Addressing the Challenges Faced by Persons with Disabilities: A Critical Analysis of Special Education and Comprehensive Support

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Abstract

This article examines the emergence and development of special education as an academic discipline and a field of practice, considering its contribution to understanding and addressing the challenges faced by persons with disabilities. It discusses the theoretical perspectives, educational programmes, and practical proposals that inform the work of families, educational institutions, and formal and informal support networks. Particular attention is paid to the implications of different disabilities and the need for coordinated support across family, school, institutional, and community settings. The article adopts a critical analytical approach informed by sustained experience in teaching special education and engagement with the writings of scholars and researchers in the field. Rather than reporting an empirical investigation, it synthesises key ideas and examines their relevance to educational and social support. The discussion develops a comprehensive perspective on the difficulties encountered by persons with disabilities and considers responses that connect individual needs with the responsibilities of the surrounding environment. It emphasises the importance of linking academic knowledge with practical action and presents recommendations intended to guide reflection and strengthen support across different contexts.

Keywords: Persons with disabilities; special education; educational challenges; comprehensive support; family and community involvement.

Abordar los desafíos que afrontan las personas con discapacidad: un análisis crítico de la educación especial y el apoyo integral

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Resumen

Este artículo examina el surgimiento y desarrollo de la educación especial como disciplina académica y ámbito de intervención, considerando su contribución a la comprensión y atención de los desafíos que afrontan las personas con discapacidad. Se analizan las perspectivas teóricas, los programas educativos y las propuestas prácticas que orientan la labor de las familias, las instituciones educativas y las redes de apoyo formales e informales. Se presta especial atención a las implicaciones de las distintas discapacidades y a la necesidad de coordinar el apoyo en los ámbitos familiar, escolar, institucional y comunitario. El trabajo adopta un enfoque crítico y analítico, sustentado en una trayectoria prolongada de enseñanza de la educación especial y en la lectura de las aportaciones de especialistas e investigadores del campo. Sin presentar una investigación empírica, sintetiza ideas fundamentales y examina su pertinencia para el apoyo educativo y social. La discusión desarrolla una perspectiva integral sobre las dificultades que encuentran las personas con discapacidad y considera respuestas que vinculan las necesidades individuales con las responsabilidades del entorno. Se destaca la importancia de conectar el conocimiento académico con la acción práctica y se presentan recomendaciones destinadas a orientar la reflexión y fortalecer el apoyo en diferentes contextos.

Palabras clave: Personas con discapacidad; educación especial; desafíos educativos; apoyo integral; participación familiar y comunitaria.

Introduction:

When we take a clear-eyed look at the issue of people with disabilities or those with special needs, we are reminded of the arduous journey this group has endured over many centuries, particularly in ancient societies which regarded them as a source of shame or as outcasts, amongst other labels and characterizations that have been attached to them and their families throughout history.

Conversely, there have been individual and collective initiatives—whether within an institutional or academic framework—which, from their very inception, have contributed, in the form of charitable work or what was later termed 'social work' by certain organizations, to the support, guidance and assistance of individuals and families affected by disabilities. These charitable organizations, which were initially mostly of a social or religious nature in some cases, and later took on an official character organized by government bodies providing what are known as social services, all seek to alleviate the isolation, deprivation, suffering and oppression experienced by people with disabilities and their families.

As time went on and scientific research and knowledge advanced, the first initiatives were launched by a number of scientific specialists to support people with disabilities; these initiatives were not confined to a single scientific discipline or field, but rather involved several scientific disciplines, including those relating to medicine and healthcare, and their role in providing treatments, managing conditions and alleviating pain, as well as prescribing certain medicines to alleviate some of the associated effects and disorders. In addition to this, we see the tireless work of psychologists, sociologists and educational scientists, nor should we overlook the roles played by legal professionals in providing support and drafting laws and legislation in this regard. Consequently, people with disabilities have come to be regarded with the same level of respect and attention in terms of their rights and obligations as other members of society.

All these achievements and gains resulting from this long-term endeavor have contributed to ensuring that people with special needs receive care and attention, and that states, international organizations and charitable associations are now aware of the most significant problems they face – whether in terms of the psychological and emotional well-being of both the disabled person and their family, or in terms of education—regarding the right to education in specialized institutions or through inclusive education—or from a social and occupational perspective. In response to these challenges and demands, programmers, laws and budgets have been established, and structures have been put in place to support and accommodate this group.

It is against the backdrop of this long history of suffering experienced by people with disabilities and those with special needs that the research question of this study arises; namely, to identify the most significant problems faced by this group, to understand the resulting consequences, and consequently

to determine the appropriate solutions and methods for alleviating this suffering and its associated consequences.

The origins and history of special needs education:

The emergence and development of special education for people with special needs have varied across different eras, and this development is linked to societies' views of this group of individuals. In primitive and ancient societies, people with special needs were viewed with contempt and disdain; they were described using the most abhorrent epithets and were even regarded as a menace to society.

It is worth noting that, in the Greek and Roman periods, there was no special education provided for children with disabilities, and there has been severe criticism of the prevailing Platonic philosophy of that era, which held that a society free of this group was far better than one in which they existed, and that the state should rid itself of them, because the state requires healthy and intelligent individuals capable of production, of defending the homeland, and of governing (Abdel-Rahim, 1996).

In contrast to Roman and Greek attitudes, and contrary to the prevailing beliefs regarding this group within Pharaonic society, the Egyptians recognized the right of people with disabilities to live like everyone else, even though those in control of the Pharaonic state isolated these individuals from the rest of society (Al-Khatatna, 2000).

From the same perspective, people with disabilities have received considerable attention from society, as they are considered to be a group just like any other; it is the duty of everyone to support this group, meet their needs and assist them in every possible way (Barakat Lutfi, 1981).

As for religions, with the emergence of Christianity—which advocated the teachings of love and brotherhood—the seeds of charity towards this group were sown, and they were granted the right to live within society and participate in everyday life; this was precisely what Saint Justinian advocated. At that time, he recommended the need to follow certain teachings he advocated, which included the necessity of providing care for the mentally disabled and the deaf and dumb. He also recommended at that time that guardians be appointed for people with disabilities to look after them and manage their personal affairs in their everyday lives (Al-Shinawi, 1997, p. 89).

In the Islamic faith—and given that Islam is a religion of tolerance and equality—people with disabilities have been granted a range of rights, the most prominent of which is that every human being possesses their humanity regardless of the physical condition with which God Almighty has endowed them, This is in accordance with legislative texts, such as those prohibiting any violation of the principle of equality between individuals, or any form of contempt, mockery, arrogance or condescension. Indeed, Islam has provided them with social care, ensuring their welfare, guaranteeing them the right to a dignified life, supporting and assisting them by all available means, and granting them rights on a par with all other sections of society.

Educational movements and trends, alongside the efforts of educators, professionals in the fields of psychology and medicine, and those concerned with issues affecting human societies in Europe and the United States of America, have contributed significantly to the growth and development of the field of special education, which addresses the needs of various groups and individuals, particularly those with special needs. With regard to the suffering endured by this group, a shift has taken place since the beginning of the 20th century: most reflections on the origins of 'neglect' and on individual and social suffering have come to take greater account of specific ethical and psychological factors, alongside the emergence of a large number of 'specialists' (Avvanzino, Oct1980, P143).

The earliest beginnings were individual initiatives by a number of volunteers aimed at this vulnerable group to alleviate their suffering; this idea was first accompanied by the implementation of an

educational curriculum specifically designed for people with special needs in general, through an institution founded in 1827 which continues to this day to operate within the framework of its long and multifaceted history, and operates under the auspices of what is known as a 'charitable institution'. This is the 'Pestalozzi School', formerly known as the 'Woody Country Home in Ishishin', and long before that as the 'Mobas Home'.The history of the children placed in this institution cannot be a mere chronological account presented in a logical, cross-cutting sequence (Avvanzino,1993, P16).

Educational movements and trends, alongside the efforts of educators, professionals in the fields of psychology and medicine, and those concerned with issues relating to human societies in Europe and the United States of America, have contributed significantly to the growth and development of the field of special education, which addresses the needs of various groups and individuals, particularly those with special needs. Among the most prominent figures in this field are Fröbel, Piaget and Strauss, who had a significant impact on the development and progress of this field until it reached its current form, in addition to Kirk, who is considered one of the leading figures in the field of special education (Hishour, 2020, p. 8).

The growing interest in people with disabilities in European countries and the United States of America can be attributed to the efforts of 'Itard', building on the earlier work of the Frenchmen 'Seguin' and 'Seguin and the Frenchman "Benet", as well as the work of the Italian 'Maria Montessori' and the Pole 'Foka Intesh Kingma', all of whom focused their efforts on methods and approaches to educating this group of individuals. Consequently, ' Seguin founded a special school for the intellectually disabled in Paris in 1937 and devised an intelligence test for this group; he also established the Maria Montessori School and a third school attached to the La Salpêtrière Hospital.

Special education is considered a relatively recent topic in the field of education; organized interest in this area dates back to the second half of the last century. However, some believe that its origins lie much earlier, as evidenced by certain research findings. In (Depaepe,1990), through an analysis of the proceedings of six international academic conferences held between 1900 and 1914, highlights the emergence of a new discourse addressing 'social deviance' and 'moral weakness' in children (Bélanger, 1997, P22).

The field of special education brings together a number of sciences and disciplines, such as psychology, education and sociology; it also focuses on the study of individuals with special needs who differ significantly from typical individuals in terms of their cognitive, sensory, emotional, motor and linguistic development, which necessitates that educators pay them special attention, particularly with regard to methods of diagnosis and the development of appropriate educational programs for them (Hishour, 2020, p. 8).

The subject of special education has come to occupy an important position as a result of the growing interest shown by researchers, educationalists, psychologists, doctors and other specialists in pupils with special educational needs, to the extent that attention to these groups now ranks high amongst the priorities of modern educational systems. (Ziad Kamel, n.d., pp. 26–27).

The focus on pupils with special educational needs and the serious consideration given to providing them with appropriate programs, strategies and techniques reflect a notable development in the education system, particularly through efforts to harness their existing abilities and raise their standards, thereby enabling them to become self-reliant, whether in mainstream classes or in special educational classes and institutions.

Definition of general education:

John Stuart Mill believes that education is everything that influences an individual's development, that is to say, it is not limited to the processes that take place within the individual; rather, it is broader and more comprehensive, encompassing everything that others do for us, with the aim of bringing us closer to achieving a fundamental goal: our natural perfection. Nor does it exclude natural environmental influences that are independent of human will.

General education is also defined as the type of education that caters for ordinary individuals and follows a standardized curriculum for each age group or year group; it is based on group-based teaching methods suited to the characteristics of ordinary children at different stages of development and utilizes general teaching aids appropriate to the nature of the varied subject matter.

Education is a set of processes through which society is able to pass on its knowledge, values, goals and acquired experiences to its members, thereby ensuring its continuity and preserving its existence. Education is not limited to the transmission and preservation of this heritage; it also involves its continuous renewal and the renewal of the individuals who carry it forward; It is a process of continuous growth whose sole purpose is to achieve further growth, making it an expression of life in its constant movement, development and renewal.

In another approach, education is regarded as a science aimed at shaping the individual for their own sake, and at awakening their many inclinations. Durkheim argues that education "consists of the work and actions carried out by mature generations towards those generations that are not yet mature and not yet prepared to engage in social life". He also states that education supports a child's development in many aspects that are not yet mature enough for social life, and that its aim is to stimulate and develop in the child a specific set of physical, intellectual and moral capacities required of them by both the political community as a whole and the environment. He adds that "education means the social formation of individuals".

Whilst 'Mill, J.' holds the view that education is the process that makes an individual 'a source of happiness for themselves and others'. These definitions, despite their differing premises, reveal the multifaceted nature of education; it is not limited to the cognitive aspect, but extends to include the development of an individual's character, their preparation for social life, and the achievement of harmony between themselves and their environment, According to Kant, in his book *Reflections on Education*, published in 1966, the aim of education is to develop the individual to the fullest extent of their potential.

The term 'education' is also used to refer to a range of specialized educational programmers offered to groups requiring educational methods and services tailored to their individual characteristics and needs, with the aim of helping them to develop their abilities to the fullest extent possible, achieve self-fulfillment and adapt to the demands of life, whilst John Dewey emphasizes the social dimension of education, viewing it as 'the set of processes by which a society or social group can transmit its acquired powers and objectives in order to secure its own existence and continuous growth'; When linking education to the school, the latter will be effective if it provides pupils with the opportunity to grow and gain experience on the physical, intellectual and social levels alike. It must therefore be open to the surrounding environment (De Landsheere, 1992, P18).

Definition of Special Education:

Definitions of special education vary from one field of expertise to another, and the subject can be approached from more than one perspective; Some may view it from a legal perspective, whilst others may view it from a purely administrative angle, considering it part of the established system; still others may regard it as a social and political issue, seeing it as one of the outcomes of the civil rights

movement or as reflecting changes in societal attitudes towards disability in general. However, none of these definitions capture the spirit and essence of special education; the essence of special education is education itself (Al-Qamash and Al-Jawalda, 2014, p. 54).

Special education can be defined as a range of specialized educational, pedagogical, preventive and therapeutic programmers provided to groups of individuals with special needs, with the aim of supporting them and helping them to develop their abilities and potential to the fullest extent possible, achieve their goals, and foster positive self-perception, thereby enabling them to attain the greatest possible personal, educational, professional and social fulfillment.

Hellmann and Kauffman define it as learning that is specifically designed to meet the unusual needs of learners with special needs, through specialized materials, teaching techniques, equipment and facilities. For example, children with visual impairments need to use large-print materials or Braille, whilst people with hearing impairments need hearing aids or to learn sign language. Special education also requires the provision of a range of support services such as special transport, psychological assessment, occupational therapy, physiotherapy, speech and language therapy, medical treatment and counseling.

The term 'special education' is also used to refer to a range of specialized educational programmers and services provided to individuals with special needs, with the aim of helping them to develop their abilities and potential to the fullest extent possible, to achieve self-fulfillment, and to adapt to the demands of life despite their differing individual needs and abilities. It is understood that special education is a specific practice within the field of social work: the arrangements made for people who are unable to adapt – that is, those with disabilities or who face social difficulties – and the measures implemented constitute one sector of social work (Leveve-Coucke, 2005, P15).

In its ideal form, special education relies on the systematic organization and monitoring of teaching practices, the adaptation of teaching aids and materials, and the provision of suitable and accessible learning environments, alongside the provision of appropriate interventions and services that help learners with special educational needs to achieve greater independence and personal competence, and to succeed at school and in society.

Special educational needs encompass a number of categories and conditions, the most notable of which include: learning difficulties, communication disorders, emotional and behavioral disorders, physical disabilities, developmental disabilities, and other conditions that require specialized educational interventions and services.

Heward, however, defines it as a profession with its own principles, methods and research efforts, all of which focus on developing the learning process and improving the assessment of the educational needs of children, adults and people with special needs (Heward, 2002).

Differences and distinctions between special education and mainstream education:

There are many differences between mainstream education and special education, which must be highlighted in order to understand the essence and key distinctions between them, and so that we may also recognize the importance of caring for people with disabilities, with a view to finding solutions that help them to develop and enable them to become an integral part of society like any other group. The most important of these are set out in the following points:

• **With regard to buildings and facilities**: School buildings and facilities in special education should be designed to suit the characteristics and needs of each category of people with disabilities by

removing barriers and obstacles that may restrict their mobility, whether they have mobility, visual, hearing or other disabilities, whereas buildings and facilities in mainstream education are designed in a standardized manner to suit individuals without disabilities at the same educational stage.

- In terms of target groups: special education focuses on individuals with special needs, including gifted individuals and those with disabilities, whilst mainstream education focuses on individuals without special needs (Nadia Hishour, 2019, p. 5)

• In terms of curricula: Special education adopts a different curriculum for each category of special educational needs, from which individual educational objectives are derived, whilst mainstream education adopts a standardized curriculum for each age group or year group.

• In terms of teaching methods: Special education predominantly relies on individualized teaching approaches when teaching children with special needs, whilst mainstream education employs group-based teaching methods when teaching children without special needs at various stages of their education.

• In terms of teaching methods: Special education employs specific teaching methods tailored to the characteristics of each group of people with special needs; methods suitable for those with visual impairments may not be suitable for those with hearing impairments, and vice versa. This also applies to other groups, whilst mainstream education employs general teaching methods across various subjects.

• In terms of class size: Class sizes in special education are relatively small, ranging from 8 to 10 pupils, whereas in mainstream education they can reach 30 pupils or more.

• With regard to teachers' qualifications: it is preferable for a special needs teacher to hold a baccalaureate qualification, in addition to a professional qualification in special needs education or a postgraduate qualification in one of the categories of disability, whilst a teacher of mainstream pupils may only need to hold a postgraduate qualification.

• Despite the marked differences between special education and mainstream education, both focus on the individual, even if the methods and approaches adopted differ; In other words, special education and mainstream education share a fundamental aim, which is to help the individual, regardless of their category, to develop their abilities and aptitudes to the fullest extent possible and to work towards achieving their goals by creating the appropriate conditions and environment to do so.

The Concept of Educational Problems:

A problem is defined as a set of difficulties and obstacles that people face in various aspects of their lives. Problems vary in terms of their scale, nature, location and timing; however, every problem, regardless of its scale or nature, requires the search for a suitable solution. In other words, educational problems are obstacles facing the field of education, and prevent the achievement of the objectives of the teaching and learning process, whether they stem from a lack of human, material or knowledge-related resources, or other factors (Majdalawi and Mahmoud, 2016, p. 16).

Experience has shown that many people lack the ability to tackle and resolve problems in a systematic manner, even when they are simple; furthermore, some do not realize that addressing a problem in a systematic and organized way can transform it into a positive opportunity that yields beneficial results and provides valuable experience for the future.

Based on the above, educational problems can be defined as the various difficulties and obstacles faced by learners – whether children, pupils or students – or by teachers and educators at various stages of education, or by educational institutions as structures underpinning the educational process, regardless of whether these problems relate to:

Developmental and psychological issues affecting the child or pupil, or issues relating to educational programmers.

- The teacher's personal educational issues, including aspects such as abilities, qualifications, training and experience…
- Educational issues relating to the structure of the educational institution – such as its location, the condition of the building, and the availability of educational resources and facilities.

As for the related factors that contribute to the occurrence of educational problems, we can summaries them as follows:

- Personal factors
- Family factors
- School factors
- Factors relating to classroom teaching activities
- Factors relating to school management
- Factors relating to the composition of the class group.

The concept of people with special needs:

Before addressing the specific needs of people with disabilities, we would like to understand the meaning of disability, which is defined as any limitation on activity or restriction on participation in social life experienced by a person in their environment due to a fundamental, permanent or definitive, in one or more physical, sensory, mental, cognitive or psychological functions, or due to multiple disabilities or a health condition causing disability affecting people with special needs (Le Roux & Marcellini, 2013, p. 282).

The term 'special needs' refers to a fundamental difference from the average or typical person, and specifically refers to a child with , as they differ from children who are typical or average child in terms of mental or physical or sensory abilities, behavioral or linguistic or educational characteristics to such an extent that it becomes necessary to provide educational and to meet the unique needs of Most educators now prefer to use the term 'people with special needs' as it does not carry the negative connotations associated with terms such as 'disability' and impairment and so on (IKbal &t al., 1984, p. 76) .

The term 'people with special needs' refers to that group of individuals who were previously categorized as 'disabled'; however, recent trends in educational and social literature have come to favor the use of the term 'people with special needs' because of its inclusiveness and respect for the individual's privacy and dignity, and to avoid the negative and derogatory connotations associated with the term 'disabled', which are linked to social stigma and the resulting psychological and social effects that may hinder the individual's integration and interaction with their environment. Furthermore, the concept of 'special educational needs', which has been in use since 1978, reflects the relationship between a child's disorder or disorders and the general care provided by society (Bélanger, P27).

People with special needs can be defined as individuals whose level of functioning differs from the norm or average, thereby necessitating special educational and teaching services, as well as appropriate educational arrangements, environments and practices tailored to their characteristics and needs, thereby helping them to develop their abilities and achieve the greatest possible level of adaptation and integration into society. Some consider this to refer to an individual who suffers from a deficiency in one or more areas, or to a person who differs from the average individual to such an extent that adjustments to educational experiences or practices are required in order to develop their specific abilities and aptitudes (Khalifa and Isa, 2006, p. 16).

Types of people with special needs:

There are many disabilities that can affect anyone in the course of their life; these may be caused by genetic or hereditary factors, or acquired through the environment in which a person lives. These include: autism, Down's syndrome, epilepsy, intellectual disability, learning difficulties, deafness and hearing impairment, visual impairments, speech and language difficulties, cerebral palsy, acquired brain injuries, and multiple disabilities.

The implications of issues affecting people with special needs:

All these works deal with the profession of special education, either from the perspective of the particular challenges facing the profession, or from the perspective of the individual and social problems that professionals in this field are called upon to address, or from the perspective of the ideals upon which these professionals base their work or the ideologies that shape their approach (Coquoz & Knusel, 2004, P35)

A disability can cause an individual to suffer from low morale as a result of feeling that they alone are affected by their disability; it can also lead them to withdraw and become socially isolated, and they may experience feelings of despair and frustration. Among the most significant problems faced by pupils with special educational needs in schools are certain criticisms leveled at schools and programmers for pupils with special educational needs, which highlight a number of shortcomings, including the following:

Feelings of inadequacy and incompleteness: Children with disabilities feel a sense of inadequacy and experience severe distress, particularly if the disability is severe; they feel ashamed and confused, and may suffer psychological and neurological trauma, Furthermore, the social interaction of pupils and children with special needs may be limited to their peers in the same group, which reduces their opportunities to engage with and interact with diverse groups and limits the benefits they derive from different social and educational experiences and influences.

Guilt and stigma: A person with a disability may feel guilt and experience social stigma as a result of the negative perceptions associated with disability; in some cases, their placement in special educational programmers may contribute to reinforcing these feelings if the associated psychological and social aspects are not taken into account, These feelings may be exacerbated when the necessary psychological support is not available, leading the person with a disability to feel that they are a burden on their family or to believe that their disability is a sin or a fault they have committed.

deterioration of social relations: By this we mean situations in which an individual's relationships with those around them, both within and outside the family, become strained whilst they are fulfilling their social role; or what are known as problems of maladjustment to the social environment, Pupils in special educational needs classes may face certain difficulties in forming relationships and interacting with their peers within the classroom or school, which may affect their social development and limit their opportunities to acquire social skills.

The implications of the transition to mainstream school: Some pupils may find the transition from special schools or special educational programmers to mainstream schools extremely difficult, as it requires them to adapt to new academic, social and emotional demands.

The impact of educational problems on children:

According to numerous scientific studies and the views of experts, there is no doubt that educational and behavioral problems have a negative impact on pupils in particular and on society in general. The most significant of these effects can be summarized as follows:

- **Psychological effects:** A persistent sense of helplessness and failure in the classroom or at school can lead to problems such as extreme shyness, anxiety, social isolation, a lack of motivation to learn, and other issues including feelings of fear, panic, low self-esteem, depression, stress, a lack of security, and psychological complexes.
- **Social consequences**: Children sometimes resort to expressing their inability to adapt or their frustration through negative behaviors such as stubbornness, aggression or hyperactivity, particularly among those with intellectual or hearing impairments, due to their inability to communicate their needs verbally. They may also experience social withdrawal; pupils who are bullied by their teachers lose their vitality in the classroom, and in some cases we find that bullied pupils behave aggressively towards others because they feel threatened.
- Educational consequences: Due to the unsuitability of the curriculum to the characteristics of the child with a disability, or the short duration of lessons and the inability to complete examinations, the child suffers from academic failure and a build-up of difficulties, a decline in academic achievement and failure to pass, tardiness in attending the educational institution, and repeated unexcused absences, and dropping out of school.

It is clear from the above that the various educational and psychological problems faced by a pupil do not affect him or her alone; rather, their effects extend to his or her classmates and to the teacher as well, in several ways—such as the teacher being forced to interrupt the lesson to deal with the problem, which may prevent the other pupils from benefiting from the lesson and result in a loss of teaching time.

How to support people with special needs:

Experts and specialists emphasize that the primary task is not merely to highlight the most significant problems faced by people with special needs; rather, the primary task remains finding solutions, supporting them to overcome these difficulties, and ensuring that people with special needs are treated in a way that preserves their dignity and boosts their self-confidence. Among the most important of these are:
- Providing them with appropriate healthcare and ensuring they have the necessary equipment and aids to make their daily lives as easy as possible.
- Providing equipment that helps people with special needs to participate fully in everyday life, and which can help them enhance their functional independence and make everyday tasks easier through the use of assistive devices that help them travel, communicate with others, learn, work and take part in social and leisure activities, such as a special computer, wheelchairs, or special bicycles and cars.
- Raise awareness within the community and Endeavour to familiarize people with these individuals and their particular way of life, emphasizing the need to care for and respect them, to observe specific guidelines when interacting with them, and to avoid displaying negative reactions when looking at or dealing with them, so as not to make them feel embarrassed or cause them to lose self-esteem.
- Always ask before offering help; even if a patient has a particular disability, this does not necessarily mean that they need or want your help.
- Encourage them to engage with society and everyday life, build their self-confidence, and strive to support them in discovering their strengths; motivate them to showcase their talents and treat them as we would treat anyone else.
- To enable people with disabilities to integrate socially and professionally, it is important to have “a flexible system of employment support and social protection that is tailored to their needs” (Pelletier, J., 1998, p. 24). - To avoid certain situations, such as legal disputes, people with disabilities need to be

able to receive support from “conciliation and mediation services” ((Bureau, Rist, Lima & Trombert, 2013, p. 179).

- Help them to develop relationships with their peers, build social skills, and foster respect for and acceptance of others.
- Developing schemes to employ people with special needs, and encouraging companies to make a significant effort to recruit them into suitable roles and board positions.
- Upgrading infrastructure and facilities to make them more suitable and accessible for people with special needs by installing ramps, widening entrances and ensuring access to toilets.

• Organize recreational activities to help them relax, have fun and learn new sports, such as games and sports designed for people with special needs.

Conclusion:

It can be concluded that individuals with special needs are the segment most vulnerable to suffering across various dimensions, as the nature of the challenges they face is uniquely difficult—with some individuals encountering even more severe and intense hardships. Consequently, it is incumbent upon society—in all its official and unofficial capacities—to collaborate, coordinate, and act as a unified entity. Before attempting to analyze the social conditions of people with disabilities, society must work together to identify the various types of problems they face and gain a deeper understanding of their nature.

It is therefore essential to approach the situation with deep insight and extensive knowledge to devise swift and effective solutions for individuals with special needs. The goal is not merely to prevent these challenges from worsening, but to employ scientific tools and well-researched methods to alleviate their suffering. This would enable them to lead a dignified life—on par with all other members of society—ensuring they enjoy the same rights and responsibilities. Such an approach would foster their stability and integration into the social fabric, allowing them to build their own identities and enjoy life, free from hardship.

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