

Play Effectiveness in Raising an Autistic Child in the Algerian Family

فعالية اللعب في تنشئة الطفل المتوحد لدى الأسرة الجزائرية

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DOI: 10.46315/1714-011-003-056		

Received:05/01/ 2021 Accepted: 25/ 05/ 2021 Published : 16/ 06/ 2022

Abstract (English): Playing is one of the most important childhood characteristics, taking into consideration that is the engine of learning and understanding of the child in which we should take care as researchers. Playing is the child's discovering compass of the outside world, develops his abilities to expand the social interaction and communication; that is what distinguishes the autistic child who has a lack of social interaction. However, playing considered effective and suitable to reduce the child's lack of social interaction. So, in this research paper we wanted to highlight playing as a complementary process in the socialization of the autistic child and the necessity of family awareness and its importance as an entry point for developing the abilities of its autistic child. We use it also as a method for social upbringing, being the best way that is appropriate for his age, and among the effective and successful methods of providing socialization and education in a way that is friendly to the child psychological side, and its adoption as a new methodology of socialization. As a result, the Algerian family must pay attention to this aspect, considering that is a basic tool of the child's needs as well as a treatment method for the autistic child, which ultimately forms the emergence of a new pattern of modern socialization that nourished its roots through playing.

Keywords: Autism ; Autistic child ;family; play; socialization .

ملخص باللغة العربية: إنّ اللعب يعتبر من أهم السمات المميزة لمرحلة الطفولة، إذ أنه المحرك لعمليات تعلم وإدراك الطفل، لا بد لنا من الاهتمام به كباحثين، فهو بوصلة اكتشاف الطفل للعالم الخارجي، وينمي قدراته لتوسيع دائرة التفاعل والتواصل الاجتماعي، وتعد هاته الأخيرة إحدى ما يميز الطفل التوحد، وما لديه من قصور في التفاعل الاجتماعي، إلا أن اللعب يعد ذو فعالية والأنسب للتخفيف أو الحد من قصور التفاعل الاجتماعي لديه، لهذا أردنا في هذه الورقة البحثية أن نبرز اللعب كعملية مكملة في التنشئة الاجتماعية للطفل المتوحد و ضرورة الوعي الأسري، ومدى أهميته كمدخل لتنمية قدراته باستخدامه كأسلوب لتنشئة اجتماعيا، كونه الطريقة المثلى التي تتناسب مع مرحلته العمرية ومن بين الأساليب الفعالة الناجحة في تقديم تنشئة وتربية بأسلوب محبب إلى نفسية الطفل. واعتماده كمنهجية مستحدثة في التنشئة، لذا لا بد على الأسرة الجزائرية أن تهتم به، كونه حاجة أساسية من احتياجات الطفل المتوحد، وكذا وسيلة علاجية للطفل التوحد، مما يتشكل في نهاية المطاف بروز نمط جديد من التنشئة الاجتماعية الحديثة التي تغذت جذورها من خلال اللعب .

كلمات مفتاحية: التوحد؛ الطفل المتوحد؛ الأسرة؛ اللعب؛ التنشئة الاجتماعية

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1- Introduction:

This study is part of the field of sociological and anthropological studies, and the importance of this study is to monitor the most important family practices and arrangements toward the autistic child, which are carried out through the psychological and social care of this group of persons with special needs. In addition to the application of some program treatments, which are mainly the program of play, the necessity of rationalizing the family awareness of the various treatment programs (play program) for children with autism, as one of the development plans for the intellectual and mental development of their personality.

Autism is a current issue that has attracted much attention from researchers and specialists and poses a difficult challenge globally, as it is still in research, reflecting the nature of the diagnosis itself, knowledge of its causes (hereditary-developmental) is undecided. It has a limited concept and awareness that exists to an extent at the present time, even from developed societies.

It is a common understanding that Autisms among the most complex and severe impact on the behavior of the child, as it is a barrier between his/her intercourse and even relational abilities, and the understanding and interaction between him and his/her surroundings in the family is reduced to extend the external environment as he develops.

«The latest revision of the Council for Medical Research for uniting has determined the rating 1of 166 children under the age of eight» (Barnard.J&Al, 2002, P03).

One of the most important processes that an individual has initiated since birth is communication, and the first to demonstrate this is that a child communicates with his or her mother during the feeding process, and does not include satisfying the biological need only food, but also psychosocial needs such as security, kindness, tenderness and so on. **«The child does not ask mother for food only, but wants to be there next to him, and we can imagine if an robot supplied the child with all the needs of his body, it would be like the seeds of a person who is not in the child, as if the function of communication is not limited to satisfying the biological needs only. It also extends to the psychological and social needs, as well as to the need for security, safety and kindness »** (Kamel , A , 1994, p 13).

In addition, Autism differs in its symptoms from case to case, but in general, as studies and researches indicate, a disturbance in behavior, and what can be mentioned is that the family, especially the parents, has an effective and essential role in raising their autistic child, developing his abilities and his behavioral and intellectual skills properly. Although symptoms may usually be observed for a child who has been autistic since the age of two or three, they can be clearly diagnosed by professionals. Some of the first interpretations indicate that one of the causes of Autism is family upbringing, emphasizing: **«the role of**

parents in causing such disorders and impeding the development of the child through lack of emotional attachment to the child, communication with the child who increases the disease and lack of parental interest to the child» (Al-Moeedi, A, 1430, p38)

Although there are social, psychological, and cognitive explanations that there is no main reason that everyone agrees to be the cause of the autism disease, since «the cause of its infection is still in research and study and is not accurately determined»(Hill, E, 2002, P281).

Therefore, the figures should be subtracted as follows:

How are social upbringing features embodied in the nurturing of the children's communication and mental abilities through the course of the treatment program of play ?

2 Hypotheses:

1-The socialization of the family is a real concern and an important strategy in the pursuit of Autistic child by inculcating a range of behaviors and values, from the child's first years, on the one hand, and on the other hand, to invigorate the sensation and awareness of the activity.

2-One of the main programs on which specialists are relied is the treatment program of play, since playing is of the utmost importance in the development of the emotional and physical abilities of the Autistic child.

3 Objectives of the study :

1 Family and specialists rely on play as a process and treatment programme to develop the autistic child's abilities

2 Presenting and demonstrating play and its effectiveness as a natural process appropriate to an autistic child and using it to pass on social values and roles to enable them to play their social role .

4-1- Study concepts:

4. 1 Autism:

In the opinion of Lefever and Dorman autism is: « **growth stunts are described as chronic and severe conditions that appear in the early years of life, the result of neurological disorder that negatively affects brain functions. It is a developmental disorder that affects many aspects of children's growth and therefore has negative effects on those aspects, including the social, cognitive and emotional aspect of the child and on the overall behavior of the child**»(Dorman, L, 1999, P 18).

Autism is simply a pre-three year-old child disorder, causing social relations malfunction, interaction and communication as well as behavior that requires special care.

4..2 Autistic children are known by Adel Mohammed: «**that they are clearly disabled children in receiving or communicating information, and that disability leads them to engage in certain types**

of behavior that are inappropriate for the environment or the social environment surrounding them, thus affecting the ability of the child to learn» (Adel, M, 2002, p 213)

In general, they are children with a disorder that affects many aspects of their growth that requires special care by the general family and the Algerian family in particular .

4.3 Concept of family:

As AbdAlBaki Zaidan describes : **«The family is a group of people who are associated with marriage, blood, selection, or adoption as separate and interactive living forms, sharing social life with each other, and all of their members have their own social role, and they have their own shared culture»** (Zidane, A, 1980, p 07).

The family is every man and woman who is connected to a marriage contract, and one or more children have had autism, and each family member has a role to play towards the autistic child.

4.4 the concept of play:

The Sharoni Jacob describes that: **«is the activity of the child to have fun or pleasure regardless of the outcome of this activity, and the activity of playing automatically always means that the child is engaged without pressure or external force»**(Al- Sharouni, J, 2002, p 06)

Play a guided or undirected activity by an autistic child for fun and pleasure, and contribute to the development of the child's behavior and personality in all its aspects of educational and social effectiveness.

4.5 Concept of Socialization:

«in a broad sense, socializing the nonsocial individual by teaching him patterns of thought, sense, action or behavior, the standards and values that are external to the individual and raising the solidarity of the members of the group in the form of recommendations to the social organization» (Raymond and other , 2005, p217).

We mean socialization in this study, the process of transforming an individual from a biological being into a sociological being by instilling the values, norms and behavior of autistic child, whose framework is embodied by the play program, in order to adapt to the family environment, to the society in which he lives, and the patterns of social upbringing vary from one society to another depending on his or her nature and cultural specificity .

5- previous studies:

5.1 Danielle Tharp 1995 Study:

The study aims to introduce a range of drama games to develop language communication skills in children with autism disorder, the study sample consists of (03) children aged 9-6 years, the results

showed positive changes in play, language, and social skills after the dramatic play program (Rashid, T, 2019, p 86)

5.2 Gladys and Corrine Study on developing Language in autism in 2000:

The aim of the study is to develop language in autism-infected children by strengthening that autism children ask adults questions about a hidden game within a box, and if children know what is inside the box, they get positive reinforcement. The research sample was made up of 12 autistic children, and the results found a significant improvement in language, social interaction, and some skills acquired in the autistic children (Gladys, W. Corrine. D, 2000, p 04).

6- Methods :

This study was based on observation technique, which is an important tool in the field of social sciences, where it came to monitor and diagnose the reality of the psychological and social pension of the family of the autistic child. In addition to revealing the effectiveness of the game program as a ritual in developing the intellectual and mental skills of autistic children

7-Results:

7-1 Characteristics of the Algerian family and its developments:

The Algerian family was known before colonialism as being extended, all family members living in one dwelling. The house is called the Great House and the Great Tent for the Bedouins. « **We find from twenty to sixty individuals living collectively, that is, from three to four to five husbands or even more, and each of them is eight to ten children** ». (Boutefnouchet, M, 1982, p 40), The father occupies the top of the pyramid, and the division of labor, influence and status is based on sex and age. Also, it is characterized by the internal marriage and polygamy. Economic agricultural work, as it sanctifies spiritual and moral values and is required to preserve and preserve family and religious traditions.

As for after colonialism, the family witnessed transformations in its structure and social relations as a result of the industrial revolution, urbanization, and technological development. Since in 1977 the features of change began, « **the pattern of families changed to a limited scale, and the rapid industrialization, urbanization and rationalization of production devices were the basis of the transformations that are followed up to the community and family** » (Claudine, CH, 1987, p 203), The principle of her residence, which is the independent residence that is unique to it, has changed, but at the level of the marriage system based on compatibility and freedom to choose a partner, under the civil law, which replaced absolute family power. In addition to its size, it began to decline, the family's dependence on its economic income from work agricultural and wage labor and individual income, and

so the family transformed from a productive unit to a consumer unit. The exit of women for paid work, and the general educational level of urban families have increased .

7-2 General characteristics of an autistic child:

There are a group of characteristics that have a great importance for an autistic child: sensory, social, emotional, and perceptual, which can be summarized as follows:

- 1- Weak social interaction and the inability to establish social relationships with others.
- 2- Self-harm in an aggressive behavior towards himself, such as biting to blood, hitting his head against a wall or slapping his face with his hand
- 3- Loss of a sense of personal identity: Often children with autism try to explore their bodies and grasp them as if they were inanimate objects to the point of hurting themselves.
- 4- Weak response to external stimuli represented in sensory perception and other mental processes such as visualization, perception and remembering, the disappearance of pain, and lack of attention to others (Shaker, S, 2010, p 49-51).

7-3 Importance of play and its effectiveness on autistic child:

The interest in play can be considered one of the methods that can be adopted in raising children and developing them socially, mentally and psychologically, and adopting it as an updated methodology in raising children, and moving culture, customs and values of society by playing effectively, so **«play a good and effective contribution to acquiring skills and social competencies, and teach them to focus, take care of and develop their personality, and because of its significant impact in directing their desired behavior, we train them in discipline and adapt to their social associations The autistic child, and he made an effort to promote some of his positive aspects »** (Saad, K, 2015, p 25).

In addition to making play have educational goals that allow him to plant the values and virtues that raising seeks to instill in the child, not to spend time or entertainment, As is the perception of many families that limit play to entertainment, spend time and control only, **«to try different social roles It is possible to acquire by play a lot of knowledge, information, manners, behaviors and social patterns»** (Nisreen, A, 1428 ah, p 17). What can be seen is that play is a means of purposeful educational dimensions that develops knowledge, connects relationships with peers, and gains accepted behaviors that achieve adaptability through society**« Play is to establish relationships with his peers, to solve their problems, and to be free from self-centered tendencies, which are an activity and means of normal social upbringing and a way of adapting to the society in which the child lives.»**

(Abdul Rahman, M, 1406ah, p 61). It also has the ability to play an active role in the social sphere and to get rid of some negative behaviors, where violence or aggression can be eliminated.**«Gradually, it eliminates the manifestations of aggressive behavior, accepts the participation of other children**

in the game, accepts the instructions of the system, listens to the instructions of the adult, feels the learning, expresses the attempt to approach other children, acquires some manners of treatment as a response, an apology, an education through vital situations»(Ben Saleh, A, 2014, p 133)

Several studies, particularly by Susana Miller, suggest that :«**Play is important in getting children to adapt and fit in with their friends who are close to them in age, so play is a life necessity for the child**» (Farouk and Al, 2013, p 71).

7-4 Characteristics of play in autistic children :

There's a lot of research that shows that play has many characteristics that differs play in autistic children, and it can be summarized as follows :

- «Their play is often about restricted interests, repetitive patterns, and a type of behavior, so these kids have opportunities to interact with colleagues, acquire appropriate play and other developmental skills .

- Typical repetitive play where their play is limited with the tendency to repeat the same activity, and the inability to play the imagination that ordinary children start with, from the age of one and a half years» (Jehan, A, 2008, p 42)

- «Inability to creative play and and imitation at the appropriate age» (Ibid, p 42)

«The play is less diverse and more ritualistic with no spontaneity and imagination »(Hamdan, M, 2017, p 117) .

- Adel Muhammad says: «He is unable to participate in group activities and to form close friend ships with his peers» (Adel, M, 2002, p327).

8- Discussing the results :

8-1 - Play is a complementary process in the socialization of a child :

Play is one of the most effective and reliable means of raising and raising a child physically, culturally, socially and psychologically to create active members of society. Play plays an important role in raising a child, satisfying the child's desires, tendencies, and confirming his presence within the group. In addition, group play helps establish social relationships, and creates interaction and communication with his peers. If we look at what was prevalent about play, among other concepts, it is his activity Playing is not only for pleasure, nor is it for leisure time,« **but it is an effective way to interact with the environment and acquire different patterns of behavior**» (Abdullah, L, 2011, p 114).

And what we notice is that the family is the first space where the child plays with himself, or the objects and then the mother and the father to be friends within the same family, with the brothers, and so it turns from individual play to group play, and this company expands outside the family, into the school environment, the neighborhood, the neighborhood, the neighborhood, the clubs, so the play is

part of the family framework that gains the actual practice in it, which is a stage of social upbringing, because the child starts in his family and his knowledge of their nature, values, customs and behaviors, and therefore his way of life, which allows him to adapt to them to follow the integration phase. « **At him, she forms a so-called collective self, which results in a social upbringing, and he integrates with the group, and becomes a symbol of its symbols** » (Ibid, p 86).

Play can overcome some problems that face the family of the autistic child, such as tantrums of anger and cries, The family may resort to meeting its requests quickly, and it is considered a wrong upbringing where it strengthens the scream and becomes adopted whenever it wants. He pointed out that:

«The family resorts to rushing to meet his demands and to prevent the tantrum and anger from being answered. The children should not fulfill their needs and fulfill their needs after the end of their screams, especially if the child is in the market with his mother or in public places, which hurts the mother, because the looks of the people are harsh on her, and they must be dealt with by playing with him, smiling to him, giving him his favorite game and his kindness, showing compassion on him » (AL- Khamisi, A, 2014, p 125).

8-2 -Habitus is the product of socialization, according to Pierre Bourdieu (the program of play as a model)

As the first social medium in which autistic child lives, she/he is passing social values and norms, and she is reproducing her cultural models. She is trying to refine her in accordance with the socialization process, because she is not arbitrary. It invokes what the family itself has grown up with, so it reproduces that with its autistic child, until it becomes permanent in the future, enabling him to adapt to society and its developments so that he can adapt to it in harmony and adjustment in the environment. The Habitus "الهبايتوس" according to " Pierre Bourdieu " « **is all the preparations, forms of action, or realization that an individual acquires through his social experience through socialization, and then his social path, where each individual slowly, gradually, internalizes a set of thinking, feelings and actions that, over time, become permanent. These preparations, as he points out, will be the basis for all individual practices in the future**» (Bourdieu,P, 1970,P51).

It can be pointed out that the habitus at Pierre Bourdieu is not static, but dynamic and changeable. Therefore, the family is capable of changing its socialization patterns, reproducing new practices or creating new practices that achieve adaptation, organization, and behavioral harmony, especially since any religion expects to have a healthy child free of diseases or disabilities. Autism is considered a violation of their perceptions. «**It is the principle of the birth of ideas, practices, strategies and attitudes. The individual renews his ideas, builds his subjects, then rebuilds them, and creates harmonious and organized ideas and practices, because he is based on a certain rationality in**

drawing up and achieving his plans. This rationality is what makes a quality of organization and harmony in his behavior » (Khalil , F, 2008, p 232).

We point out that socialization is not single transferee within a family, that is, a parent to a child is only a two-way instruction, and this is what researchers Montandon Sapru have come up with, clearly, the bidirectional of socialization within a modern family.« **Cultural transfer is not done in one direction, as children not only rebuild values and knowledge transmitted by parents, but enter new cultural elements Channel them within families**» (Montandon , C, 2003, P127).

9- Conclusion:

Through the foregoing, we note that the family plays a crucial role. The effective entrance to the socialization of her autistic child forms, to a large extent, the main pillars of her child's mental health. It also turns out that she never relinquishes her socialization function but is required to develop the way she plays her role. Social upbringing must be free from randomness, make mistakes and previous misconceptions, or neglect any aspect of the child's development, but rather enjoy with awareness and flexibility that takes into account the individual differences between her children. This is because childhood is one of the most important stages in which a child is brought up by instilling values and the culture of society for the flexibility of his personality through his instinctive acceptance of various influences from his environment in which he lives through the mechanism of play. Therefore, the family must take into account the psychological foundations of the child and strive to raise him effectively, away from traditional and learned methods, so that he can adapt and be harmonious within society, Intensive and continuous socialization.

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