates to manage educational and behavioral requirements of pupils with special needs from the Ministry of Solidarity.

The researchers attempted to attend nonsequential sessions to guarantee witnessing a variety of topics, activities, skills, instruments, strategies...etc. They believed that this would enrich their observation and give them a holistic idea about how these pupils are taught the foreign language and how their challenging behavior is managed while striving to achieve the first goal. In the next paragraphs, a description of the witnessed sessions is provided; the researchers tried to organize the notes and the data they collected according to the language skills targeted by the EFL textbook.

### **Reading Skill**

During the reading session, the teacher implemented a structured approach to facilitate effective learning. She began by using the school textbook sequence three “Me and My Daily Activities” in the page 80, she read the text aloud twice. This allowed the pupils to familiarize themselves with the content and the overall flow of the text. She also served as a model for proper pronunciation and intonation. Afterwards, the teacher divided the text into manageable paragraphs, ensuring that each pupil had a designated paragraph to read. After that, each pupil took his/her turn reading their assigned paragraph aloud. This provided them with an opportunity to practice their reading skills and build confidence in their abilities.

As the pupils read, the teacher attentively listened to their performance, identifying any errors or mispronunciations that may arise. She offered corrections and guidance with positive feedback which helped the pupils correct their errors also and build accurate reading habits.

The reading abilities of these pupils can be described as somehow average. Some of them were able to read with the help and guidance of the teacher, while for others, it was difficult to make them read because they did not want to. When it came to teacher's correction, some pupils saw it as helpful guidance and corrected their mistakes and other

pupils considered the corrections bothersome and they stopped reading. A final remark, there were no noticeable differences in reading skills between autistic and mentally disabled kids.

### **Speaking and Listening Skills**

When communicating with pupils who have autism and intellectual disabilities, it is important to use strategies that take into account their unique needs. Visual support aids can be effective in facilitating communication, providing clear and concrete information and helping them understand and express themselves.

With Sequence Two entitled “Me and My Family” page 50; the teacher designed a video about naming different jobs. She gave them a short video to watch, and then she asked them to repeat the jobs mentioned in the video and encouraged them to speak. Another method the EFL teacher used in communicating with pupils is Augmentative and Alternative Communication (AAC). This method incorporated various tools such as sign language, symbol-based communication systems, and assistive technology devices. These tools served as alternative means that stimulate these pupils to express their thoughts, needs, and wants.

For instance, teachers often utilize AAC by presenting pictures and prompting the children to describe or communicate about the content depicted in the pictures. This method helped foster their communication skills and enabled them to actively participate in meaningful interactions and express themselves effectively.

Generally talking, the speaking abilities of these pupils were quite good considering their individual conditions. When these pupils made a mistake while speaking, their teacher corrected them immediately. Some pupils might appreciate these corrections, while others found them annoying or interruptive. In terms of differences between autistic and intellectually disabled pupils at the level of the speaking abilities, there were some distinctions. Autistic pupils faced more difficulties in interacting with others,

while, intellectually disabled pupils may have challenges in brain function, but they still can flexibly interact and speak with others.

### **Writing Skill**

During the writing session, in the Sequence One 'Me and My Friends' page 42, the teacher employed a structured approach to help the pupils introduce themselves. She provided guidance by instructing them to include relevant information such as their age, name, and aspects of their personality. When the pupils began writing their paragraphs, the teacher moved around the classroom, checking their answers. Then she carefully reviewed each response.

When the pupils completed their paragraphs, the teacher dedicated time to listen to each pupil individually. This approach allowed her to gain a deeper understanding of their writing skills, identify any mistakes, and address mispronunciations. The teacher provided constructive feedback, highlighting areas that need improvement and offering guidance for future writing tasks.

The pupil's writing abilities were average; they needed guidance from the teacher. When it came to feedback, some pupils appreciated the teacher's corrections, while others found them discouraging. Autistic pupils had a difficulty organizing their thoughts and expressing ideas clearly in writing, while intellectually disabled pupils struggled with complex writing concepts and spelling.

### **Grammar**

In Sequence One 'Me and My Friends' page 39 during the grammar session, particularly focusing on the present tense, the teacher adopted a systematic approach to ensure comprehension and mastery. Initially, the teacher introduced the pupils to the rules governing verb conjugation in the present tense. She provided clear explanations and examples; she



guided them in understanding how to properly form verb conjugations. To reinforce understanding, the teacher offered numerous examples that illustrate the rule in practice.

Once the pupils grasped the rule, the teacher proceeded to assign tasks that require conjugating verbs in the infinitive form. These tasks serve as opportunities for the pupils to apply their newly acquired knowledge. By conjugating the verbs based on the given rule, the pupils' practice and reinforce their understanding of verb forms in the present tense. The Grammar activities were written on the blackboard. Then one of the pupils was selected to answer because they rarely volunteer to answer; they were passive pupils.

### **Pronunciation**

With the page 77 from Sequence Three 'Me and My Daily Activities', in the pronunciation session, the teacher employed a creative activity to help pupils understand the different ways of pronouncing words with /S/ /Z/ /IZ/ plurals sounds. To visually demonstrate these sound variations, the teacher created three vases made of paper, and then she hangs them on the board. On each vase, she wrote the corresponding pronunciation: /S/ /Z/ and /IZ/.

To further reinforce mastery of the correct articulation, she prepared colorful flowers that contain words ending with the final /S/ sound. The teacher then pronounced each word without the final sound and asked the pupils to identify the correct pronunciation and place the flower in the corresponding vase. By engaging pupils in visual and kinesthetic interactive exercises, they actively participate in finding the correct pronunciation pattern enthusiastically. The visual cues of the vases and the hands-on activity of sorting flowers helped pupils associate the pronunciation with the spelling.

The pupils' pronunciation abilities were not good. Generally, they struggled with clear pronunciation and fluency. There were differences between pronunciation abilities of autistic and intellectually disabled pupils; the autistic pupils had trouble articulating sounds correctly

and had difficulty using the right intonation. Intellectually disabled pupils found it hard to produce certain sounds or speak clearly overall.

One notable aspect about the EFL teacher's practices in the classroom was her frequent provision of positive feedback to the pupils, even when they shared incorrect answers. Additionally, she motivated them by offering prizes and gifts for each correct answer, like giving them sweets, chocolates, and gift cards. The purpose behind these strategies was to create a supportive and encouraging classroom environment that fosters active participation. Also, the rewards were intended to serve as an encouragement for the pupils to engage and contribute for correct answers.

When receiving positive feedback, these pupils displayed happiness in various ways. Some common expressions of happiness included smiling, showing enthusiasm, nodding in agreement, clapping, or expressing verbal appreciation like saying "thank you" or "that's great!" Or body gestures like thumbs up. Probably, the ways in which pupils displayed their happiness varied based on their personalities.

Another remark concerning this Special Class; it consisted pupils with autism and pupils with intellectual disabilities; the EFL teacher was attempting to integrate the teaching strategies utilized in daily practices to fit the needs of both mild disabilities, though the task seems tremendously challenging as they display distinct intellectual and behavioral problems. She prioritized the application of videos and picture-based communication systems in her lesson explanations because she affirmed that these techniques attract the attention of the two categories and meet the requirements of their specific conditions.

Pupils in this Special Class were also assessed through written tests and exams, just like other learners. The teacher regularly evaluated their progress and development during daily sessions. After correcting the tests, the teacher distributed the results. It was interesting to

note that while some pupils expressed happiness when they receive good marks, others did not show any particular happiness or sadness, regardless of the outcome. This diverse range of reactions reflected the unique characteristics and individual experiences of the students in the class and in real life.

#### **3.2.4. Positive Notes about the Observation Experience**

The EFL teacher tried persistently to keep her voice slow and clear, allowing the pupils to grasp each word and comprehend her explanations. She constantly employed a simple language and avoided complex or ambiguous sentences, taking into account the pupils' limited exposure to the English Language. Entering the middle school shapes their first chance to encounter English (though the Algerian Government's new policy integrated EFL starting from the third year in primary schools in September 2023). The teacher worked hard to create a comfortable learning environment, where clarity and comprehension are the main motto of her teaching approach.

She demonstrated an approving awareness about the anxiety experienced by pupils with autism and intellectual disabilities when exposed to loud voices, so she regularly modified her voice tone to capture their attention and ensure that all pupils can hear and comprehend her explanations.

When it comes to establishing eye contact, the teacher adopted a balanced distribution of eye contact on all the pupils. Additionally, she actively moved around the classroom, and observed each pupil's activities to ensure their focus on the lesson. For instance, there was a pupil who enjoys drawing and tends to become distracted from the lesson; the teacher addressed the situation by redirecting their attention back to the instructional material.

During classroom discussions, pupils never ask questions or seek further clarifications on the lesson unless prompted by the teacher, so she continuously stimulated them to enquire questions and demand explanations.

In different class activities, the teacher employed diverse tools and materials to enhance the learning experience. Specifically, during speaking and listening sessions, she utilized a data show to present videos that complement the lesson content. This visual aid not only stimulated pupils' interests but also reinforced their understanding of the topics discussed. In addition to the digital resources, the teacher supplemented the lessons with printed materials, including texts and accompanying pictures. These printed materials intended to serve as resources to authenticate explanation, ensuring that pupils had access to comprehensive information and visual cues that support their learning process.

The relationship between the EFL teacher and the pupils was marked by warmth, affection, and mutual respect. The teacher genuinely cared for and loved the pupils, especially when she gave them gifts and sweets. The pupils responded positively by showing respect for her authority and attentiveness to her recommendations. This strong bond between the teacher and the pupils-built trust and established a supportive learning environment.

### **3.2.5. Notes about the Challenges Facing the EFL Teacher**

Considering the intellectual and emotional conditions of the pupils, the teacher had to speak slowly to ensure better comprehension while she needed to show progress in lessons of the program. Additionally, she was obliged to write down the lessons for certain pupils who had difficulties with writing, consequently, achieving the lesson objectives within a single session became hardly doable.

In the classroom, the pupils tended to be passive, leading the teacher to assume a central role. She took on multiple responsibilities, including explaining concepts, posing questions

and providing answers. These instructional dynamics reflected a teacher-centered approach within the classroom.

One remark linked to the social integration of these pupils in the general school's environment, the researchers noticed that pupils with special needs were completely separated from the normal kids. They were not allowed to join the other pupils in the school yard. On the contrary, published research highly advises to facilitate interaction and communication between pupils with special needs and the other kids to promote a deeper understanding of how to effectively engage in real life society.

These pupils engaged frequently in misbehavior such as moving around the class, laughing, and talking without permission. The EFL teacher addressed this by requesting the pupils to stop and return to their designated places. When a pupil complied with the teacher's instruction, they were thanked as a way of acknowledging their good behavior. However, if a pupil continued to misbehave despite the initial requests, the teacher sought assistance from the speech therapist, who intervenes to calm the pupil down. Furthermore, parents were constantly concerned about their child's academic performance; they visit the teacher frequently to inquire his/her behavior in the classroom and his/her areas of weakness. They also seek advice on how they can assist their child at home.

### **3.2.6. Summary of the Observation Results**

Based on the observations made, the EFL teacher effectively implemented the mentioned teaching methods, with a particular emphasis on utilizing the picture exchange communication system and video-based instruction. Additionally, the teacher made efforts to encourage classroom discussions, even in situations where some pupils appeared to be more passive. The relationship between the teacher and pupils was characterized by love, warmth, and mutual respect.

Furthermore, the parents of the pupils demonstrated a strong commitment to their children's education by actively seeking additional methods to assist them at home.

### **3.3. The Interview**

#### **3.3.1. Description of the Interview**

The purpose of the interviews was to gather information from the EFL teacher regarding the professional and the human interventions she integrates to teach English to these pupils. Moreover, the researchers executed an interview with the speech therapist who works in coordination between the Pedagogical and Psychological Centre (PPC) and the middle school teachers. The interview tries to recognize her role as the main facilitator of communication between middle school teachers and their special pupils. Her official office resides in the PPC, as she takes educational and pedagogical instructions from the principles applied primarily there. The third interview was arranged with the director of the PPC to elicit the Centre's policy and orientations toward the treatment and the education of children with special needs.

The interview comprises ten questions for each. Basically, the interview was performed in English with the EFL teachers. However, the questions were written and conveyed in Arabic with the speech therapist and the director of the center as they do not speak English. The original version of the questions is provided in the appendix; this chapter presents them translated by the researchers into English.

### **3.3.2. Administration of the Interview**

The interviewers and the interviewees agreed on an appropriate timing that suits both parts. The teacher and the speech therapist's interviews took part on May 3rd, 2023; while the director's interview the following day (May 4<sup>th</sup>, 2023). The interviewees were informed that their answers will be recorded and the information provided will be used for research purposes and all of them accorded their approval for that. Each interview lasted for a short period of time ranging between thirty to forty-five minutes; during which each of the interviewees took his/her time to think thoroughly about the questions and provide adequate responses.

### **3.3.3. Description and Analysis of the Interviews' Results**

#### **3.3.3.1. Description and Analysis of the EFL Teacher's Interview**

The first question seeks to understand the motivation and inspiration behind choosing to pursue a career in special education, particularly in teaching pupils with autism and intellectual disabilities. The question seeks to uncover the personal experiences, values, and interests that led to her individual's decision to work in this field. The answer to this question may shed light on the teacher's dedication and passion for working with pupils with special needs and her commitment to providing a high-quality education that meets their unique learning necessities.

The second question seeks to consider the teacher's knowledge of effective teaching strategies for pupils with autism and intellectual disabilities. The question attempts to understand how she adapts teaching methods to suit the unique learning needs of these pupils and to evaluate her ability to create a positive and supportive learning environment that fosters the pupils' growth and independence.

The third question points to evaluate the teacher's ability to create an inclusive and supportive classroom environment that meets the diverse needs of pupils with autism and intellectual disabilities. It aims to uncover her experience and knowledge of accommodations and modifications that can be implied to meet the unique learning needs of pupils with special needs.

The fourth question is directed to understand the tutor's understanding of the unique behavioral challenges that pupils with special needs face and to elicit her ability to develop effective behavior management strategies. It aims to uncover the teacher's experience in creating individualized behavior plans and implementing evidence-based interventions to support positive behavior change.

The fifth question aims to understand how the EFL teacher communicates assessment results to parents and caregivers, and how they use these results to develop individualized education plans that address the pupil's strengths, challenges and learning goals. It aims at questioning how the assessment results are used to shape instructional decision-making and monitor pupils' progress over time.

The sixth question was intended to understand how the teacher works with a multidisciplinary team to develop and implement individualized education plans that meet the diverse needs of pupils with special needs. The question tries to determine whether the teacher has the knowledge and skills necessary to work collaboratively with other professionals and to build positive relationships with parents and caregivers.

The seventh question highlights the teacher's awareness of the unique needs of these pupils and her ability to adapt teaching methods accordingly. The eighth question tries to uncover the teacher's experience in developing a social curriculum that emphasizes social communication, social problem-solving, and self-regulation skills. The ninth question aims to



evaluate the teacher's awareness about the importance of staying up-to-date with the latest researches and practices in special education. It seeks to collect information on the teacher's participation in collaborative professional learning communities and her ability to seek feedback from other educators and specialists.

The last question points out to evaluate the teacher's ability to provide guidance to aspiring educators who are considering a career in special education and to understand how the teacher may share her experiences in a way that inspires and supports others.

**Question One:** What inspired you to pursue a career in special education, specifically, teaching pupils with autism and intellectual disabilities?

The EFL teacher attested that she had a consistent desire to engage in the field of special needs, primarily with the intention of providing effective support and assistance to individuals within that community. The teacher explains that she has a passion for working with individuals with diverse abilities; this passion was further kindled through her undergraduate studies. She described how volunteering at a local center for individuals with disabilities was a moving and transformative experience that solidified her desire to work in special education. She highlighted the desire to support individuals with disabilities in reaching their full potential, demonstrating a commitment to inclusivity and empowerment.

**Question Two:** What teaching strategies did you find the most effective when working with pupils with autism and intellectual disabilities?

The EFL teacher asserted that the utilization of various instructional strategies such as incorporating visual aids and multisensory activities.

Visual aids can support understanding and communication. The strategy provides a means of accessing and processing information meaningful and accessible way. The use of

visual aids can be effective in providing structure and routine, especially knowing that individuals with autism and intellectual disabilities struggle with transitions or changes in routine.

Multi-sensory activities can engage multiple senses and provide a holistic learning experience for pupils with autism and intellectual disabilities. This can be particularly effective for pupils who struggle with traditional classroom learning or who have difficulty processing information in a single modality. Hands-on activities, music, movement, and other multi-sensory approaches can help to create a more engaging and stimulating learning environment, which can support learning and retention.

**Question Three:** How do you create an inclusive and supportive classroom environment that meets the diverse needs of pupils with autism and intellectual disabilities?

The EFL teacher highlighted the significance of establishing an appropriate educational environment that takes into consideration the information shared by their parents about their children's personalities and their behaviors outside schools; in addition to consulting the ideas of their colleagues and professional from the PPC before implanting any new intervention.

**Question Four:** How do you approach behavior management and intervention for pupils with autism and intellectual disabilities?

The tutor emphasized the importance of implementing effective behavior management strategies and conscientiously considering the distinctive needs of each individual. Providing positive reinforcement, visual supports and sensory strategies are common approaches used in special education to help pupils regulate their behavior and understand expectations. Additionally, she stressed the importance of collaboration with parents and professionals, as this can ensure that behavior management strategies are consistent across various settings surrounding every pupil.

**Question Five:** What kind of assessments and evaluations do you use to determine pupils' individual learning needs and progress?

The teacher asserted that the evaluation of these pupils requires diverse approaches. The multifaceted approach includes both formal tests (standardized tests) and informal tests (observations, checklists) that help pupils with autism and intellectual disabilities. The importance of a comprehensive and individualized approach lies in its focus on assessing every case according to its abilities and problems and measuring advancement of that case based on those abilities and challenges.

**Question Six:** How do you collaborate and communicate with other educators, specialists, and parents to support the education of pupils with autism and intellectual disabilities?

The tutor strongly advocates the collaboration with parents and other specialists as an indispensable means of providing comprehensive instruction to these pupils. By working together, sharing information and resources this team creates a nest in which all needs are comprehended and met.

**Question Seven:** What challenges did face in teaching pupils with autism and intellectual disabilities, and how did you overcome them?

The teacher mentioned the challenges encountered by pupils with autism and intellectual disabilities and explained that 'communication' is the most challenging task. They face difficulty expressing their needs and understanding instructions. This challenge impacts significantly their ability to learn and participate in classroom activities. The teachers stated that she volunteers to use alternative communication methods such as visual aids or assistive technology devices.

The second difficulty is behavioral challenges. Some pupils exhibit aggressive comportments or self-injury conducts. These behaviors disrupt to the learning environment and disturb management of discipline in classrooms. To overcome these challenges, teachers may use differentiated instruction techniques like providing multiple ways to access the same content or modifying assignments to meet their individual needs.

**Question Eight:** How do you promote the development of social skills and friendships among pupils with autism and intellectual disabilities?

She emphasized the importance of social skills and friendships among pupils with autism and intellectual disabilities. She recognized that pupils may display difficulties in understanding social norms and cues and may require explicit instructions and modeling of social skills to interact with their peers effectively. The teacher suggested peer support as a tool to boost them to engage them in operational communications and build meaningful relationships.

**Question Nine:** What resources and support systems do you rely on to stay up-to-date with the latest researches and the best practices in special education?

The tutor asserted that she utilizes diverse tactics to stay informed about the latest researches and teaching practices. She participated in combination of professional development opportunities. Seemingly the teachers hint to workshops, trainings, national conferences and study days; she claimed that she regularly checks journals and scientific publications; she benefits from online resources; she collaborates with her colleagues, mentors and coaches.

**Question Ten:** What advice would you give to someone who is considering a career in special education, mainly teaching pupils with autism and intellectual disabilities?

The teacher provided a bunch of advice and the instructions on dealing with pupils diagnosed with autism and intellectual disabilities. She stressed that passion for the work is particularly crucial because working with individuals with disabilities can be challenging and emotionally demanding. It is essential to have a genuine interest in making a positive impact on the lives of these pupils. She highlighted that a career in special needs' education requires dedication, ongoing learning and growth. Teachers and professionals need to continuously develop their skills and learn to harmonize their efforts with parents. Overall, the answer provides valuable insights into what it takes to succeed in a career in special education.

### **3.3.3.2. Description and Analysis of the Speech Therapist's Interview**

The first question aims to learn more about the motivations and interests of a speech therapist who works with pupils with autism and intellectual disabilities. Also, it tries to understand the skills and qualities she brings to her work, as well as her dedication to serving this particular population. The second question seeks to understand the process of assessing and diagnosing speech and language disorders in pupils with autism and intellectual disabilities. The third question focuses on understanding the methods and techniques that speech therapists use to help these pupils develop their communication abilities so they can participate in academic and social settings and improve their overall quality of life.

The fourth question inquires how speech therapists work collaboratively with other professionals, such as teachers and occupational therapists, to develop effective treatment plans for pupils with autism and intellectual disabilities. The fifth question asks how speech therapists modify their approaches, methods and strategies to meet the unique needs and abilities of each pupil. The sixth question enquires how speech therapists involve parents and caregivers in the therapy of disabled pupils and how they provide opportunities for families to connect with others in similar situations and learn from each other's experiences.

The seventh question seeks information on how progress is measured and tracked in pupils and how therapy plans are adjusted based on this progress. The eighth question looks for explanations on how she is incorporating assistive technology devices and applications into therapy sessions to improve pupils' communication abilities, to promote their independence and participation in daily life activities.

The ninth question goes for the possible challenges the speech therapist faces while working with pupils with autism and intellectual disabilities. The last question aims to ask for guidance for individuals who are considering a career in speech therapy and working with pupils with autism and intellectual disabilities, to help them prepare for the challenges and rewards of this field.

**Question One:** What inspired you to become a speech therapist, and specifically, to work with pupils with autism and intellectual disabilities?

The speech therapist revealed that she was genuinely motivated by a sincere passion for helping pupils with autism and intellectual disabilities. She holds an inherent sincere commitment to providing individualized care that brings a positive impact on the lives of these children and their families.

**Question Two:** How do you assess and diagnose speech and language disorders in pupils with autism and intellectual disabilities?

She affirmed that the assessment and diagnosis of pupils necessitate the implementation of multiple approaches in order to comprehensively evaluate their needs. Speech diagnosis and regular language testing help track their progress, identify changes, and ensure that intervention strategies are appropriately adjusted according to every case. This aligns with constant communication and exchange of information with their parents.

**Question Three:** What strategies and techniques do you use to develop communication skills of pupils with autism and intellectual disabilities?

The speech therapist mentioned the utilization of visual aids because they assist in teaching social skills explicitly. She emphasized the importance of individualized approaches to enhance understanding, provide clear instructions, facilitate social interaction and promote effective communication in a way that considers each pupil's unique strengths, needs and preferences.

**Question Four:** How do you collaborate with other professionals, such as teachers and occupational therapists, to develop individualized treatment plans for pupils with autism and intellectual disabilities?

The therapist accentuated the imperative nature of professional collaboration in order to formulate comprehensive treatment plans for these pupils. She recognized the need for regular communication to exchange information and discuss pupils' progress. Additionally, she highlighted the significance of establishing realistic goals that line up with the pupils' development and educational objectives.

**Question Five:** How do you modify your approach to therapy based on the unique needs and abilities of each pupil?

The speech therapist asserted that recognizing and addressing the distinctive needs of each pupil is instrumental in adapting the therapy approach effectively. She pointed out the importance of adopting an individual-centered approach that acknowledges the unique characteristics, preferences and learning styles of each pupil. Therapists are supposed to consider factors like the pupil's cultural/social background, interests and personal goals.

The therapist suggested another approach based on collaboration. The approach promotes engagement and relevance, enhances the effectiveness of therapy sessions and emphasizes the active involvement of parents, caregivers and other professionals in the therapy process. The therapist valued their insights, expertise, and understanding of the pupil's abilities. Regular communication and collaboration are essential for gathering necessary information, sharing progress, and collectively adapting the therapy approach. This collaborative approach ensures a comprehensive understanding of the pupil's needs and enables a coordinated effort in providing support.

**Question Six:** How do you involve parents and caregivers in the therapy process, and what kind of support do you provide to them?

She emphasized the significance of parents and caregivers in providing valuable support to pupils diagnosed with autism and intellectual disabilities. The therapist highlighted the significance of providing practical exercises and activities that parents and caregivers can incorporate into their daily routines. These activities are designed to support the therapy goals and can include play-based interventions or communication strategies. Clear instructions and ongoing guidance are essential to ensure that parents and caregivers feel confident in implementing these activities effectively.

By involving parents and caregivers in home-based activities, the therapist promotes continuous progress outside of therapy sessions, thereby enhancing the overall success and effectiveness of the treatment. The speech therapist claimed that parents and caregivers are expected to satisfy the emotional demands of these pupils. She emphasized the importance of providing empathy, appreciating the child's feelings, showing understanding and offering sentimental support throughout the therapy process. On the other hand, the therapist insisted



on the role of acknowledging the efforts of parents and caregivers, validating their emotional state, offering resources such as support groups in creating a supportive environment.

**Question Seven:** How do you measure progress within pupils with autism and intellectual disabilities, and how do you adjust treatment plans based on progress?

She articulated the significance of adjusting treatment plans based on the analysis of progress data and team discussions. This indicates a proactive approach to addressing the individual needs of pupils. Modifying intervention strategies, setting new goals, incorporating additional support systems and accommodations ensure that the treatment plan remains relevant to the pupil's progress. These procedures help harmonizing interventions with the pupil's evolving needs and help tracking the child's progress systematically.

The speech therapist added direct observations, checklists, rating scales and academic assessments as examples of assessment tools. This demonstrates a comprehensive and multi-faceted approach to data collection, enabling professionals to gather a wide range of information on the pupil's progress and identify areas that require additional attention.

**Question Eight:** How do you incorporate assistive technology, such as augmentative and alternative communication (AAC) devices, into therapy sessions?

The speech therapist acknowledged the role of assistive technology, such as Augmentative and Alternative Communication devices in giving a model of more advanced vocabulary and sentence structures. The device helps individuals progress in their language skills and encourages the use of more complex and specific language samples. Also, she highlighted the importance of reinforcing successful communication attempts by directing positive feedback. The positive reinforcement helps motivate individuals to continue using the AAC device and increases their confidence in their communication abilities.

**Question Nine:** What challenges did you face when working with pupils with autism and intellectual disabilities, and did you overcome them?

The speech therapist articulated the challenges encountered when working with pupils diagnosed with autism and intellectual disabilities, notably aggression, self-stimulation, resistance to transitions and changes. She highlighted the importance of understanding the underlying functions/factors of these behaviors, which is crucial for effective intervention. The suggested behavior management techniques, such as positive reinforcement, visual schedules, social stories and structured routines line up with evidence-based practices in addressing and modifying challenging behaviors.

The collaboration with caregivers and the implementation of harmonized strategies across different settings accentuate the need for a team approach to maintain behavioral progress. Also, the speech therapist warned that pupils with autism and intellectual disabilities may experience sensory sensitivities, leading to anxiety, fear and depression. She suggested creating a sensory-friendly environment during therapy sessions. She mentioned strategies like minimizing sensory stimuli, providing calming sensory experiences and gradually introducing sensory integration techniques to help pupils regulate their responses to sensory input.

**Question Ten:** What advice would you give to someone who is considering a career in speech therapy of pupils with autism and intellectual disabilities?

The speech therapist dispensed multiple insights and guidance on the principles of becoming a speech therapist. She underlined the importance of staying up to date with scientific research, evidence-based practices and advancements in the field of speech therapy. This commitment to ongoing learning ensures that therapists can provide effective interventions based on the best available evidence.

She referred to the significance of collaboration with a team of multidisciplinary professionals, such as occupational therapists, special educators, and psychologists in order to share that guarantees comprehensive support for pupils and their families.

### **3.3.3.3. Description and Analysis of the Interview with the PPC Director**

The first question aims to know about the services that this Centre offers, as well as how they collaborate with pupils, parents and teachers in the provision of those services. It questions the ways in which professionals work with families and educators to support the needs of pupils with disabilities. The second question seeks to address the strategies used to identify the unique needs of pupils with disabilities. The third question focuses on knowing about the common challenges that pupils with disabilities habitually face, as well as the strategies used by professionals to help them overcome these challenges.

The fourth question seeks to find out the effective strategies for promoting academic success, mental well-being and overall health of pupils with special needs. The fifth question inquires the collaborative approach used by professionals to support pupils with disabilities. This information can be helpful in gaining a better understanding of the roles and responsibilities of different professionals involved in the care of pupils with disabilities.

The sixth question points out the approach used by the Centre to stay informed of the latest researches and best practices in pedagogical psychology. This information can be helpful in gaining a better understanding of the Centre's commitment to providing evidence-based interventions and support for pupils with disabilities. It evaluates the Centre's focus on ongoing professional development and learning.

The seventh question explores the Centre's commitment to providing inclusive and equitable services for pupils with disabilities from diverse backgrounds, as well as the strategies used to promote cultural competence. The eighth question aims to provide advice to

parents and teachers who are worried about pupils' academic or emotional well-being. The ninth question is interested in searching how pedagogical psychology is evolving, what new developments are emerging, and how the PPS can play a role in shaping advancements this field (special needs' education). The last question seeks to understand how the government can provide support to such Centers in terms of funding, policy initiatives, or other means; and what impact this support could have on the Centre's work.

**Question One:** What services does your center offer, and how do you work with pupils, parents, and teachers?

The director articulates a comprehensive list of services offered by the center, encompassing various disciplines such as art and creative writing. The center provides enriching programs that go beyond the regular school curriculum. These programs typically cover subjects such as coding, creative writing, music, art and foreign languages. This indicates that the center aims to offer pupils a diverse range of opportunities to explore and develop skills in various areas of interest.

By offering subjects beyond the standard curriculum, the Centre promotes a well-rounded education and encourages pupils to pursue their passions and explore new fields. It also offers homework assistance to help pupils complete their assignments, review complicated concepts and reinforce what they learned in school. These services imply that the Centre recognizes the importance of supporting pupils with their academic workload outside regular school hours; they can be particularly beneficial for pupils who may require additional guidance or clarifications on homework tasks.

**Question Two:** How do you approach assessing and addressing pupils' learning and emotional needs?

The director displayed a thorough understanding of the significance of caring about the emotional side, highlighting the importance of creating an inclusive environment within the context of the Centre's services. By fostering a safe and supportive atmosphere, pupils are more likely to feel comfortable expressing themselves and taking risks, which can positively impact their learning outcomes and build meaningful relationships. This signifies an understanding that strong teacher-pupil relationships can contribute to pupils' emotional well-being and engagement in the learning process.

The director showed an awareness of the importance of empathy and connection in education and recognized the significance of differentiated instruction. By offering a variety of instructional approaches, materials, and activities, teachers can cater to the diverse learning needs of their pupils. This demonstrates an understanding that one size does not fit all and that personalized instruction can enhance pupils' engagement and understanding.

**Question Three:** What are some common challenges that pupils face, and how do you help them overcome these challenges?

The director mentions various challenges encountered by these pupils and exposed some strategies for overcoming them, notably through the provision of language support facilitated by the use of visual aids. Pupils may struggle with grasping certain concepts or skills. In such a case, the director suggested regular formative assessments to identify specific areas of difficulty and provide targeted interventions like additional practice, one-on-one instruction, or small group support. This indicates an understanding of the importance of individualized approaches to address the unique needs of these pupils.

Also, pupils may face problems understanding instructions and expressing themselves effectively. He recommended practical tactics such as providing language support through visual aids, gestures and simplified instructions. Additionally, the answerer highlighted the value of peer collaboration and cooperative learning to enhance language acquisition.

**Question Four:** In your opinion, what are some effective strategies for promoting pupils' academic success and mental well-being?

The director provided effective strategies for fostering academic success, emphasizing their practicality and efficacy in achieving desired outcomes. He spoke about incorporating social-emotional learning into the curriculum. He claimed that teaching skills such as self-awareness, empathy, responsible decision-making and effective communication help educators equip pupils with the necessary tools to navigate their emotions, build positive relationships, make informed choices and promote a growth mindset.

He recognized that cultivating a belief in one's ability to grow and improve, as well as emphasizing the value of effort and perseverance, can positively impact pupils' motivation, resilience, and attitude towards learning. By teaching pupils that intelligence and abilities are not fixed states but can be developed through hard work and effective strategies, educators foster a positive learning environment and encourage pupils to embrace challenges as opportunities for evolution.

**Question Five:** How does your Centre stay up-to-date with the latest researches and best practices in pedagogical psychology?

The director informed us about the various approaches employed by the center to stay au courant with the latest researches, including collaborations with psychologists and other professionals. By consulting researchers, psychologists and educational agents specialized in pedagogy; the Centre gains valuable insights and perspectives on the latest researches and

best practices. This demonstrates a proactive approach to staying informed and ensures the Centre's practices align with current knowledge.

The director mentioned the vitality of partnerships with other institutions in creating opportunities for research collaborations, internships, and guest lectures by scholars and researchers. By engaging with academic institutions, the center gains access to the latest researches and academic expertise, ensuring their practices are grounded on evidence-based approaches.

**Question Six:** How do you ensure that your services are accessible and culturally responsive to diverse pupil's populations?

He asserted that the Centre facilitates accessibility to the provided services by implementing multiple communication channels (verbal, written and audiovisual); by accommodating different needs and promoting inclusivity to all pupils' learning styles. This approach acknowledges that individuals have different strengths and preferences when it comes to communication, and by providing multiple options, you increase the chances of reaching and supporting a wider range of pupils.

The director emphasized that incorporating culturally relevant materials such as textbooks, audiovisual resources, role plays ...etc., increases chances for creating an inclusive learning environment where pupils' identities are approved and valued which builds a healthy learning community.

**Question Seven:** What advice would you give to parents and teachers who are concerned about a pupil's academic or emotional well-being?

The director underlined several recommendations to parents and teachers regarding the emotional and academic well-being of their kids. He accentuated the prominence of

displaying support based on the unique needs of the pupil. By developing a personalized plan, parents and teachers can address specific academic challenges or emotional struggles that the pupil may be experiencing. In addition, the director claimed that encouraging self-care practices and providing resources for seeking support, parents and teachers can ensure they are equipped with necessary materials to provide effective support to every individual pupil without neglecting their own mental and emotional health.

**Question Eight:** What do you see as the future of pedagogical psychology, and how do you envision your Centre contributing to this field?

The director acknowledged that the future is for those who utilize and leverage technology, those who keep up with the recent discoveries linked to cognitive processes, those who address social and emotional needs and those who actualize evidence-based practices. On the other hand, the Centre is supposed to actively engaging in scientific research by collaborating with universities and academic institutions.

**Question Nine:** The government can play a crucial role in supporting the work of pedagogical psychological Centre, how do you see the support of the government to PPC?

The director provided a comprehensive perspective on the role of the government in supporting the center, underscoring the significance of financial assistance and fostering collaboration as essential elements in promoting its mission. The government may contribute immensely to the Centre's success by appreciating experts, facilitating access to relevant data and allowing policy discussions with practitioners in real life. When the government strengthens the Centre's ability to conduct research, develop evidence-based practices, this automatically leads to a meaningful impact on educational outcomes.



**Question Ten:** How was the establishment of the special class at Sedrati Khalfa Middle School initiated and implemented, considering the presence of a significant number of special needs pupils?

The director provided a full description to the main stages involved in establishing a special class personalized to individuals with special needs. He reported a three-condition process for individuals with mild disabilities, particularly children with mild autism and intellectual disabilities. The first condition recognizes the potential of individuals with mild disabilities and emphasizes their inclusion in regular educational activities. By measuring their abilities, the Centre promotes the idea of providing appropriate support and accommodations to these pupils.

The second condition encompasses holding comprehensive assessments that allows professionals to gain a deeper understanding of the child's unique requirements. Linguistic assessments may focus on language and communication skills; cognitive assessments on cognitive abilities and learning styles; behavioral assessments on social and behavioral aspects. When the tests and assessments indicate the child with mild disabilities is ready to join kids in regular schools, a special class is created within primary and middle educational institutions.

The combination of these efforts enables the development of an individualized educational plan. The collaboration between the Ministry of Solidarity and the Ministry of Education demonstrates a joint effort to address the educational needs of individuals with mild disabilities. This inter-ministerial collaboration is crucial for effective implementation and coordination of resources, expertise, and support required for specialized classes.

### **3.4. Summary of the Interviews Results**

#### **3.4.1. Summary of the Teacher's Interview Results**

Based on the results derived from the teacher's interview, it is marked that the teacher possesses a significant experience in EFL teaching; she demonstrated a commendable awareness and dedication to teaching special needs pupils, specifically those with autism and intellectual disabilities. The teacher utilizes effective strategies, such as incorporating visual aids, implementing structured activities and engaging multiple senses to support the learning and communication needs of these pupils. Furthermore, the teacher emphasizes the importance of collaboration with parents and other specialists to create an inclusive and supportive classroom environment. This collaborative approach highlights the teacher's commitment to helping these pupils succeed not only academically but also in their daily lives.

#### **3.4.2. Summary of the Speech therapist's Interview Results**

Based on the results obtained from the speech therapist's interview, it is manifested that the role of a speech therapist is of utmost significance in facilitating the learning process for pupils with autism and intellectual disabilities. The speech therapist employs a diverse range of strategies and techniques, often incorporating technology to effectively enhance and develop the communicative skills of these individuals. By utilizing evidence-based practices, the speech therapist plays a vital role in promoting effective communication and language proficiency.

Furthermore, the involvement of parents and caregivers was emphasized, recognizing their essential contribution in overcoming the challenges encountered when working with these pupils. Through collaborative efforts with parents and caregivers, the speech therapist establishes a comprehensive and supportive approach that maximizes the potential for success

in communication and language development for pupils with autism and intellectual disabilities. This underscores the crucial role that speech therapists play in facilitating the educational journey and overall well-being of these individuals.

### **3.4.3. Summary of the PPC Director's Interview Results**

The interview with the Director of the PPC revealed the Centre's commitment to providing multiple services by keeping up with the latest researches. The special class offered emotional and academic support to pupils. Moreover, the collaboration between the center and the government emphasized the importance of a joint effort in effectively working with these pupils. By recognizing the unique needs of these pupils and implementing appropriate strategies, the center and the government strive to create an inclusive and supportive educational environment for their holistic development.

### **Conclusion**

This chapter focused on the description and analysis of the field investigation results. Based on notes taken during the EFL Special Class observation and on the series of interviews with different collaborators, the researchers concluded that Sedrati Kalifa Middle School is one authentic sample on how the efforts of the pupil's parents, the EFL teachers, speech therapists, professional pedagogues and policy makers all work together to foster the academic achievements and the overall well-being of disabled pupils

## GENERAL CONCLUSION

This dissertation had a primary focus on identifying special needs, specifically learning disabilities among autistic, and intellectually disabled kids. The research was divided into two main parts; theoretical and practical. The theoretical part comprised two chapters. The first chapter delved into special needs education, particularly autism and intellectual disabilities. It explored the causes and treatments for both autism and intellectual disabilities, while also discussing various types of learning disabilities. The second theoretical chapter provided a brief history of learning disabilities education, highlighting different teaching methods used for pupils with autism and intellectual disabilities. To achieve the research objectives, a qualitative method was employed, including classroom observation and interviews with the EFL teacher, the speech therapist at Sedrati Khlifa Middle School, and the director of the Psychological Pedagogical Centre in Sedrata. The data collected from these sources was analyzed and interpreted in the third chapter.

Based on the data obtained from classroom observation and the three interviews, it is evident that the methods used in teaching pupils with special needs, particularly those with autism and intellectual disabilities, proved to be effective. In the Algerian context, pupils exhibited a positive attitude towards the implemented methods. Their engagement in classroom activities whether spoken or written indicated their motivation to learn new vocabulary and refine different language skills. Additionally, most pupils gained high marks which proved the suitability of the implemented teaching methods.

## **Pedagogical Implications**

Through the combined efforts of parents and the school, pupils with mild autism and intellectual disabilities can approximately overcome their difficulties and enhance their learning process. To facilitate this progress, several choices should be considered.

### **1. Classroom Interaction**

The classroom is the space where teachers interact with their pupils. In a class for special needs, the use of technology in order to raise the attention and the interaction of pupils is a must. Visual aids play a crucial role in assisting teachers deliver lessons in a suitable manner and facilitate comprehension for pupils. Visual aids effectively supplement verbal instructions and help reinforce key concepts, for example, videos can be used to improve pupils' pronunciation skills. Technology-based instruction meets the pupils' needs and creates a dynamic learning environment that supports their communicative development.

### **2. Parents' Role**

Parents of children with special needs often rely on teachers and speech therapists in the classroom; they often disregard the advice given by the teacher and neglect their responsibility in educating their kids. However, it is crucial for parents to actively participate in the learning process, particularly during the preschool phase, to prepare their children to follow instructions and practice discipline. As children grow older and enter school, parents should provide them with additional activities that harmonize with the work done in school. It is important for parents to understand that their involvement and support are essential in maximizing their child's educational progress and overall development. By providing their kids with play games specifically designed to develop their communicative and sensory skills, they are allowed them to engage in interactive experiences that promote their intellectual and emotional development.

### **3. Policy Makers**

Based on the research observations, we noticed that pupils with autism and intellectual disabilities require a suitable environment to facilitate their learning process. Unfortunately, the current classroom at Sedrati Khlifa is not perfectly appropriate for these pupils. Its location in the middle of the institution generates excessive noise, leading to a lack of attention, and the overall condition of the classroom is quite dismal. In accordance with the agreement between the Ministry of Education and the Ministry of Solidarity, classrooms for special needs learners should be more accommodating for their specific requirements. To address these issues, it is necessary to repaint the classroom to create a more joyful and pleasant atmosphere. Additionally, installing curtains, providing new tables, and, most importantly, relocating the class to a quieter area will greatly enhance the learning experience for these pupils. Also, this agreement should stress funding trips and outings that help them to regulate their emotions and establish a flourishing learning atmosphere.

Policymakers should not separate these pupils from their regular peers. Instead, they should let them interact and engage with each other. They should ensure that these pupils are provided with appropriate materials, such as a data projector, that can aid them in their learning process.

#### **Limitations of the Study**

A number of obstacles were encountered during the course of this research, hindering its successful completion. These obstacles include:

1. Difficulties in conducting an interview with the director of the Psychological Pedagogical Center of Sedrata, as he had a demanding schedule due to his teaching commitments.

2. Challenges in obtaining permission from the relevant authorities to enter the special classroom.
3. The sensitive nature of the research subject, which may lead the EFL teacher, the speech therapist and the PPC director to be cautious in their answers for privacy purposes.
4. The limited time authorized for the researchers to establish their observation and cover all necessary details.
5. Primary sources were unavailable due to their cost.

### **Suggestions for Future Research**

1. The primary objective of the current research was to examine the teaching and learning approaches for pupils with special needs. While the study shed light on important aspects of this domain, there are several research topics and areas of investigation that can be expanded upon the existing findings. One suggestion is to separate autistic kids from intellectually disabled kids. This would enable teachers to delve deeper into the implementation and effectiveness of specialized educational programs within the school setting.

Separating pupils with special needs in independent classes according to their disability type, allows researchers to examine deeply the impact of this separation on the academic, social and emotional development of special needs pupils; they would gain valuable insights that may enhance future educational practices.

2. The researchers could collect richer data if they were allowed to video record the EFL sessions. If future researchers inserted videos recording, they would serve as an accessible source for noticing all the details of what happens in classes.
3. The research would be more authentic if the researchers had the chance to run interviews with some pupils from the special class or with their parents. Future

researchers are invited to include parents and pupils; this would illuminate the picture and address all the involved elements.



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## APPENDICES

### Appendix A: Teacher's Interview

Dear teacher

Our research is an investigation on EFL teaching and learning among pupils with special needs. This interview will be of great importance to our research as it will provide us with insightful answers about the topic in question. You are kindly invited to take part in this interview which will be recorded or cited with your consent.

Ms. Djouad Fatima

Ms. Belkhiri Abir

Department of English

University 08 Mai 1945-Guelma

**Question One:** What inspired you to pursue a career in special education, and specifically, teaching pupils with autism and intellectual disabilities?

**Question Two:** What teaching strategies did find effective when working with pupils with autism and intellectual disabilities?

**Question Three:** How do you create an inclusive and supportive classroom environment that meets the different needs of pupils with autism and intellectual disabilities?

**Question Four:** How do you approach behavior management and intervention for pupils with autism and intellectual disabilities?

**Question Five:** What kind of assessments and evaluations do you use to determine pupils' individual learning needs and progress?

**Question Six:** How do you collaborate and communicate with other educators, specialists, and parents to support the education of pupils with autism and intellectual disabilities?

**Question Seven:** What challenges did you face in teaching pupils with autism and intellectual disabilities, and how have you overcome them?

**Question Eight:** How do you promote the development of social skills and friendships among pupils with autism and intellectual disabilities?

**Question Nine:** What resources and support systems do you rely on to stay up-to-date with the latest research and best practices in special education?

**Question Ten:** What advice would you give to someone who is considering a career in special education, and teaching pupils with autism and intellectual disabilities in particular?

Thank you for your time and cooperation.

## Appendix B: Speech Therapist's Interview

### مقدمة

بحثنا هو تحقيق حول مناهج التعليم بين التلاميذ ذوي الاحتياجات الخاصة. ستكون هذه المقابلة ذات أهمية كبيرة لبحثنا لأنها ستزودنا بإجابات ثاقبة حول الموضوع المعني. حضرتك مدعوة إلى المشاركة في هذه المقابلة التي سيتم تسجيلها أو الاستشهاد بها بموافقتك.

الأنسة جواد فاطمة

الأنسة بلخيري عبير

قسم اللغة الإنجليزية

جامعة قلمة

### السؤال الأول

ما الذي ألهمك لتصبحي معالجة للنطق، وعلى وجه التحديد للعمل مع التلاميذ المصابين بالتوحد والإعاقات الذهنية؟

### السؤال الثاني

كيف تقومين بتقييم وتشخيص اضطرابات النطق واللغة لدى التلاميذ المصابين بالتوحد والإعاقات الذهنية؟

### السؤال الثالث

ما هي الاستراتيجيات والتقنيات التي تستخدم لتطوير مهارات التواصل لدى التلاميذ المصابين بالتوحد والإعاقات الذهنية؟

### السؤال الرابع

كيف يتم التعاون مع المهنيين الآخرين، مثل المعلمين والمعالجين، لتطوير خطط العلاج الفردية للتلاميذ المصابين بالتوحد والإعاقات الذهنية؟

### السؤال الخامس

كيف يتم تعديل أسلوب العلاج بناءً على الاحتياجات والقدرات الفريدة لكل تلميذ؟

### السؤال السادس

كيف يشترك الآباء ومقدمي الرعاية في عملية العلاج، وما نوع الدعم الذي تقدمينه لهم؟

### السؤال السابع

كيف تقيمين التقدم المحرز عند التلاميذ المصابين بالتوحد والإعاقات الذهنية، وكيف يمكنك تعديل خطط العلاج بناءً على التقدم؟

### السؤال الثامن

كيف تدمجين التكنولوجيا المساعدة، مثل أجهزة الاتصال المعززة والبديلة في جلسات العلاج؟

### السؤال التاسع

ما هي التحديات التي واجهتك في العمل مع التلاميذ المصابين بالتوحد والإعاقات الذهنية، وكيف تغلبت عليها؟

### السؤال العاشر

ما هي النصائح التي تقدمينها لشخص يفكر في الحصول على وظيفة في علاج النطق والعمل مع التلاميذ المصابين بالتوحد والإعاقات الذهنية على وجه الخصوص؟

شكرا على وقتك وتعاونك

## Appendix C: PPC Director's Interview

### مقدمة

بحثنا هو تحقيق حول مناهج التعليم بين التلاميذ ذوي الاحتياجات الخاصة. ستكون هذه المقابلة ذات أهمية كبيرة لبحثنا لأنها ستزودنا بإجابات ثاقبة حول الموضوع المعني. حضرتك مدعو إلى المشاركة في هذه المقابلة التي سيتم تسجيلها أو الاستشهاد بها بموافقتك.

الأنسة جواد فاطمة

الأنسة بلخيري عبير

قسم اللغة الإنجليزية

جامعة قلمة

**السؤال الأول** ما هي الخدمات التي يقدمها مركزكم، وكيف تعملون مع التلاميذ وأولياء الأمور والمعلمين؟

**السؤال الثاني** كيف تتعاملون مع تقييم احتياجات التلاميذ التعليمية والعاطفية ومعالجتها؟

**السؤال الثالث** ما هي التحديات الشائعة التي يواجهها التلاميذ، وكيف تساعدونهم في التغلب على هذه التحديات؟ وكيف تتعامل مع تقييم احتياجات التلاميذ التعليمية والعاطفية ومعالجتها؟

**السؤال الرابع** في رأيكم، ما هي بعض الاستراتيجيات الفعالة لتعزيز النجاح الأكاديمي للتلاميذ ورفاههم العقلي؟

**السؤال الخامس** كيف يظل مركزكم مواكبًا لأحدث الأبحاث وأفضل الممارسات في علم النفس التربوي؟

**السؤال السادس** كيف يمكنكم التأكد من أن خدماتكم متاحة ومتجاوبة ثقافيًا مع مجموعات التلاميذ المتنوعة؟

**السؤال السابع** ما هي النصيحة التي تقدمونها للآباء والمعلمين المهتمين بحالة التلاميذ الأكاديمية أو العاطفية؟

**السؤال الثامن** ما هو الاتجاه المستقبلي لعلم النفس التربوي برأيكم، وكيف تتصورون أن يساهم مركزكم في هذا المجال؟

السؤال التاسع يمكن للحكومة أن تلعب دوراً حاسماً في دعم عمل المركز التربوي النفسي، كيف ترون دعم الحكومة لمركزكم؟

السؤال العاشر كيف يتم فتح القسم الخاص كالذي تم فتحه في متوسطة سدراتي خليفة، مع الأخذ بعين الاعتبار وجود عدد كبير من التلاميذ من ذوي الاحتياجات الخاصة؟



### **Appendix D: Teacher's Interview Transcription**

**Question One:** What inspired you to pursue a career in special education, and specifically, teaching pupils with autism and intellectual disabilities?

This question is delivered to the English teacher who claims that "... I have always had a passion for working with individuals with diverse abilities and backgrounds. During my undergraduate studies, I had the opportunity to volunteer at a local center for individuals with disabilities and was deeply moved by the resilience and unique strengths that each person possessed. This experience sparked my interest in pursuing a career in special education and supporting individuals with disabilities in reaching their full potential."

**Question Two:** What teaching strategies did you find to be most effective when working with pupils with autism and intellectual disabilities?

The teacher states "... Visual aids and schedules which many individuals with autism and intellectual disabilities are visual pupils and benefit from visual aids such as pictures, symbols, or written words to support understanding and communication. Visual schedules can also be effective in providing structure and routine and Multi-sensory activities which Many pupils with autism and intellectual disabilities benefit from activities that engage multiple senses, such as hands-on activities or music and movement.

**Question Three:** How do you create an inclusive and supportive classroom environment that meets the diverse needs of pupils with autism and intellectual disabilities?

She mentions that "... creating an inclusive and supportive classroom environment for pupils with autism and intellectual disabilities requires a collaborative effort that involves the teacher, pupils, families, and the broader school community. By implementing these strategies and remaining flexible and responsive to the individual needs of each pupils, it is possible to create an environment where all pupils can thrive and achieve their full potential."

**Question Four:** How do you approach behavior management and intervention for pupils with autism and intellectual disabilities?

According to the teacher's answer "...approaching behavior management and intervention for pupils with autism and intellectual disabilities requires a proactive and individualized approach that takes into account each pupil's unique strengths and challenges. By establishing clear expectations, using positive reinforcement, providing visual and sensory supports, and collaborating with parents and professionals, it is possible to promote positive behavior and academic outcomes for pupils with autism and intellectual disabilities."

**Question Five:** What kind of assessments and evaluations do you use to determine pupils' individual learning needs and progress?

The teacher's answer "... Assessing and evaluating pupils with autism and intellectual disabilities requires a multifaceted approach that includes both formal (standardized tests) and informal assessments (observations, checklists); the use of a variety of assessments and evaluations can provide a comprehensive understanding of a pupil's learning needs and progress and inform effective instructional practices."

**Question Six:** How do you collaborate and communicate with other educators, specialists, and parents to support the education of pupils with autism and intellectual disabilities?

The teacher claims that "...effective collaboration and communication with educators, specialists, and parents is critical for supporting the education of pupils with autism and intellectual disabilities. By working together and sharing information and resources, we can create a more inclusive and supportive learning environment for all students."

**Question Seven:** What challenges did you face in teaching pupils with autism and intellectual disabilities, and how did you overcome them?

The teacher stated that “...there any difficulties with disabled pupils; Communication difficulties which means that pupils with autism and intellectual disabilities may struggle with communication, making it challenging for them to express their needs and understand instructions. Behavioral challenges; some pupils with autism and intellectual disabilities may exhibit challenging behaviors, such as aggression or self-injury, which can be difficult to manage in a classroom setting. To overcome this challenge, teachers may use differentiated instruction techniques, such as providing multiple ways to access the same content, or modifying assignments to meet the individual needs of each pupils.

**Question Eight:** How do you promote the development of social skills and friendships among pupils with autism and intellectual disabilities?

The teacher answer “...promoting the development of social skills and friendships among pupils with autism and intellectual disabilities requires intentional and structured support. Educators and caregivers can use a combination of explicit instruction, structured social activities, and peer support to help pupils develop social skills and build meaningful relationships.”

**Question Nine:** What resources and support systems do you rely on to stay up-to-date with the latest research and best practices in special education?

The teacher claims that “...Staying up-to-date with the latest research and best practices in special education is crucial for educators and other professionals who work with individuals with disabilities. Educators and other professionals can rely on professional development opportunities, journals and publications, online resources, professional organizations, collaboration with colleagues, mentors, and coaches to stay informed and improve their practice.”

**Question Ten:** What advice would you give to someone who is considering a career in special education, and teaching pupils with autism and intellectual disabilities in particular?

The teacher states that “...Develop a passion for the work; working with individuals with disabilities requires a lot of patience, dedication, and passion. You should be genuinely interested in making a difference in the lives of pupils with autism and intellectual disabilities and develop strong communication skills: Effective communication is critical when working with pupils with autism and intellectual disabilities. You need to be able to communicate clearly and effectively with your pupils, their families, and other professionals involved in their care. In general, a career in special education, particularly teaching pupils with autism and intellectual disabilities, can be incredibly rewarding but also challenging. It requires dedication, passion, training, and ongoing learning and growth. By following the advice outlined above, you can build a strong foundation for success in this field.”

## Appendix E: Speech Therapist's Interview Transcription

### السؤال الأول

ما الذي ألهمك لتصبحي معالِجةً للنطق، وعلى وجه التحديد للعمل مع التلاميذ المصابين بالتوحد والإعاقات الذهنية؟

#### الجواب

أنا كعلاجية ومتخصصة في هذا المجال لدي الرغبة في إحداث تأثير إيجابي على حياة هؤلاء التلاميذ وعائلاتهم وتقديم وتطوير خطط مصممة خصيصاً لتلبية احتياجاتهم المحددة، بحيث يكون لديهم القدرة على التعبير عن أنفسهم بشكل أفضل، من خلال فهم الآخر والمشاركة في تفاعلات ذات مغزى

### السؤال الثاني

كيف تقومين بتقييم وتشخيص اضطرابات النطق واللغة لدى التلاميذ المصابين بالتوحد والإعاقات الذهنية؟

#### الجواب

يتطلب تقييم وتشخيص اضطرابات النطق واللغة لدى التلاميذ المصابين بالتوحد والإعاقات الذهنية اتباع منهج شامل ومتعدد الأبعاد؛ التقييم المستمر وإعادة تقييم مهارات التلميذ في الكلام واللغة بشكل دوري لمراقبة التقدم، وتحديد التغييرات، وتعديل استراتيجيات التدخل حسب الحاجة كما يعد التواصل المنتظم مع الآباء ومقدمي الرعاية أمراً ضرورياً لاكتساب رؤى مستمرة حول تطوير الاتصال للتلميذ

### السؤال الثالث

ما هي الاستراتيجيات والتقنيات التي تستخدمينها لتطوير مهارات التواصل لدى التلاميذ المصابين بالتوحد والإعاقات الذهنية؟

#### الجواب

استخدام الوسائل البصرية مثل الجداول الزمنية المرئية والقصاص الاجتماعية والمطالب المرئية لتعزيز الفهم وتوفير الهيكل. يمكن أن يساعد الدعم البصري للتلاميذ المصابين بالتوحد والإعاقات الذهنية على فهم واتباع التعليمات أو الروتين وتعلم المهارات الاجتماعية، مع التركيز على أخذ الأدوار والتواصل البصري ولغة الجسد ومهارات المحادثة المناسبة. دمج لعب الأدوار والنمذجة والأنشطة الاجتماعية المنظمة لتسهيل التفاعل الاجتماعي والتواصل، والنقطة الأكثر أهمية هي أن كل فرد فريد من نوعه، ومن المهم مراعاة نقاط قوته واحتياجاته وتفضيلاته المحددة عند تنفيذ استراتيجيات الاتصال. يعد التقييم المنتظم والتعديلات على التعليم بناءً على التقدم أمراً حيوياً لتعزيز مهارات الاتصال الفعالة لدى التلاميذ المصابين بالتوحد والإعاقات الذهنية

### السؤال الرابع

كيف يتم التعاون مع المهنيين الآخرين، مثل المعلمين والمعالجين، لتطوير خطط العلاج الفردية للتلاميذ المصابين بالتوحد والإعاقات الذهنية

#### الجواب

التواصل المفتوح والمستمر أمر حيوي من خلال البدء في الاجتماعات أو المناقشات المنتظمة لتبادل المعلومات وتبادل الملاحظات ومناقشة تقدم التلاميذ ويمكن القيام بذلك من خلال الاجتماعات الشخصية والمكالمات الهاتفية ورسائل البريد الإلكتروني أيضاً. وكذلك وضع خطط تعاونية؛ والعمل معاً لوضع أهداف مشتركة تتماشى مع التطوير والتعليم الشامل للتلاميذ وضمان أن تكون الأهداف واقعية وقابلة للقياس ومصممة لتلبية احتياجات التلاميذ الفردية

## السؤال الخامس

كيف يتم تعديل أسلوب العلاج بناءً على الاحتياجات والقدرات الفريدة لكل تلميذ؟

### الجواب

هناك عدة طرق لتعديل المنهج وفقاً لتفرد المتعلمين بالنسبة لي، فأنا أتبنى منهجاً يركز على الشخص ويعترف بالتلميذ كفردي يتمتع بخصائص وتفضيلات وأساليب تعلم فريدة. مع أخذ اعتبار لخلفيتهم الثقافية واهتماماتهم وأهدافهم الشخصية. يسمح لي هذا المنهج بتصميم أنشطة العلاج والتدخلات وفقاً لاحتياجاتهم الخاصة، مما يجعل الجلسات أكثر أهمية أيضاً، أشارك نشاطي مع الآباء ومقدمي الرعاية وغيرهم من المهنيين في عملية العلاج. وأقدر رؤاهم وخبراتهم وفهمهم لقدرات التلميذ. يسمح لي التواصل والتعاون المنتظم بجمع معلومات إضافية، ومشاركة التقدم، وتكييف منهج العلاج بشكل جماعي لتلبية احتياجات التلميذ على أفضل وجه.

## السؤال السادس

كيف يشترك الآباء ومقدمي الرعاية في عملية العلاج، وما نوع الدعم الذي تقدمينه لهم؟

### الجواب

تعد إجابة معالج النطق التي تشمل الآباء ومقدمي الرعاية في عملية العلاج أمراً بالغ الأهمية للنجاح والفعالية بشكل عام للأنشطة العلاجية المنزلية التي تقدم تمارين أو أنشطة عملية يمكن للوالدين ومقدمي الرعاية دمجها في روتينهم اليومي لدعم أهداف العلاج. يمكن أن يشمل ذلك تمارين محددة أو تدخلات قائمة على اللعب أو استراتيجيات اتصال مع تقديم تعليمات واضحة وإرشادات مستمرة لضمان شعورهم بالثقة في تنفيذ هذه الأنشطة والدعم العاطفي الذي قد يتطلبه هذا العلاج وتوفير التفاهم والدعم العاطفي طوال العملية. الاعتراف بجهودهم، والتحقق من صحة مشاعرهم، وتقديم الموارد مثل مجموعات الدعم أو المشورة إذا لزم الأمر.

## السؤال السابع

كيف تقيمين وتتابعين التقدم المحرز في التلاميذ المصابين بالتوحد والإعاقات الذهنية، وكيف يمكنك تعديل خطط العلاج بناءً على التقدم؟

### الجواب

تقييم وتتبع التقدم المحرز للتلاميذ المصابين بالتوحد والإعاقات الذهنية ضروري لتقييم فعالية العلاج وإجراء التعديلات حسب الحاجة؛ تعديل خطط المعالجة استناداً إلى تحليل بيانات التقدم ومناقشات الفريق، وتعديل خطة المعالجة إذا اقتضى الأمر. وقد ينطوي ذلك على تعديل استراتيجيات التدخل، أو تحديد أهداف جديدة، أو إدراج دعائم أو ترتيبات إضافية. يجب أن تكون خطة العلاج مرنة وتستجيب للاحتياجات الفردية للتلميذ وتقدمه أيضاً، وتستخدم طرقاً مختلفة لجمع البيانات لتتبع التقدم بشكل منهجي. يمكن أن يشمل ذلك المراقبة المباشرة وقوائم المراجعة ومقاييس التصنيف وسجلات السلوك والتقييمات الأكاديمية. ويساعد جمع البيانات بشكل متسق ودقيق على رصد التقدم المحرز على مر الزمن وتحديد المجالات التي تتطلب مزيداً من الاهتمام.

## السؤال الثامن

كيف تدمجين التكنولوجيا المساعدة، مثل أجهزة الاتصال المعززة والبديلة في جلسات العلاج؟

### الجواب

إن دمج التكنولوجيا المساعدة، مثل أجهزة الاتصال المعززة والبديلة، في جلسات العلاج يمكن أن يدعم بشكل كبير الأفراد الذين يواجهون تحديات في توسيع وتعزيز لغة الكلام والاتصال؛ دعم تطوير اللغة وتوفير المفردات وهياكل الجملة المناسبة لنمذجة

المهارات اللغوية الأكثر تقدماً. تعزيز محاولات الاتصال الناجحة وتقديم ردود فعل إيجابية لتشجيع المزيد من الاستخدام والثقة مع أجهزة الاتصال المعززة والبديلة.

### السؤال التاسع

ما هي التحديات التي واجهتك في العمل مع التلاميذ المصابين بالتوحد والإعاقات الذهنية، وكيف تغلبت عليها؟

#### الجواب

يمكن أن يمثل العمل مع التلاميذ المصابين بالتوحد والإعاقات الذهنية تحديات مختلفة في إدارة السلوك، مثل العدوانية أو التحفيز الذاتي أو مقاومة التحولات أثناء جلسات العلاج. يعد فهم المحفزات والوظيفة الأساسية لهذه السلوكيات أمرًا بالغ الأهمية. يمكن استخدام تقنيات إدارة السلوك، مثل التعزيز الإيجابي والجدول الزمني المرئية والقصص الاجتماعية والروتين المنظم، لمعالجة هذه السلوكيات وتعديلها. يساعد التعاون مع مقدمي الرعاية وتنفيذ استراتيجيات متسقة عبر أماكن مختلفة أيضًا في الحفاظ على التقدم السلوكي. كما قد يعاني التلاميذ المصابون بالتوحد والإعاقات الذهنية من حساسيات حسية، مثل فرط الحساسية للضوضاء أو اللمس أو القوام المحدد. يمكن أن تؤدي هذه الحساسيات إلى القلق أو الانهيارات أو الانسحاب. يتضمن التغلب على هذا التحدي خلق بيئة صديقة للحس أثناء جلسات العلاج. يمكن تحقيق ذلك عن طريق تقليل المحفزات الحسية، وتوفير تجارب حسية مهدئة، وإدخال تقنيات التكامل الحسي تدريجياً لمساعدة التلاميذ على تنظيم استجاباتهم للمدخلات الحسية.

### السؤال العاشر

ما هي النصائح التي تقدمينها لشخص يفكر في الحصول على وظيفة في علاج النطق والعمل مع التلاميذ المصابين بالتوحد والإعاقات الذهنية على وجه الخصوص؟

#### الجواب

إذا كان شخص ما يفكر في الحصول على وظيفة في علاج النطق، لا سيما العمل مع التلاميذ المصابين بالتوحد والإعاقات الذهنية؛ يجب أن يظل على اطلاع دائم بالبحوث الحالية والممارسات القائمة على الأدلة والتطورات في مجال علاج النطق. حضر المؤتمرات وورش العمل والحلقات الدراسية لتوسيع المعرفة والتواصل مع المهنيين العاملين في نفس المجال. الانخراط في التعليم المستمر لتعزيز مهاراته وخبراته والعمل مع الفريق متعدد التخصصات الذي يتضمن التعاون مع المهنيين الآخرين، مثل المعالجين المهنيين والمربين الخاصين وعلماء النفس. تعلم العمل بفعالية كجزء من فريق متعدد التخصصات، والتعاون وتبادل الأفكار لتوفير الدعم الشامل للتلاميذ وأسرهم

## Appendix F : PPC Director's Interview Transcription

### السؤال الأول

ما هي الخدمات التي يقدمها مركزكم، وكيف تعملون مع التلاميذ وأولياء الأمور والمعلمين؟

### الجواب

يقدم هذا المركز برامج متطورة تتجاوز المناهج الدراسية العادية. يمكن أن تتضمن هذه البرامج موضوعات مثل الترميز أو الكتابة الإبداعية أو الموسيقى أو الفن أو اللغات الأجنبية أيضاً، كما أنها توفر مساعدة في الواجبات المنزلية لمساعدة التلاميذ على إكمال مهامهم ومراجعة المفاهيم وتعزيز ما تعلموه في المدرسة.

### السؤال الثاني

كيف تتعاملون مع تقييم احتياجات التلاميذ التعليمية والعاطفية ومعالجتها؟

### الجواب

يتطلب تقييم احتياجات التعلم والاحتياجات العاطفية والتعامل معها نهجاً شاملاً يأخذ في الاعتبار العوامل المختلفة؛ خلق بيئة تعليمية آمنة وشاملة حيث يشعر التلاميذ بالراحة في التعبير عن أنفسهم وتعزيز علاقات إيجابية مع التلاميذ على أساس الثقة والاحترام المتبادل من خلال تقديم مجموعة متنوعة من الأساليب التعليمية والمواد والأنشطة. وهذا يضمن أن التلاميذ ذوي الاحتياجات التعليمية المتنوعة يمكنهم الوصول إلى المحتوى والمشاركة فيه بفعالية مع تقديم دعماً إضافياً حسب الحاجة.

### السؤال الثالث

ما هي بعض التحديات الشائعة التي يواجهها التلاميذ، وكيف تساعدونهم في التغلب على هذه التحديات؟

كيف تتعاملون مع تقييم احتياجات التلاميذ التعليمية والعاطفية ومعالجتها؟

### الجواب

يواجه التلاميذ تحديات مختلفة يمكن أن تؤثر على أدائهم الأكاديمي. قد يعاني التلاميذ الذين يعانون من صعوبات في التعلم من صعوبة فهم بعض المفاهيم أو المهارات. لدعم هؤلاء التلاميذ، يمكن للمدرسين: إجراء تقييمات تكوينية منتظمة لتحديد مجالات الصعوبة المحددة وتقديم تدخلات هادفة، مثل الممارسة الإضافية، أو التدريس الفردي، أو دعم المجموعة الصغيرة. أيضاً، قد يواجه التلاميذ غير الناطقين باللغة التعليمية تحديات في فهم والتعبير عن أنفسهم بشكل فعال. ومساعدتهم عن طريق توفير الدعم اللغوي من خلال الوسائل البصرية والإيماءات والتعليمات المبسطة وتشجيع التعاون بين الأقران والتعلم التعاوني لتعزيز اكتساب اللغة.

### السؤال الرابع

في رأيكم، ما هي بعض الاستراتيجيات الفعالة لتعزيز النجاح الأكاديمي للتلاميذ ورفاههم العقلي؟



## الجواب

عدة استراتيجيات فعالة يمكن أن تعزز النجاح الأكاديمي للتلاميذ ورفاههم العقلي وإدماج التعلم الاجتماعي والعاطفي في المناهج الدراسية. تعليم مهارات مثل الوعي الذاتي والتعاطف وصنع القرار المسؤول والتواصل الفعال. يساعد التعلم الاجتماعي والعاطفي التلاميذ على تطوير الذكاء العاطفي وبناء علاقات إيجابية وإدارة عواطفهم، والمساهمة في رفاهيتهم العامة والتأكيد على أهمية الجهد والمثابرة والإيمان بقدرة المرء على النمو والتحسين. تعليم التلاميذ أنه يمكن تطوير الذكاء والقدرات من خلال العمل الجاد والاستراتيجيات الفعالة. تساعد عقلية النمو التلاميذ على التغلب على التحديات، وتطوير المرونة، والحفاظ على موقف إيجابي تجاه التعلم.

## السؤال الخامس

كيف يظل مركزكم مواكبًا لأحدث الأبحاث وأفضل الممارسات في علم النفس التربوي؟

## الجواب

نركز بقوة على مواكبة أحدث البحوث وأفضل الممارسات في علم النفس التربوي عن طريق إقامة علاقات تعاونية مع الخبراء والمهنيين في مجال علم النفس التربوي. قد يتضمن ذلك التشاور مع الباحثين وعلماء النفس والمستشارين التربويين المتخصصين في علم التربية. من خلال هذا التعاون، نكتسب رؤى ووجهات نظر قيمة حول أحدث الأبحاث وأفضل الممارسات وإقامة شراكات مع المؤسسات الأكاديمية التي لديها خبرة في علم النفس التربوي. قد تتضمن هذه الشراكات التعاون البحثي أو التدريب الداخلي أو محاضرات الضيوف من قبل العلماء والباحثين. يوفر لنا هذا التعاون إمكانية الوصول إلى أحدث الأبحاث والخبرة الأكاديمية.

## السؤال السادس

كيف يمكنكم التأكد من أن خدماتكم متاحة ومتجاوبة ثقافيًا مع مجموعات التلاميذ المتنوعة؟

## الجواب

ضمان أن تكون خدماتنا متاحة ومستجيبة ثقافيًا لمختلف فئات التلاميذ؛ توفير قنوات اتصال متعددة لتلبية احتياجات مجموعات التلاميذ المتنوعة. قد يشمل ذلك طرق الاتصال المكتوبة واللفظية والبصرية. بالإضافة إلى وسائل مختلفة مثل السمع البصري والمنصات عبر الإنترنت لاستيعاب أساليب التعلم المختلفة والتفضيلات، أيضًا لضمان أن تكون موادنا التعليمية، مثل الكتب المدرسية والموارد والتكنولوجيا، ذات صلة ثقافيًا وتمثل وجهات نظر متنوعة. مع دمج المحتوى الذي يعكس تجارب وخلفيات تلاميذنا، مما يعزز الشعور بالانتماء والمشاركة.

## السؤال السابع

ما هي النصيحة التي تقدمونها للآباء والمعلمين المهتمين بحالة التلميذ الأكاديمية أو العاطفية؟

## الجواب

يشعر الآباء والمعلمون بالقلق إزاء الجانب الأكاديمي والعاطفي للتلميذ من خلال تقديم الدعم بناءً على احتياجات التلميذ الفريدة. والعمل معًا لتطوير خطة شخصية تعالج تحدياتهم الأكاديمية أو صراعاتهم العاطفية. قد تتضمن هذه الخطة تعديلات على نهج التدريس أو موارد إضافية أو استشارات أو إحالة إلى خدمات متخصصة إذا لزم الأمر. أيضًا، وتذكير الآباء والمعلمين بإعطاء

الأولوية لرفاهيتهم أيضاً. والعمل على توفير الدعم للتلميذ الذي يواجه تحديات أمراً صعباً عاطفياً مع تشجيع ممارسات الرعاية الذاتية وتوفير الموارد للآباء والمعلمين لالتماس دعمهم الخاص إذا لزم الأمر.

### السؤال الثامن

ما هو الاتجاه المستقبلي لعلم النفس التربوي برأيكم، وكيف تتصورون أن يساهم مركزكم في هذا المجال؟

### الجواب

سيتضمن الاتجاه المستقبلي لعلم النفس التربوي الاستفادة من التكنولوجيا، وفهم العمليات المعرفية، وتعزيز الشمولية، وتلبية الاحتياجات الاجتماعية والعاطفية، يمكن للمركز أن يساهم في هذا المجال من خلال إجراء البحوث، وتطوير مناهج مبتكرة، وتوفير فرص التطوير المهني، والتعاون مع أصحاب المصلحة لتشكيل الممارسات والسياسات التعليمية بما يتماشى مع هذه التطورات.

### السؤال التاسع

يمكن للحكومة أن تلعب دوراً حاسماً في دعم عمل المركز التربوي النفسي، كيف ترون دعم الحكومة لمركزكم؟

### الجواب

يمكن للحكومة تقديم دعم كبير لمركز نفسي تربوي بعدة طرق؛ من خلال تقديم الدعم المالي، والدعوة لعمل المركز، وتعزيز التعاون، والاعتراف بخبرته، كما يمكن للحكومة تعزيز تأثير وفعالية المركز النفسي التربوي بشكل كبير. يعزز هذا الدعم قدرة المركز على إجراء الأبحاث وتطوير الممارسات القائمة على الأدلة والمساهمة في تحسين النتائج التعليمية للمتعلمين والتقدم العام لعلم النفس التربوي كمجال.

### السؤال العاشر

كيف يتم فتح القسم الخاص كالذي متواجد في متوسطة سدراي خليفة، مع الأخذ بعين الاعتبار وجود عدد كبير من التلاميذ من ذوي الاحتياجات الخاصة؟

### الجواب

تتعلق الحالة الأولى بالأفراد ذوي الإعاقات الخفيفة، مثل الأطفال المصابين بالتوحد الخفيف، الذين لديهم القدرة على الانخراط في أنشطة تعليمية منتظمة. وفي الوقت نفسه، تستلزم الحالة الثانية إخضاع الطفل للتقييمات اللغوية والمعرفية والسلوكية. عند اجتياز هذه الامتحانات بنجاح، يتم إنشاء أقسام متخصصة لتلبية الاحتياجات الفريدة لهؤلاء الأفراد. ويتم تيسير إنشاء هذه الفصول من خلال اتفاقات تعاونية بين وزارة التضامن ووزارة التعليم. وبعد ذلك، تنفذ الاتفاقات الموقعة تنفيذاً فعالاً على مستوى المديرية التعليمية، بما يكفل توفير الخدمات التعليمية المناسبة لهؤلاء الأطفال.

## Résumé

Cette étude vise à explorer les méthodes et techniques appliquées à l'enseignement de l'EFL aux élèves ayant des besoins spéciaux, en se concentrant spécifiquement sur les enfants autistes et ayant une déficience intellectuelle. La recherche a sélectionné le collège Sedrati Khalifa à Sedrata, Souk Ahras\_Algerie comme étude de cas, car cette école contient une classe spéciale dans laquelle 11 de ces élèves reçoivent leur éducation. Pour atteindre les objectifs de cette étude et obtenir une data, une méthode explicative qualitative a été utilisée. Les objectifs de la recherche ont été atteints grâce à de multiples sessions d'observations en classe qui cherchent à obtenir des informations détaillées sur les méthodes utilisées pour enseigner ces élèves. En plus d'une série d'entretiens menés avec leur professeur d'EFL, leur orthophoniste et le directeur du Centre Psychologique et pédagogique d'où ils viennent. En conclusion, cette recherche a mis en évidence les conditions et les défis de l'enseignement de cette catégorie d'apprenants EFL. Elle a également montré les efforts offerts par tous les participants qui servent ces élèves en commençant par les décideurs gouvernementaux aux enseignants et thérapeutes. L'étude est une tentative d'attirer davantage l'attention sur les apprenants ayant des besoins spéciaux en Algérie et une chance d'enrichir les données académiques disponibles sur ce sujet.

**Mots clés :** Besoins spéciaux, Apprentissage EFL, Autisme, Déficience intellectuelle

### ملخص

تهدف هذه الدراسة إلى استكشاف الأساليب والتقنيات المطبقة في تدريس اللغة الإنجليزية كلغة أجنبية للتلاميذ ذوي الاحتياجات الخاصة، مع التركيز بشكل خاص على الأطفال المصابين بالتوحد الإعاقات الذهنية. اختار البحث مدرسة سدراقي خليفة المتوسطة في سدراثة، سوق أهراس الجزائر كحالة للدراسة، لأن هذه المدرسة تحتوي على فصل خاص يتلقى فيه 11 من هؤلاء التلاميذ تعليمهم. لتحقيق أهداف هذه الدراسة وجمع المعلومات، تم استخدام طريقة تفسيرية نوعية. تم تحقيق أهداف البحث من خلال ملاحظات الفصول الدراسية المتعددة التي تسعى إلى الحصول على معلومات مفصلة حول الأساليب المستخدمة في تعليم هؤلاء التلاميذ. بالإضافة إلى سلسلة من المقابلات التي أجريت مع مدرس اللغة الإنجليزية كلغة أجنبية ومعالج النطق ومدير المركز النفسي والتربوي الذي ينتمون إليه. في الختام، عرض هذا البحث شروط وتحديات تدريس هذه الفئة من متعلمي اللغة الإنجليزية كلغة أجنبية. كما أظهر الجهود التي يقدمها جميع المشاركين الذين يخدمون هؤلاء التلاميذ بدءاً من صانعي السياسات الحكومية وصولاً إلى المعلمين والمعالجين. هذه الدراسة هي محاولة لجذب المزيد من الاهتمام للمتعلمين ذوي الاحتياجات الخاصة في الجزائر وفرصة لإثراء البيانات الأكاديمية المتاحة حول هذا الموضوع.

**الكلمات المفتاحية:** ذوي الاحتياجات الخاصة، تعلم اللغة الإنجليزية كلغة أجنبية، التوحد، الإعاقات الذهنية.