

## Family care for children with hearing impairment Reality and challenges

الرعاية الأسرية للأطفال ذوي الإعاقة السمعية الواقع والتحديات

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Received: 27/10/2020

Accepted: 30/11/2020

Published:27/12/2020

**Abstract:**The aim of this study say to move forward family care services for children with hearing impairment and assessing how their families can be effectively involved in their education within the family environment, thereby maximizing opportunities for optimizing the first early childhood education years in developing the child's learning predispositions and reducing probabilities of failure. Furthermore, our study addresses the importance of hearing-impaired children's family cooperation to provide security for them, through health, psychological, mental, and physical programs and services provided by family to its members to achieve family happiness

The study has identified a set of requirements to ensure the success of family care services.

**Keywords:** family care, hearing-impaired children, family.

**ملخص:** تهدف الدراسة الحالية لرصد خدمات الرعاية الأسرية المقدمة للأطفال ذوي الإعاقة السمعية ، وفي كيفية مشاركة أسرهم بصورة إيجابية في تعليم الطفل داخل البيئة الأسرية مما يضاعف من فرص الاستغلال الأمثل لسنوات التكوينية الأولى في تطوير استعدادات الطفل ، و يقلل من احتمالات تدهورها ، وتناولت الدراسة أهمية تعاون أفراد الأسرة المعاق سمعياً في سبيل توفير الطمأنينة لهم ، من خلال تلك البرامج والخدمات (الصحية ، النفسية ، العقلية ، المادية ) التي توفرها الأسرة لأفرادها لتحقيق السعادة الأسرية وهذا يعتمد على وجهات ومنافذ لتكوين و تأطير وتأهيل الوالدين للأداء الجيد والفعال لمهمتهما مقابل تحقيق السعادة النفسية للمعاق سمعياً ولجميع أفراد الأسرة ، وخلصت الدراسة لرصد لمجموعة من الدواعي والمتطلبات لنجاح خدمات الرعاية الأسرية.

**كلمات مفتاحية:** الرعاية الأسرية ، الأطفال المعاقين سمعياً ، الأسرة .

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## **1. INTRODUCTION**

family is considered as the first social unit among which the child grows up and interacts with its members, it greatly contributes to supervising his growth, developing his personality and orientating his behaviour. So, the role of the family is to ensure quietness for all of its members, which would inevitably have an impact on social progress and growth. Therefore, societies are paying the greatest attention to family and childhood issues, both on the local and international level.

The care for family and childhood is important, not only for individuals but also for society as a whole. The constancy of the family and the balance of its construction depend on its ability to satisfy the family members' needs, knowing that the degree of satisfaction varies depending on the balance of its construction according to its culture and its ability to cope with the threat and according to the circumstances and variables to which the family is exposed.

The interaction of family members with each others or with the surrounding environment is the most important indicator of the mental health of its members. But this social plasma will be affected and diverted from its natural course if one of the family members is suffering from a hearing impairment. Therefore, he will be isolated from the hearing individuals who cannot understand him or consider his role in the society, thing which impedes the individual to adapt to his environment. In this regard, (Ahmed Ifat, 2004) states that hearing impairment reduces the individual's experience and deprives him from certain sources to form his personality. Hence, he adopts rigid behaviour and most of time feels unsafe and frustrated in a way that affects his personality and behaviour, and makes him different from ordinary people.

The problem of hearing-impaired child is a very complex problem where multiple elements contribute to the formation of the personal and social effects resulting from such problem, whether for the child himself or for those around him, mainly the family. So, the field of social and family care for people with hearing impairments is considered as one of the most prominent areas because of the importance of hearing, and therefore the

care of the impaired represents a human requirement before being a social need, thus all religions recommended providing them with the necessary care and taking into account their particular circumstances.

### **Statement of the problem**

The birth of a hearing-impaired child represents a painful event for his parents, while other people consider such event as a trouble which will disturb their lives, distress them and brings them sorrow and heartbreak because this birth is in their minds a death and not a life.

In fact, the problem of hearing-impaired child is a very complex problem where multiple elements contribute to the formation of the personal and social effects resulting from such problem, whether for the child himself or for those around him, mainly family and society. Among such elements, we find negative trends prevailing within the family and the external frustrating society. In this context, Abdelaziz El-Chakhsi states that deprivation of the disabled man of hearing, in addition to the negative attitudes towards him from those around him, makes him more vulnerable to many problems, where he finds himself obliged to struggle to overcome what he faces as problems with his normal peers, among those not understanding his specific circumstances and the nature of his disability as well as those not succeeding in communicating with him, which may push him to limit his ambitions to avoid failure. (Mohamed Adel Hilmi Khalil, 2016, p. 43).

The problems faced by hearing-impaired persons are due to the environment around them, mainly the family environment when the family members do not understand the nature of disability, its effects and the hearing-impaired person's abilities. In this regard, Harris 2002 confirms that about 90% of families of children with disabilities do not have a communication system except through physical gestures (Mohamed Adel Hilmi Khalil, 2016, p. 45).

Parents of children with hearing disability are subjected to several crises that not only occur at birth but are renewed according to situations (e.g. child's schooling, unusual behavioural problems...) "" (Hala El-Said, 2016, p. 100).

In my opinion, it also occurs when the child is considered as an intolerable heavy burden for his parents, due to the lack of means and care resources, " mainly when it becomes necessary to place him in private care institutions and parents cannot do so, for fear of guilt and full liability when the child is rejected by society and parents are once again told that they failed to act as expected" (Al-Khatib, 2005, p. 56).

Parents of children with a hearing disability are subjected to several crises that not only occur at birth but are renewed according to situations of his family resulting from the psychological pressures they experience. So, the family essential role will be improving the child's compatibility and maintaining his mental health. In this regard, Warren et Hanstap 1990 stated that " hearing impairment cannot be reduced, but it is possible to improve the hearing-impaired child's capacity for adaptation, by advising parents about their child problems and needs, and teaching them positive trends for his education..... the family system is very important for the hearing-impaired child's psychological development and for overcoming disability problems (Hamada Ahmed Al Sayed Abdeljawad, 2014, p. 24).

Hence, family care and counselling services for children with hearing disabilities contribute to the positive participation of their families in educating them within the family environment, which increases the chances of optimizing the first formative years in the development of the child's preparedness, as well as reducing their deterioration beyond what they are. In addition, family care services reduce impairment complications and their impact on the other development aspects, or on the daily life of the impaired child's family. Furthermore, family care services can significantly contribute to the help of most family members, including the impaired child, to have more opportunities to comply with the requirements of the situation for the benefit of all the family members as well as for the child himself in the first place.

The purpose of this research paper is to highlight the real crisis experienced by many impaired individuals' families. It tackles with the merits and the basic aspects of family and social care services provided to

hearing-impaired children. In this regard, I try to expose the requirements of the family care services provided by hearing-impaired children families. Therefore, we will tackle this topic according to the following points:

- **family and hearing impairment;**
- **The hearing-impaired child family care determinants:**
- **The necessary requirements for successful hearing-impaired child family care services.**

**Firstly: Family and hearing impairment**

family is considered as the first educational institution to adopt man and transfer to him the cultural heritage. In doing so, the family will be responsible for his shift from a biological organism to a social individual. Hence, it is the first social unit that works to develop and form his personality and guide his behavior, but some families are differently formed from ordinary families, mainly with the presence of an impaired child, thing which imposes different daily life details. In this regard, Adnan Hazimi stated that " the hearing-impaired child family is primarily responsible for the formation of his personality because he needs full care, comprehensive protection and appropriate guidance. So, the family must provide health care and public safety rules...." (Adnan Al Hazimi, 2007, p. 246).

Hence, the family of the hearing-impaired child faces a range of psychological, social and economic problems as a result of the existence of this child, it is responsible for alleviating his psychological and social suffering and his feeling of inferiority compared with his normal brothers. So, the existence of a hearing-impaired child within the family exposes its members to stress, nervousness and constant suffering.

Furthermore, the child's hearing-impairment makes his parents disappointed, sad and despaired because off such disaster, consequently the child will be affected and exposed to many psychological and social problems in reaction to the crisis that he caused to his family. In this regard, Rosine stated that "the disabled child parents go through stages starting from their awareness of the problem for the first time till the acceptance of the child" (Mohammed Adel Hilmi, 2016, p. 209).

Parents also will experience a number of negative attitudes, reactions and feelings towards their deaf child because they are unable to understand his needs and self-resistance towards independent behavior, including:

- Anxiety and excess fear of parents about the child himself and his future;
- Denial, diagnosis refusal and parents attempt to give alternative reasons for their son's actions;
- Extreme sadness for the child and crying for him all the time;
- Rejecting and disregarding him sometimes and;
- Withdrawal from mixing with other friends and relatives during social events for fear of the attitudes of the others towards the hearing-impaired child. The same thing is confirmed by Singhi et al 2000", that the impaired child parents suffer from lack of social visits, and the difficulty of enjoying family's free time "Silvestre, Nurala, 2007, p40).
- Pain feelings always felt by parents, who blame themselves on the fact that something in their lives or behavior, may be responsible for the condition of their son;
- Parents excessive love causing excessive interference with the hearing-impaired child affairs may unconsciously help in erasing his personality or corrupting him with over indulging;
- Some researchers believe that parents' responses may interfere with the physical protection of the child's needs by the mother, but the father is the form of withdrawal or overlapping of feelings (Musselman, c., Mootilal,A,1996,p55).

Generally, most scientific studies confirm that the behavior of the hearing-impaired child parents, is characterized by anxiety, depression and nervousness (Boutrous Hafiz Boutros, 2010, p. 313), and the impact of the disability on the family of the disabled, especially the mother, who will all time be in shock and discomfort, but since she is the first liaison to communicate with the disabled child, she makes him feel happiness, love and satisfaction, and although he does not hear but he feels and sees love and tenderness in his mother's eyes who makes him feeling that he is

appreciated, respected and full of joy and happiness instead of indignation, complaining and hatred for himself.

Families having a hearing-impaired child often suffer from common problems such as physical and temporal stress because it takes longer time than the normal in managing their hearing-impaired child daily affairs. In this context, Hala Al-Said 2016 stated that ‘ ‘ they tend to social isolation, avoid others and lack confidence, in addition to many communication difficulties to the extent that they wish they were the hearing-impaired and not their child’ Hala (Al-Said 2016, p 90), as well as fear, stress, anxiety and anticipation during all periods of growth and knowledge, psychological and linguistic development until he grows and reaches effective family independence. All those are common denominators.

On the other hand, the sharing of the hearing disabled child’s life with his brothers within the family will influence their behavior, in a way that they will feel anxious, afraid and stressed for fear that they suffer the same fate as their brother, marry they will bring children like their brother by way of heredity. In addition, ‘ ‘ classification of this child among his brothers has a great impact on his psychological and social development, and if he is the oldest child in the family, the pain is deep and the parents feel disappointed and afraid to bring other children like him. However, if he is the youngest among his brothers, he will be excessively over indulged to the extent of corrupting him in some cases, but if he ranks in the middle, his parents opinion will be more balanced and calm (Silvestre, Nurala,2007,p40, To).

Finally, I deduced that the interaction of the hearing-impaired child with his family changes many bridges of natural communication, hence his hearing brothers will be obliged to clearly use their hands and Facial expressions to communicate with him. In addition, feelings of mutual protection arise automatically. Thus, the healthy brothers will tend to protect their disabled brother, in a way that the disabled child will be psychologically sound and does not complain of psychological or social disorders. Therefore, the question to our mind is how should be the family and social care provided for him and what is its key determinants?

Secondly: Hearing-impaired child family care determinants

Parents have a great influence and a critical role in the life of a hearing impaired child, they represent the principal source for guidance, treatment and improvement of his abilities, and they can effectively enhance their role by taking care of his language development, improving his linguistic skills and helping him to acquire social and cognitive skills, as well as basic communication skills through family care provided to him.

Specialists in the field of care and social services consider that the family care services play an important role in the life of disabled person's families," these are the methods and measures used by the family in developing and improving living conditions of their members, as well as those processes implemented as a remedy and prevention against family problems and trying to avoid all forms of family disorders" (Adnan Al Hazimi, 2010, p. 258).

The family care is determined through family cohesion, providing the necessary and essential means, improving the human resources, as well as improving the standard of living within the family.

In general, I believe that family care services consist in those conditions, means and services (health, mental and material) provided by the family to its members in order to achieve general compatibility, and to make family social integration successful through providing care and protection to its hearing impaired child, especially since he is a special case and needs special family care compared to his healthy brothers in order to train and prepare him to be self-dependent.

Family care plays an important role in the life of the family in general, and in the life of the disabled person in particular. In this regard, Ali Al-Hafni 2002 stated that "the hearing-impaired children suffer many problems according to the list of problems appreciation as it is perceived by teachers, where social problems came at the forefront" (Mohamed Adel Hilmi, 2016, p. 78), due to the significant impact of hearing impairment in limiting his abilities in performing his social roles, in addition, people around him don't know how to communicate with him, thing which increases sensitivity, feelings of inferiority and loss of self-confidence. This complies with Abdelatif El-Koraiti's view when he states that opportunities

of interaction and social participation between hearing-impaired and normal persons decrease due to the lack of verbal communication which makes them more inclined to isolation and introversion and less psychologically and socially stable.(same reference, page 88).

Family care as I have previously mentioned, consists in cooperation between the hearing-impaired person's family members in order to provide them with quietude through health, psychological, mental and material programs and services, provided by family to its members to achieve family happiness through training, supervising and qualifying parents in good and effective performance of their mission in return of the achievement of psychological happiness for the hearing-impaired child as well as for all the family members through the following three basic determinants:

**1. Family communication with the hearing impaired child:**

The process of communicating with the hearing impaired child is one of the basic and very important processes in his psychology, because when the hearing persons, parents or others communicate with hearing-impaired children, their behaviors and attitudes are not the same, and their communication goals as well. So, hearing people are completely different in their communication from the deaf people.

Morris 2001 believes that “ the emergence of hearing-impaired persons psychological and adjustment disorder problems results from how others accept the hearing-impaired persons. Hence, such problems expose them to situations characterized by cruelty, discrimination, compassion, inferiority and sometimes irony (Moores, 2001, p48).In fact; this is due to the lack of ways to communicate with them on the one hand, and to the lack of effective communication strategies on the other hand, thing which mostly exposes them to frustration and isolation. I have effectively reached this reality in 2017 when a study on social isolation was conducted on an estimated sample of 60 hearing-impaired children from the towns of Ouargla and of Touggourt, where I found that they suffer from a high degree of isolation and social alienation.

Jansson 2002 emphasizes that communication problems faced by the hearing impaired persons put significant barriers for them to discover and interact with the family and social environment. “ If the hearing impaired

persons are not provided with alternative strategies to communicate, hearing disabilities impose significant restrictions, especially on their sensory and motor development." Marchark 1997,p89. Schoenwold states that about 90% of the family members of the disabled child have no communication system between them and the disabled child, except some primitive gestures, in addition, parents' communication mostly takes one direction and the other takes a negative attitude.

All studies have combined that the hearing-impaired persons' communication problems are causing them many crises "they are less socially successful compared to ordinary children, they are less acceptable than peers and they find it difficult to establish relationships and friendships, so they tend to interacting positions within one or two individuals" (Al-Khatib, 2002, p. 45). Furthermore, they are less familiar with the appropriate rules of conduct and suffer from a clear lack of social skills, which makes them tend to loneliness and social isolation. Hearing-impaired persons are also suffering from difficulty of communicating when strangers visit the family, which increases the frustration of the child and his family members, so the child prefers to withdraw and feels a lot of anger even towards his family members (Khaleda Nissan, 2010, p. 89). In this regard, (Magda Essayed Obeid, 2000, p. 318) stated" That the hearing-impaired persons are characterized by doubt about the others, feeling anxiety, non-involvement, jealousy and unhappiness. ... ".

Generally, to establish bridges of family communication with the hearing-impaired person it will be necessary to observe the following:

- Try not to imitate the child's voices, but imitate his movements, and to accompany the sounds of other sounds and sound snares in sufficient communication positions, and to provide him with sound models that allow him to imitate them in similar situations;
- • Dealing with the crying and resentment of the child as a method of communication and starting from it to use expressive words, use appropriate vocal alternatives according to the child's linguistic ability, use short and very easy sentences in different expressions and catch his hand to carry out what he wants;

- Dealing with the child and answering him using sign language and looking straightly at him, in addition to playing with him with something he wants (Hala El-Said, 2016, p. 113).
- Parents and brothers should talk to him with clear voices about things that interest him, stir his emotions and do fun things that make him happy. His curiosity to discover things shall be enhanced by developing his desire to know.

Finally, I see that when we notice that the child has gathered an extensive balance of previous experiences in various general communication fields, here he becomes ready and I shall use with him more mature ways to promote his communication appropriately. Furthermore, when parents cooperate through family contact and meeting other families having children with the same disability as their son and go through the same conditions, they will gain more deep personal insights, cooperate together in confronting similar situations and acquire an objective view of life, so they soon find themselves empowered to accept the status of their children and cohabitating with them. Some other families may find the existence of their disabled child as a normal matter and they accept and treat him as a normal child.

## **2. Family guidance**

In the context of daily life, it is difficult to study a child with disabilities individually and separately from the family in which he grew up, which represents the first source of care and optimal care for his affairs, and therefore the child with hearing disabilities is in urgent need to family guidance programs because the child's success or failure in social harmony is not only related to his characteristics, but also to the family, and the role it provides in reducing complications of disability and making him reaching the maximum possible social harmony. (Desselle, D,1994,p325).

From the perspective of family guidance, the family is considered as a pattern that changes over time, always trying to be in a state of balance to maintain it, and to comply with the changes that occur all the time, in relation with the development of the hearing-impaired child needs. Thus, the involvement of family members pattern - mainly parents - in the programs of caring for the disabled child plays a great role in the planning

of his upbringing, builds bridges of confidence and compassion between them, creates a sense of responsibility and help in understanding his needs, develops their ability to efficiently communicate with their child and convinces them that positive expectations of parents will positively affect the psychological construction of the hearing impaired child personality, as well as in assessing his abilities by himself (Shaker Qandil, 1998, p. 52). Furthermore, such findings can be supported by the results of studies that dealt with hearing-impaired person's family guidance, mainly the study of Shapro and Harris (1976), Sloman and others (1987), in their emphasis on the efficiency of contribution of family guidance to family care and improvement of their communication skills.

Family guidance is a learning process focusing on parents and all family members' personal development, to provide them with the necessary skills to develop and use in solving their problems and achieving personal, social and family harmony for both hearing-impaired child and all family members (Adnan Al-Hazimi, 2010, p236 freely adapted).

Family guidance is considered as an integral part of the hearing-impaired person's family care, as well as the first line of prevention against various levels of hearing-impairment. Efficiency of the prevention programs depends on measures and efforts undertaken by family and the extent of use of the services provided by society through its institutions. As a key source for the hearing-impaired persons' problems, the training of the impaired-persons' family members and their participation to the training sessions will reduce such problems hindering the achievement of their child education and caring objectives and help them to succeed his integration and rehabilitation.

Hearing-impaired persons' family guidance is a set of scientific guidelines provided to the hearing-impaired person's family, mainly parents in order to train and teach the family members to have the necessary skills to face the problems resulting from having a hearing-impaired child, whether in relation to socializing methods, or with regard to his rehabilitation and to all what would allow the disabled to use the most of his abilities.

Virginia Satir (1983) is considered as the pioneer of this theory related to family counseling, emphasizing the importance of the family bonding in a model called ‘’ Conjoint Family Counseling’’. This theory, emphasizes communication and emotional experience of the family, fluency in expression, innovation, openness of the individual to others and risk-taking, which are key axes in the theory of communication (Desselle, D,1994,p326).

### **1.1: Individual counseling**

This kind of counseling has a particular character in counseling relationships on the one hand, and diversity of needs of persons seeking counseling and individual differences between them on the other hand. It allows the hearing-impaired person’s family to provide counseling services that contribute to family care within a typically family system which is specific to one family according to its needs and characteristics.

### **2.1 Group counseling**

Group counseling means the implementation of the counseling service through a group of individuals, that it is to say a counseling relationship between the counselor and a group of persons seeking counseling (hearing-impaired persons’ families) through group counseling sessions in one place, involving persons sharing similar concerns or problems and express it, each according to his point of view, method of thinking, vision and how handling it.

In general, both counseling types contribute to reducing stress, psychological and family stress, understanding the disabled child behavior and identifying appropriate methods to address issues that interest the family as a whole.

The researcher believes that, in order to make family care achieving its ultimate objective, families shall use family counseling techniques, which will be briefly named and implicitly included under chapter three of research, as follows:

- Conference: The practical content of this technique consists in providing the family system members with information regarding hearing impairment, its causes, its effects on the family and child, the role of the family in mitigating such effects, ways of preventing them, and method of

communicating to increase awareness of such concepts in an objective way. However, the practical counseling purpose of this technique is to rebuild cognitive knowledge of the members of the family session, and to create a family environment that contributes to the psychological development of the hearing-impaired child and encourages his integration. (Desselle, D,1994,p328).

- **Family Dialogue:** The practical content of this technique consists in using collective discussion method as an appropriate approach which may serve dialogue, exchange of opinions, and change of knowledge in a dynamic way to stimulate self-reflection among the session members, including their thoughts and attitudes towards their child. Hence, they will indirectly express their own problems, in addition to opening communication channels between family members, including the child himself.
- **Reformulation:** The practical goal of this technique consists in reformulating the irrational ideas of one of the family system member towards the child and his behavior, in order to make such member adopting a new vision towards the child (ibid., p. 327).
- **Family embodiment:** This means identifying the nature of performance of the family system, the method of communication, and the interpersonal relationships, by embodying certain attitudes existing within the family system, and working to increase awareness of the family members, especially parents, of their communication method.
- **Communication:** The practical content of this technique consists in improving communication between the family system members, using several strategies, such as the strategy of building the family communication system through opening correct communicating channels and closing the wrong ones and finding a mutual understanding of messages within the family.
- **Positive reinforcement:** This technique consists in providing positive support (material or social) to a family member when engaging in desirable behavior, and the counseling objective of this technique is to train parents on how to use the attention and advantages (moral- material) that leads to

the promotion of behavior, also to urge the family member that the practice of such desired behavior must become part of his daily behavior.

- **Role play and exchange:** The practical content of this technique is to assign a role to a family member and then exchanging roles and tasks so that the individual puts himself in the place of the other, and thus realizes the other, and what pushed him to the behavior that he has done. (Mustafa Al-Faqi, 2013, p. 68).
- **Feedback:** It consists in providing direct adjustment of the responses of the family member, i.e. correcting the family member desired and non-desired behavior, in order to correct it by refraining from non-desired behavior and supporting the desired positive behavior, to show the acceptance or disapproval of his direct response.
- **Modeling:** This technique involves teaching the family member a given behavior by observing someone who is a role model for him, in accordance with the instructions given to him, to know the impact on the personality of the hearing-impaired child. (Magda Essayed Obeid, 2014, p. 212).
- **Training:** It consists in training family members to express their feelings, thoughts and beliefs, and to defend the right of the child in a positive way that improves his self-concept and teaches him to be positive in his relationships.

In general, the hearing-impaired children counseling essential purpose is to help them facing circumstances, problems and feelings imposed by the adaptation stage that they are going through, starting with the stage of perception of the child's reality and accepting the diagnosis, to the reality of coexistence and the optimal adaptation of the family system in general.

### **3. Hearing-impaired child social service**

- It is a set of programs and services helping to satisfy the needs of hearing-impaired children families in many aspects (social, economic, educational and health), and are used to describe the social policy and the collective and social liability, such as providing social and economic living standards suitable for the welfare of the whole society, including measures undertaken by the government to achieve the goals of social care in the domains of health, education, employment and housing...

- It also refers to these organized efforts and activities oriented towards hearing-impaired children families support such as (protection, education, securing needs, helping to overcome problems and difficulties, and creating a favorable environment for healthy, physical, psychological, mental and social growth) (Faisal Mahmoud Ghraiba, 2009, p. 93).
- It consists equally, in supporting and enhancing the performance of family essential social duties through satisfying their members' needs. Hence, the family social service is working harder to prevent family problems resulting from hearing-impairment and which are likely to affect family development and hinder the performance of its social and educational roles.

Family social service is an integral part of the early intervention program for the care of disabled children within the family, which contributes to the provision of community-based family care services to mitigate the negative psychological effects resulting from the existence of disabilities in the family (Hala El-Said, 2016, p. 312), and contributes to the positive participation of the family in the social development plan within the family environment. Furthermore, it increases the chances of optimizing the child's abilities and reduces the risk of deterioration, as well as reducing the complications of hearing impairment on the family as a whole. In addition, these services help everyone to feel social harmony, happiness and contribute to community development.

Thirdly: Necessary requirements for the success of the hearing-impaired child family care

Hearing-impaired children family care provides psychological, mental and moral services within the family, under the scope of family upbringing of individuals and satisfying all their health, educational, professional, living needs in order to ensure their integration within the family and society as a whole. Thus, to succeed hearing-impaired children family care and making him achieving psychological equilibrium and compatibility, the following measures shall be taken:

- When parents suspect that their child is hearing-impaired, they should immediately diagnose his state and determine the degree of disability and various treatment methods;
- When diagnosing hearing-impairment loss, the child shall immediately start taking treatment for fear of aggravation of his state and avoiding further linguistic or speech disability.
- The family should accept the child's state and encourage him to speak to understand his needs, while avoiding correcting him repeatedly as he speaks and making him feel good;
- Always speak with affectionate whispers in the child's ear as long as possible in the day, which helps him to control his speech;
- Let the child discover through play what things are, and learn to communicate fluently with the family;
- Parents should act as the most important pole for communicating with the hearing impaired child by putting him at the centre of their attention because he is effectively in need for them;
- When the family communicates with the child, the background noise should be minimized to facilitate concentration and clarity of speech;
- It is preferable that family members will be brought to the child's age when dealing with him, and they should keep their eyes in the child's eye and look at him for a short period of time, which facilitates the process of communicating and talking to him;
- Attracting the child's attention before talking to him because all what you are saying, without having attracting his attention, will fall outside the scope of his interests. (Hala El-Said, 2016, p. 101) ;
- Treat the child without excessive pampering or neglect, as he must be taken to visit family and relatives;
- Try to make the child integrate with his peers and interact normally with them,
- especially in early educational stages such as pre-schooling;
- Making the family aware that hearing-impaired child's source of problems is family interaction rather than because of the disability itself;

- Training family members on hearing-impaired child communication methods and providing them with the skills, foundations and rules of sound family care;
- Cooperation through regular update and continuous follow-up of technological development in this domain to facilitate integration, social and vocational qualification.
- Organizing training, orientation, therapeutic and rehabilitation courses for families, with the aim of helping them to understand the reality of their problems and solve them, and to find rehabilitation programs to better achieve their goals and aspirations;
- Working closely with local and national official community organizations seeking family development in general, with focus on mobilizing individuals to achieve social development, and strengthening the role of hearing-impaired children families to overcome existing problems hampering progress and success.
- Finally, the attention given to hearing-impaired children family-care programs is one of the measures contributing to nations' progress and advancement. Hence, this category must be considered as a service and an investment at the same time. It is a duty and support from a human point of view and an investment in the state's human resources. So, the development of the care and education policy shall be in a vertical way regarding content and quality.

#### **CONCLUSION :**

The family plays an important role and a deep impact in achieving balance and social compatibility, through the provision of appropriate and suitable care for its members, especially the hearing-impaired persons. The problems faced by hearing-impaired persons are due to environment surrounding them, mainly the family environment, and the lack of understanding of the nature of disability, its effects and the hearing-impaired person abilities, as well as a unit of the social system which includes a range of activities and services aiming at helping people with hearing disabilities and meeting their social, psychological, economic, educational and health needs to ensure preservation of society.

Finally, family care in the field of hearing disabilities targets the disabled individual in the first place, by focusing on his needs requiring satisfaction, and the problems faced by him, that make him in need to someone to help him solve them and reduce their negative effects on the quality of his life, capabilities and talents that shall be discovered and developed.

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