

Playing an effective diagnostic and therapeutic mean - For people with special needs deaf child model-

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Abstract: Playing therapy is fairly a new field of psychology for the study of human behaviour and it is true that there are various entrances and walks to study this behaviour. However, this field of many aspects has proven its effectiveness and its effect especially with troubled children and the techniques or treatment techniques and tools play a major role in the therapeutic process, the intrinsic values of the therapist permeate the relationship between him and the client and intervene to a large extent in determining the effects Therapeutic method of treatment. Play is a vital requirement for the good life of our children and daughters in successive stages of childhood, its importance for food and education This is a true saying all honesty (Clark Mustax, 1990 p. 11), that playing for children is a vital process in the way of growth and has brought to the attention of researchers that children spend a long time in Play what exactly is it about playing? After having long been searched in the end that play is the free activity that exercises itself and not to achieve any practical goal, play a major role in diagnosis and psychotherapy for people with special needs .deaf child model

Keywords: Playing-Diagnosis-Treatment-Means-effective- deaf child.

I- Introduction :

Based on previous studies, Plato was the first to admit that playing had practical value, and in his book *Laws*, he called for the distribution of apples to boys builders, and Aristotle believed that children liked to play. What they will have to do seriously as adults, and this attracted the attention of the great educational reformers who worked on the idea and increasingly accepted that the idea of education should take into account the natural tendencies of a child and his stage of development until it came to the conviction that play is a lightening of the buds of childhood (this develops the different energies and skills of the child).

The appearance of toys was in ancient times, the children of the ancient Egyptians were the first to know how to play with ball and play with biles glass balls. They were playing small balls taken from stones, and they knew other types of toys. (*Khaldoumi, 2012p 134*)

In the writings of the 7th and 18th centuries, I believe that the game renews the forces that are about to be realized and we want positive recreation as a renewed factor of activity and power. German intellectuals Shaller and Lazaraus, who made the play the antithesis of the work and with the publication of the book *Daorin (Origin of Species)* in 1985 began to interest in their play and then another book put forward by Karl gross about playing man 1988 where I care about it because it is the basis of aesthetics

Jean Jacque Rousseau expresses his opinion, saying that play in the field of the development of the senses is considered as a natural and important activity, and this world is the first to touch in his talk to play and formulated his theory about it and that his theory was characterized by its authority that says in the book "Colleague" play has a useful role in teaching and strengthening the power of the child's perception.

John Piaget's research was of great importance as he linked play to his interpretation of intelligence growth, where he distinguished four key periods in tribal growth, each divided into a number of sub-stages, the sensory stage of the motor, then evolutionary, then symbolic and verbal, and the use of the symbol closer to logic and objectivity (*Heidi 2008, p. 43*) Mead emphasizes that such play is important in the life of the child, as it allows him to play individually or collectively leading to his interaction with the adult community. (*Khaldoumi, 2012p 134*)

I-A theoretical approach to play therapy:**1- Definition of play:**

Many tried to define play in different ways and get rid of all its characteristics and we will try to include some important concepts mentioned the definition of Susan Isaac 1932 is "Play is the life of the child and the means by which the world realizes around him", we will try to explain this concept which is full of two important parts:

- Part 1: "Play is the life of the child" it emphasizes the nature of the play in all its aspects it represents all aspects of the child's day, he sees that the child is born with a mind willing to inquire and that there is an internal motivation that pushes the child towards play and learning constantly

- Part 2: It is a complete realization in the sense that the child can be responsible for the process of his education, as it is possible to determine the educational content he needs and the practical resources that are aware.

Through this explanation we can draw some of the hallmarks of playing:

- Playing is a fun tool
- Play is not specified by time or place
- Its results are infinite
- Causes happiness and relieves stress
- Playing an opportunity to learn and perceive

There are scholars who consider play to be a direct or undirected activity by the child, and in this Percy definition, "Play is every activity that an individual does simply to be active without regard to the consequences that may result from it, so that the individual can stop or send it of his own volition. (*Khaldoumi, 2012'p135*)

Play is qualified from all sides to live, and it is considered a major school in which the child grows up and develops his physical, intellectual, and social powers (*Heidi 2008, p. 26.*)

Playing as a vent makes the child able to defy all logical analysis and explanations (*Abd al-Baqi 2000 p.19.*)

Freud sees play as a social activity as the imaginary or symbolic play edited by the child expresses the level of language derived from the environment or the social environment in which he lives, i.e. play is a favorite concern and strongly in the child because through play is a world of his own by transferring things or events surrounding his outside world to another imaginary world of his own.

Susanna Miller defines play as a behavior of apparent contradiction, an exploration of what is familiar, bitter ness to what is already under our control, friendly aggression, undefined social behavior with common qualitative activity or social construction, and an unintended claim of deception (*Susanna Miller 1990, p. 14.*)

Kiwa sees play as an empty activity, and may be organized in accordance with rules, regulations and traditions in advance, because it is a free, independent activity linked to emptiness and time and because its results cannot be explained in advance and therefore may be unproductive, (*Mohammed Al Hammami 1999, p. 14.*)

Good also sees play as a directed activity or free, directed activity – which the child does in order to achieve himself, and also points out that to play an important role in the development of his personality. (*Khaldoumi, 2012'p135*)

Froebel considered it the basis of integrated total growth because it is a means in which the child maintains his experience, he is a unified mechanics of experience, and he is the most spiritual activity of the child (*Nihad Saleh, p. 43.*)

As for Taylor, he knows that it is not just a way to spend time and self-employment, play is as in education, exploration, self-expression, recreation and work for adults, but it is the breath of life for the child it is his life, this definition shows the importance of play from the point of view that it is essential for the child and indispensable because it helps in the process of growth, it is a key thing.

It is a practice performed by individual individuals in order to develop different skills. (*Muhammad 2003, p. 26.*)

By analyzing the content of this definition, we conclude that play is an individual and collective activity, a free and pure human activity. It just leads to enjoyment. This activity may be dynamic or mental.

This is confirmed by Wallon, who believes that play can be one of the important and necessary foundations in the child's developmental stages (Hammami 1990, p. 17.)

Webster defines him as a series of movements intended for amusement or the right to eat, use or dispose of things, Piaget known him by imitation and simulation as an integral part of the process of mental development, i.e. it is a process that converts the information received to suit the needs of the individual, and Susanna Reichs knows the activity of play is a symbol of mental health and it is the work of the child and the means by which he grows and promotes (Fadel 1999, p. 17.)

By studying the concepts of play among many educators, psychologists and researchers in the field, we can draw the following important facts:

- Play is an activity: Kiwa, Percy, Rosenblatt, Froebel, Judd, Huizenga, Susanna Reich's, Dictionary of Psychology and The British Encyclopedia have confirmed this.
- Prepares to play automatic and freedom: Percy, Jude, Piaget, Miller, and the British Encyclopedia have all pointed out this. (*Khaldoumi, 2012'p135*)
- The toys bring pleasure and pleasure to the child: Freud, Tyler Spitz, Jude, Piaget, and the British Encyclopedia have all explained this.
- The gameplay is imaginative: Kiwa, Freud and Rosenblatt have referred to this.
- Toys are a requirement for the growth and upbringing of the child: Rosenblatt, Montessori, Tyler, Susanna Reichs, Jude, Piaget, and Wallon have all confirmed this.
- "Playing in the field of sensory development is a natural and important activity", Rousseau said.

From the above, the definition of play can be drawn as a direct or undirected psychosocial activity and behavior, with technical or motor skills that the child brings himself or under the guidance of others individually or collectively, so that the child finds pleasure and satisfaction to his desires and enriches his experiences, thus exploiting his physical, motor and mental abilities, expressing his way of thinking, acting, creativity and exploration . (*Khaldoumi, 2012'p135*)

2- Types of play:

The gameplay can be divided according to the classification of scientists as follows. (**Khaldoumi, 2012'p138**)

3.1 While Piaget believes that toys can be divided according to the child's stages into three types, namely:

Play training and appears in the stage sense of mobility Sensory-motor where the child plays when there is something that can play with. This type of play grows during the first months of the child's life and reaches its maximum during the first two or three years of the child's life, and then gradually begins to contradict until it disappears.

Symbolic play and appears in the conceptual stage representative where the child does not need things to play with, as he can imagine the existence of this thing, so he imagines his game using anything else, as the child has the power to imagine and act, and begins this kind of play during the second year of the child's age, as begins after the age of six in contradiction (*Unleashed 2002, p. 46.*)

Games with rules: these games appear in the social stage la période social to play which refers to the tradition of children in the early childhood of adult games, but organized games appear in children only at the age of (7-8) years (*Hammami1990, p. 31.*)

3-2. Henrio Henriot divides the play according to its stages three types, namely:

Deluded play: It depends entirely on the child's imagination, through which the child transforms the real world into a fantasy world of his own, such as turning the stick into a sword, the doll into a child, the seat to a horse or into a car, and the buttons into money... And so on. . (*Khaldoumi, 2012'p138*)

Realistic gameplay: Where the child deals with things or characters based on what they actually are, and then he is aware that the stick is a stick and the doll is a doll... It represents nothing other than what it is, and therefore deals with it in accordance with its reality and reality.

Real-life play: That kind of gameplay depends on something of imagination to make the activity stand out and take the form of play.

3.3. Rosenblatt categorized children's toys according to their nature to the following four types:

Self-animation games: Using one or more games, such as the use of motor games for the physical properties of objects, such as manual touching, stirring, pushing, collision... Etc.

Conceptual games or imitation games: using one or more games, in those games the child uses his toy according to its reality and for the purpose for which it is designed. This is like combing the child's hair with a doll brush, drinking in a cup, creating a telephone number on the paper clip assigned to it in the phone he plays with, combing the doll's hair, bathing the doll... Etc.

Imitation games with the use of imagination: it's like a child imagines holding a piece of candy in his hand and swearing it to his own blood, or imagines riding a horse.

Token games: Where the child realizes the real-life functions he uses in his game, he uses them in something else. It's like riding a stick and imagining it like a horse rider, or pushing or moving a cube imitating the sound of the vehicle.' . (*Khaldoumi, 2012'p138*)

3. Educational games goals:

Playing the life of the child was said by researcher Suzanne Isaac, play aims to:

- 1) Make the child able to learn and explore the world around him.
- 2) Expand intellectual, mental and cognitive abilities and develop imagination.
- 3) Developing the social and emotional aspects of the child. . (*Khaldoumi, 2012'p138*)
- 4) Vent anxiety, depression, excess energies and destructiveness of the child.
- 5) Open up a wide field of expression and openness to external science.
- 6) Contributing to physical or psychological and mental development.
- 7) Open the door to creativity and innovation.
- 8) Taking out the child's repressed, thoughts and deep feelings (*Muhammad 2003, p. 44*)

4- The importance of playing:

Scientific studies and research on play have confirmed that play is a functional entry point for the world of childhood, and affects the formation of an individual's personality in his childhood years, a period in which psychologists agree on its importance as a fundamental pillar of the psychological construction of the individual in successive stages of his or her development.

Jean Jacques Rousseau therefore calls for giving children great freedom of movement and play in the belief of nature education, and that sport, games and handicrafts are the means of developing children's senses and experiences. . (*Khaldoumi, 2012'p139*)

To play is of great importance and we list the most important:

1. Jealousy, i.e. the child is born with a desire to explore human, social and natural life.
2. Play generates the child's self-esteem and others and thus achieves psychological and social compatibility.
3. To play great importance in venting and taking out repressed and amusable energies.
4. The child achieves the method of compatibility with different situations and generates different tricks to face daily difficulties.
5. Play as a gateway to exploration, creativity, ambition and hope.
6. Attracts the child's attention and longs to learn, learning to play provides the child with a free atmosphere that rushes to work on his own. . (*Khaldoumi, 2012'p141*)
7. Building the child's personality and developing it in all aspects.
8. It has a great impact on the development of the social personality, the social personality balanced the basis of normal relations with others, and playing with the community is the secret of the life of the child (*Nebras , 2004, 25.*)

Play is of great importance in the child's life, both socially, psychologically, mentally and physically, which opens up room for the growth of these different aspects.

5- . Play function:

1. Play helps the child interact with the environment and its components for the growth of his personality and behavior it helps to raise the child.
2. Play is an educational tool by recognizing the meanings of things and adapting to the realities of life.
3. Play helps develop different life skills.
4. To play venting and adapting function with various life situations.
5. To play an interactive and communicative function with community members.
6. To play a fictional mental cognitive function.
7. Play helps the physical development of the child as it brings him comfort and harmony.
8. Play helps to create a positive concept for the child.
9. Play helps solve problems and find different solutions.
10. Playing has an effective function in psychological, health and social development.
11. Play helps shape the value and moral system by playing and communicating with others, and earnings them the criteria of acceptable social behavior within the community.
12. Play is an essential channel through which knowledge and technology, trends, values, customs, and traditions are transmitted from generation to generation and from one to the other (*Muhammad 2003, p. 46.*)
13. Play helps in the motor sensory development of the child.
- 14 Play is a fun tool that helps the child to imagination and learns about acting forms

The researcher believes that the function of play is important for the deaf child as it helps him in all aspects of the physical, social, emotional and mental aspects.

6. Play and its effect on the child's developmental aspects:

- Play and its relationship to linguistic growth:

Language plays an important role in the development of the mental aspect. Piaget emphasizes that transformations play an important role in thinking and grow only as language grows, as language is the main tool of the child's social adaptation process, and that symbolic play plays an important role in the development of a child's ability to express him. Piaget also points out that play gives the opportunity for language growth, and that there is a kind of balance between both play and language that prepares language with one and communication with others, where language uses agreed signs and symbols that allow individuals to think and feel the default and imagined ideas more

effectively. The language also contains four important elements: speech, listening, writing and reading.

From the above it is clear that playing an impact on the requirements of growth at different age stages plays a positive role active and influential in building a balanced personality, and contributes to the interaction aspects of mental, social, linguistic, emotional and sensory motor development. . *(Khaloudmi, 2012'p143)*

• **Play and its relationship to motor sensory development:**

As the child ages, he begins to play with more senses, exploring the parts of his body, and begins to reduce the use of the senses when he or she is injured until he reaches the age of about six. He just looks at things to get to know them. Susanna Miller, 1990.

Studies on the development of children have shown that muscle growth, motor body skills and the development of different senses play an important role in the process of child development and development, and studies have also shown that playing in its various forms is an important element for muscle growth and development, and functional games (sense of mobility) perform much better results than traditional sports lessons, running, jumping and rhythmic movements all tame the human body, and constitute a necessary evolutionary factor for the organs of the body mature, or those that are incomplete.

As for the motor aspect, there are many motor games enjoyed by children, and provide them with a lot of benefit for the large and delicate muscles that contribute to their development, in terms of the shape of their bodies and sizes at a time when their muscles are growing rapidly, as the toys of children who need to use the muscles of the body reveals to the child his abilities inherent in different movements, and experiments himself in the surrounding environment that tempts him to move and rush and feel his presence and ability to keep up with others. (Abdulhadi Nabil 2004).

We can deduce the importance of motor sensory play in the child's growth process as the body grows and develops, confidence in body performance, increased balance and control of the body with its movements, testing some muscles when performing difficult movements, and increasing self-reliance in work performance. . *(Khaloudmi, 2012'p144)*

- ***Deluded play and imagination:***

Winnicott explains that when a child's imagination occurs, he sees that every child can face two types of the world, one of which is an internal reality and another that expresses his or her inner life and reality. He also emphasizes that the child in the early stages of his development develops his abilities to accept the external reality of his life through his acquisition of many experiences, but it depends on the space of his imagination, where the child through that space collects things or some appearances, or roles associated with his external world and use it in adapting it to conform to his inner world or with the reality within him.

Vygotsky also believes that it is necessary to encourage children to play fantasy, because these types of toys develop at the age of 11 into dramatic and dramatic improvisations. *(Khaloudmi, 2012'p144)*.

- Play and its relationship to mental development:

Play is often a mixture of reality and imagination, in which a child imagines and creates ideas or topics, experiences, questions, assumptions and new and unfamiliar things, and so play is innovation. (Al-Khawla Mahmoud 2003). Thus we find that play is a major activity of the child through which the different mental aspects grow, and through which he acquires many experiences in an automatic way of educational and psychological value, it develops the reconnaissance and effectiveness, and provides him with many aspirations for the outside world

Playing through intermittent images, mazes and cubes contributes to the child's mental development and acquisition of new information, enabling him to categorize things according to a particular characteristic such as: shape, color, size, height and weight, the use of mazes and puzzles to reach the desired result contributes to Develop logical thinking skills, where the ability of the child to organize things in sequence and sequence depends on remembering or retrieving the original image in the imagination and benefits the child from playing with mental games through the formation of several concepts necessary for his future working life, including concepts of shapes, sizes and counting Order, location, sequence, concepts of similarity and spatial relationships. (Khalidoumi, 2012'p144)

3.7 Play and its relationship to social and moral growth:

Through play, the use of education and indirect counselling to apply the child socially and teach him the skills of proper handling, empathy and social participation. (Issawi 1998)

As to play a big role in maintaining social customs and traditions and immortalizing them by passing them through generations as they are anecdotal games, each people has a set of legends, stories and songs that represent and embody their customs, traditions and social systems, and children repeat them in their games and take root in them.

Play makes the child communicate directly with others and share their ideas, thereby expanding their experiences and developing their relationships and social skills, and strengthening their self-awareness of certain moral standards such as justice, honesty, honesty, self-control, initiative and cooperation (*Fadel Hanna1999*). The importance of playing is to free the child from focusing on himself, and to stay away from selfishness so that he is softer in interacting with others, accepting their ideas, opinions and emotions that revolve around him, and social play has its benefits that cannot be overlooked, because it has a great impact in the development of the normal personality of children, social play can emphasize many important habits and required to live with others, compete with others, tendencies and know the interests of each individual child and try to meet his desires as much as possible, and the values that are characterized by him, every society, and how the child is trained to preserve it

- Play and its relationship to emotional growth:

The development of the psychological construction of the child's personality begins through direct contact between him and his external environment, and through play the child invokes the external environment, which helps him to express his emotions, and satisfy many psychological needs, thus reducing the frustrations he experiences in different situations. (*Khalidoumi, 2012'p144*).

7. Difficulties that limit playing skills:

Play is also of great importance in the life of the child, but there are obstacles and difficulties encountered in it

. Motor sensory difficulties:

1. Lack of body-related perception.
2. The inability of the child to adjust his movements and balance during play.
3. Impaired overall harmony with all organs of the body.
4. Inability to keep up with the precise movements of the body.
5. Causing harm to others. . (Khaldoumi, 2012'p152)
6. Hypermobility and excess energy.

. Mental difficulties:

1. Lack of design and planning.
2. Do not infer alternatives and innovative suggestions to play.
3. Forgetting, especially with regard to tribal gains.
4. Linguistic deficiencies, especially with regard to the ability to express events, for example.
5. Not following the ability to follow the rules of the game. . (**Khaldoumi, 2012'p152**)

. Emotional difficulties:

1. Lack of tracking of plans for implementation.
2. Impaired cognitive ability.
3. Repeated simulations.
4. Annoyance of others.
5. Selfishness and unwillingness to help others (UAE Statement 2003).

. Social difficulties:

1. Lack of respect for the role.
2. Lack of harmony in communication with colleagues.
3. Lack of understanding of gestures by colleagues.
4. Control of shyness and inability to cope.
5. Aggressive energy and corrupt games.

6. Selfishness and the love of authoritarianism.

8. Some educational styles and educational games:

. Definition of educational patterns: by identifying an organized set of procedures that can be applied in the classroom, and differing in terms of objectives and content, where the educational pattern seeks beyond the descriptive and explanatory nature of the learning theory. In order to implement and adapt learning patterns to the classroom environment, various educational techniques, including educational games such as instruments for simplifying and managing education, and the impact of students' thinking and motivation, are urgently needed and help them to convey their impact.

. Jannet's learning conditions style and the location of educational games: Janneh believes that planning for learning in his style is done in three stages:

1. Accurate description and interpretation of educational objectives and tasks.
2. Analysis of educational tasks.
3. Determining the conditions set up.

Or the steps of the implementation of education are nine called "Janneh" educational facts:

- 1) Create motivation and love of knowledge and knowledge.
- 2) Clarifying educational purposes and their purpose.
- 3) Attention processes are controlled.
- 4) Activating the recollection mechanisms.
- 5) Various and continuous guidance services for learners.
- 6) Help the learner to maintain information.
- 7) Diversification of learning processes especially in the transition from type to type to break routine.
- 8) Motivation and motivation to learn.
- 9) Providing targeted feedback. (*Khaldoumi, 2012'*)

Janet is one of the most renowned scientists who focused on "trends" using the method of simulation learning by selecting the appropriate model for students and self-assessment of the learner turned theoretical problems into practical problems, especially in the field of training, so he took care of the simulation games and focused on them by relying on the theory of "Pandora" to learn by observation and following and attract the attention of the learner. (*Muhammad 2003, p. 189*).

. The pattern of the conditional measure: for Skinner and the location of the educational games: this pattern focuses on reinforcement and according to Skinner his principles in the field of teaching any subject study six steps:

1. Objectively define the final behavior you wish to learn.
2. Learn about the above information, related to the final behavior.
3. The course is formulated in a structured sequence based on the arrangement of the knowledge system to which the subject belongs, and therefore the teacher is enhanced by educational means and learning games.
4. From the study subject that you arranged and enriched with educational games and educational means, start with the student with that part of the learning subject that he can answer correctly.
5. The system of police reinforcement salaries and probability so that the student reaches the final behavior and works to become in the article internal boosters and remember that educational games include in the midst of police reinforcements.
6. Keep the student's conduct records as a basis for modifying teaching materials or conducting education. (*Khaldoumi, 2012'*)

9. The importance of play for deaf children:

Due to the importance of play in the development of children, the tests focused on play, such as the diagnostic list for the stage (18) months, it is a method that reduces the behavior of the stereotypical acquisition, so it is about teaching deaf children how to play with their toys in a functional way can modify their behavior by moving away from aggressive behaviors.

The educational objectives of playing for the deaf are:

- Development of large and precise motor skills.
- Develop communication based on gestures
- Develop the imagination that comes out as energies while playing

Developing cognitive skills.

Develop non-linguistic communication and develop its avatar.

Develop social networking and improve play behavior.

So play is currently used in diagnosis and treatment.

We can add that play is important in offloading energies especially those who have increased motor activity, anxiety and depression.

It is also an opportunity to enjoy and spend time, which calls for improved social behavior and cognitive aspect because each affects the other.

It is worth mentioning that the deaf child lacks in the early years of his life a lot of forms of exploratory play, and when he deals with toys and different things, he plays them in an unintentional way and reduces diversity and innovation, as the symbolic manifestations in his games are reduced to a great extent, where the deaf child is characterized by a lack or lack of automatic or imaginary play and does not show any initiatives to play pretend or me, and cannot

imitate others, and play in a pattern and repeat, the child is not deaf when holding the game in order to throw it, In it, when he grows up he finds pleasure in focus games so that he enjoys building without looking at what is between him and this led many to say that the deaf child does not exceed in the mental development cognitive phase sixth stage of the first stage defined by "Piaget" and known as the stage sensory motor, and on the other hand because of the weakness of language and imagination of this child he often cannot integrate into the play with other children, and miss innovative toys. . (Khaloudumi, 2012')

10- Entrance to group games:

One of the advantages of these games is that they help prepare the child for social life, teach the child the style of respecting the rights of others and defending the rights that they recognize during play. The child also returns to a healthy society life, without group play the child remains centered around himself loving himself and overcoming control, but if he mixes with the young and plays with them, he learns to cooperate and the right way to treat others, and helps to adapt himself when facing failures or success sway moderate in his actions.

11. Social gaming characteristics:

1. The child learns to satisfy his needs the rules and social controls and values and the training produced by these rules to subject his wishes to the collective rules and what is approved by the interest of the play group.
2. The child will satisfy his need to belong to the group, so that the struggle will always continue for the community to accept the child, depending on the role played by the child may gain the satisfaction of the group, by showing physical strength at times and being proficient in a certain role at other times.
3. It compensates the child for what he loses from normal life such as leadership roles, bearing failure, compliance with laws, social ethics.
4. The struggle for leadership, and the different aspects of this struggle according to the social roles played by the child, i.e. living it while playing, by which he grows and opens up to the world of adults with all his desired and rejected behaviors.
5. Teach the child to cooperate with the team, as well as the experiences of competition, conflict organization and dialogue dictated by his role in the game. (Khaloudumi, 2012, p. 148)

II)- An application model in the use of play drawing as a cognitive behavioral therapy for a deaf child:

The overall objective of the program: to reduce the degree of anxiety and depression in deaf children (9-12 years old) by drawing and group play.

Theoretical basis of the programme: The study was based on three basic aspects: a psychological basis, a social basis and a systematic basis.

First: Psychological basis:

It is the deaf person who suffers from a hearing deficit or disorder that prevents the use of his hearing because it is disabled, i.e. the deaf person is the one who is unable to respond in a way that indicates an understanding of the speech. (*Salah Suleiman, 1985, D.C.*).

Hearing loss, like other different disabilities affecting the individual and casting its shadow on his personality and causing him many problems and damages, including what is social and emotional, is therefore mentioned by some researchers (*Hamed Zahran 1978- AbdulMutallab Al-Quraiti 1996*) that the hearing impaired have many emotional problems, including:

Reliance on others and poor personal and social compatibility.

- Tendency to withdraw from social situations.

They have many behavioural problems, including aggression, impulsiveness and inability to exercise restraint.

- Emotional problems such as fear, feelings of helplessness, sorrow and jealousy, emotional and motor crises, anxiety and depression.

Problems of deprivation of some environmental stimuli and lack of contact with the outside world.

6. Impairment may be accompanied by excessive self-concentration, a sense of inferiority and poor personal, social, school and professional compatibility with aggressiveness, disorder and distortion of the concept of self in general.

- Hearing impaired people lose confidence in themselves and others as a result of the feelings of inferiority resulting from this impairment, and therefore we find that they either tend to be isolated and distant from people, or they tend to be aggressive, and they lack social and personal adjustment because of their lack of life and social experience, so they have less will and stamina. (*Hamed Abdessalam Zahran, 1978, D.C.*) (*AbdulMutallab Amin al-Quraiti, 1996, D.C.*).

- The deaf child suffers from severe psychological disorders, the most important of which is anxiety and depression

The program's function in the treatment of the psychological aspect comes in several points:

- The program on the artistic activities of the deaf child provides a sense of security and self-confidence through the practice of different plastic areas, which helps to modify his behavior and become more effective in achieving behavioral balance and psychological compatibility.

2. Giving a deaf child the freedom to express his or her problems and fears and to get rid of these fears, as well as the freedom to express his hopes and aspirations, leaving children with the opportunity to express themselves freely with raw materials.

Technical activities help to acquire sound behaviours through interaction with colleagues in group work.

- Helping anxious and depressed children to have relationships and social interactions with peers.
- Reducing the anaesthetic behaviour of children.

Technical activities help to feel personal, social and psychological harmony.

- Venting the suppressed stresses of the child through a non-verbal language of drawing and playing through this language we can diagnose emotional conditions such as anxiety and depression and through them we can also treat and empty them.

Second: Social basis:

Social interaction takes place through language, which is the means of communicating with the outside world, and dealing between the individual and those around him, so depriving the child of the hearing and thus depriving him of the language necessary to establish appropriate social relationships ultimately affects the social and emotional characteristics of the hearing-impaired child. (*Reza AbdelKader, 1992, D.C.*).

Anxiety and depression sometimes have an adaptive but satisfactory function, which is used in some cases as a means of expressing certain social demands, in many cases as a means of defending itself and its property, or to branch out tensions and conflicts within it or being used to remove obstacles to achieving certain legitimate objectives. (Ahmed Shawky, 1983, D.C.).

Accordingly, the programme for this study sets key points for the discharge of anxiety and depression and its conduct in the right direction in line with the wishes of society:

- Helping a worried and depressed child to stand up to his feelings of anxiety and depression and control and empty these feelings by acquiring bad behavior through social interaction between the deaf and his peers during various artistic activities.

Technical activities (painting and group play) help to develop social relationships and respect the deaf for prevailing social teachings, as well as create a child-friendly environment for proper scientifically managed depressive anxieties and mutual interaction through collective attitudes (group activities).

- Help the child to participate positively inside and outside school.
- 4. Through artistic activities, the deaf feel valuable and self-worth among their classmates.
- Training in emotional control and meeting anger with calm through interaction between deaf children in artistic activities.

- Attention is paid to examining and treating the underlying drivers of a child's anxiety and depression behaviour through the child's participation in school and social activities to discharge suppressed energy, including various artistic activities, both individual and collective.

7. Artistic activities help to learn artistic experiences and the individual's fusion within the community, and help the deaf child out of isolation to simplicity, from aggression to cooperation, from selfishness to love and understanding with others.

8. Ultimately, individual and collective artistic activities are effective in removing undesirable patterns of behaviour and other desirable behaviours, transforming destructive impulses and

moments in children from anxiety and depression to constructive ones through the practice of art as an alternative means of communication to verbal language.

Thir Wilson's approach helped the researcher build the curriculum, and he took some of Wilson's items to be the basis for building the program's objectives:

- (a) Objectives associated with the message contained in the artwork, which are emotional values, symbolic values, symbolic meaning or other meanings that appear as a result of visual organizations in the artwork.
- (b) Objectives associated with shaping skills through the nature of materials, tools and the ability to express them artistically.

From the matrix, the content of art and the subject has been utilized as follows:

1. Art content: This area includes what constitutes artwork in three categories:

- ▶ Raw colors such as clay, wood, paper.
- ▶ Tool such as brushes - braids ... Carpentry tools ... etc.

Technical treatment is the methods of formation, construction and implementation method required to produce the artwork.

2. Subject:

- (a) Ideas, events and symbols are intended for three categories from which they were taken.
- ▶ (b) Symbols and metaphor: Form items with a new processor. d: a systematic basis:

Expressive content: the use of the final artistic product as a symbol of a particular philosophy or thought.

Technical areas:

These are the areas of artistic production (design, sculpture, painting, carpentry, team play, etc.).

The top scorer of the procedural program for the current study:

(a) Knowledge objectives:

- 1. The pupil recognizes the types of materials used in the program.
- The student learns how to use the tools for activities.
- The student learns about the method of implementation required to produce the artwork.
- 4- The student recognizes the elements that contribute to the construction of the artwork (color, line, shape, texture).

(b) Skilled objectives:

Experiment with the nature of materials and tools and the ability to express them artistically.

- ▶ 2- The pupil treats the materials and discovers the different methods of formation, embodiment and coloring.
- ▶ 3. The pupil uses different tools to highlight the characteristics of the materials used in the artwork.

(c) Emotional objectives:

- Reducing the severity of anxiety and depression in the pupil through various artistic activities.
- Support the student's self-confidence by expressing his feelings and ideas in a formative artistic language.
- The student drops his thoughts and emotions through a message contained in the artwork, which is emotional values and a symbolic meaning that appears as a result of visual organizations in the artwork.
- The pupil embodies feelings of anger, violence and strength through different materials.

Development of positive attitudes towards others (colleagues and teachers) through group work (positive participation).

The deaf feel his value and self among his classmates.

Participation of deaf children in school and social activities.

Development of the child's self-concept, respect and appreciation through participation in works of art.

- 9- Helping the student achieve normal emotional development.

Development of a child's sense of responsibility and respect for the rights of others.

- 11. The growth of self-reliance in the child.
- Helping anxious and depressed children establish relationships and social interactions with peers.
- ▶ 13- Creating a positive concept for one's self by eliminating anxiety and depression behaviors by drawing and collective play.

- Program preparation steps:

a) Conduct a reconnaissance experiment to determine the possibilities of deaf pupils in various technical fields to help design and time the programme.

- (b) Design a questionnaire with areas and technical activities proposed by the child.
- (c) Taking the views of specialists in the proposed technical areas and activities.

Development of preliminary objectives for the proposed programme in the light of the opinions of the sample and specialists and in the light of the technical education curricula for the deaf in late childhood.

The programme is presented to a group of experts in the field of technical psychology and curricula to arrive at the initial picture of the program in the light of its overall objective and procedural objectives.

- Modify the initial image of the program and design the program in its final form.

Procedural steps:

According to this design, the following measurements of the experimental group were made.

- ▶ Tribal measurement of the trial group before application. •
- ▶ Remote measurement of the experimental group after the completion of the treatment program of drawing and group play •

- The second dimension measurement of the "tracking" experimental group to ensure that the effect of the treatment program on the behavior of the members of the experimental group does not end.

As for the control group, he made the following measurements.

- ▶ tribal measurement. •
- ▶ Telemetry. •

This is in conjunction with members of the pilot group. The following table shows the form of the experimental design of the current study

Table 7 shows the experimental design shape of the two study groups

M Group Tribal Measurement Therapeutic Program Telemetry Tracking Measurement

1 Officer yes (/) no_ yes(/) no_.

2 Experimental yes (/) yes (/) yes (/) / (yes) /)

▶ **Program time:**

The program takes about 72 hours over about four months by

Three meetings per week for each meeting are two 45-minute classes, and the researcher will implement the program in all its steps.

Sample:

- At least 40 children.
- ▶ 2 samples of deaf children in late childhood (12:9 years).
- ▶ 3 Children with disabilities with hearing impairment are excluded.

- ▶ 4 children from the School of Deaf Juniors in The State of Bouarrig Tower.
- ▶ 5. Children who show anxiety and depression are identified by the measures of anxiety and depression.

The contents of the program:

The content means all the experiences covered by the proposed program, whether cognitive, skilled or emotional, in the light of the goals set, in order to achieve emotional comfort for deaf children and reduce their anxiety and depression, and the content includes four areas: painting, photography, stereoscopic composition, woodwork and team play.

- The experiences provided to children vary so that they can interact with technical activities to achieve the goals appropriately.
- ▶ 2 Provide information in visual, perceptible and non-abstract images so that it reaches deaf pupils as quickly and effortlessly as possible.

Individual differences between deaf children in late childhood (12:9 years).

- Achieve integration and balance between different artistic activities so that attention is not focused on one area but not the other.
 - Technical expertise is at the pupil level and is organized on the basis of the transition from easy to difficult and known to the unknown, and this may require a retrieval of the experiences of the pupils' past and linking them to new ones.
- The diversity of (individual artistic activities) that ensure that the student expresses his or her own feelings and emotions and helps him to develop himself, and (collective activities) that ensure that he or she mingles with others, plays leadership, dependency, social interaction, accepts others and understands their roles.

▶ **Schedule of follow-up activities of the program:**

• **Area 1: Painting and photography:**

This is an essential way to examine the insides of the deaf and to know many aspects that students may try to hide in their verbal responses. These activities are aimed at emotional venting the free expression of feelings and emotions without restriction. The child expresses his feelings and himself in a safe atmosphere in which the world of reality and imagination coordinates, showing in the drawings any types of behavioral disorders and social problems, so they can help them solve and overcome them, and this area is gradually in:

▶ **Drawing topics:**

Draw free subjects and draw pencils and colors, with the aim of showing their feelings and problems without adhering to the subject while showing their beloved topics and expressing them through the artistic language of plastic.

Drawing specific topics collectively and individually and each topic selected based on a survey of some specialists, including:

A. The subject of conflict: it is a vent of his feelings and the dropping of his anxiety and depression through the subject of conflict (between the big and the small - between good and evil).

B- The subject of my family, colleagues and teachers: through which his different feelings are shown towards those around him.

C- The subject of my dreams: This is where the dream comes as a reflection of his hopes, desires and ambitions, which he may have been deprived of because of his disability.

D- The subject of a trip in the park: in which he expresses his relationship with his colleagues during their trip to the park, and may explain whether these relationships are relationships of anxiety and depression or relationships of love and affection.

• E- A subject I love: it shows his feelings for the person the child loves and may show someone in the drawings and express the reason for his love for that person.

F- The subject I hate: a venting topic that shows his feelings towards those who hate him, whether this person wants to hurt him and how he follows to punish him.

Its objectives: for the student to express his feelings and emotions through their free expressions and restricted subjects.

Cognitive goals:

- 1The student should know the colors.
- 2The student should learn about the tools and how to express them artistically.
- 3 The student is informed of the concepts of training, rhythm and balance.

Skill targets:

- The student acquires basic skills that help him use watercolors.
 - ▶ 2 Give the child the opportunity to search and experiment through colors and through pencil grades.

Emotional goals:

- Help the student achieve normal emotional development by expressing his feelings, thoughts and emotions without restrictions.

Development of the child's sense of responsibility and respect for the rights of others.

- Highlight the child's personality and drive fear for him by encouraging him to express himself freely and develop contact with others.

▶ **4The embodiment of feelings of anxiety, depression and strength through various subjects as a projective ventration area.**

Domain time 1:

This phase takes 12 interviews at three interviews per week, each with two classes and interviews will be followed up as follows:

- ▶ Interview (1): Draw a free pencil theme.
- ▶ Interview (2): Drawing the subject of the family with a pencil.
- ▶ Interview (3): Drawing the subject of school and teachers with a pencil.
- ▶ Interview (4): Draw a theme I love and I hate with pencil.
- ▶ Interview (5): Draw a free theme in flumaster colors.
- ▶ Interview (6): Drawing the subject of conflict in flumaster colors.
- ▶ Interview (7): Draw the theme of the dream in flumaster colors.
- ▶ Interview (8), (9): Draw the theme of me and my watercolor companions (group work).
 - ▶ Interview (10), (11), (12): Drawing the theme of a watercolor trip to the park (group work).

Tools used:

- 1- Drawing paper. 2- Flumaster colors. 3- Watercolors.
5- Flumaster pens. 5- Brushes. 6- Eraser.

Educational means:

- 1 View works of art related to the subjects so that they are expressive in nature.
- ▶ 2 View models of the surreal and expressive methods, and the exaggeration, deletion, distortion and addition etc.
- ▶ 3 View the color circle and how to mix it - and chromatic gradient.

Area 2: Carpentry and dough works:

This area was chosen to vent the repressed energies of anxiety and depression through structural formulations of wood veneer and wood residues, to produce stereoscopic and flat works, and to employ them to bring the student to a sense of the value of his works, to gain the approval of all about them, and thus feel proud instead of constantly punishing his aggression, anxiety and dismal temperament.

This area was also chosen because it allows the student to convert his excess energy into a muscle motor energy directed through the use of different numbers (azamil- nails - saws..... etc.) for positive expression of free topics.

Its objectives:

- Venting the suppressed energies of anxiety and depression through structural formulations of timber residues to produce stereoscopic works of three dimensions or two dimensions.

Cognitive goals:

- ▶ 1 Learn about some different plastic methods such as: paste the crust and discharge.
- Learn about some artistic values such as: rhythm between mass and space - balance - shape and floor.

Skill targets:

- ▶ 1 Acquire motor skills that help the child use tools (dough- scissors -..... Etc.).
- ▶ 2 Carry out some group work in partnership with his colleagues.

Emotional goals:

- ▶ 1 Positive student participation in group work.
- ▶ 2 Develop the aesthetic sense of the child to feel artistic values such as balance - rhythm Etc.).
- 3 Help the student achieve normal emotional growth.
- ▶ 4The child's love of reconnaissance develops while giving the child a chance to research and experiment.
- ▶ 5 Unloading repressed and emotional venting to make it able to get rid of anxiety and depression

Time spent:

This phase takes 12 interviews with three interviews per week, each with two consecutive classes, and the interviews will be followed up as follows:

- ▶ Interview 1,2: Busy wooden design with two or three dimensions that can be implemented with veneer (group work).
- ▶ Interview 3, 4: Print the design on the wood and cut it.
- ▶ Interview 5,6: Implement the design on the crust in its colors and cut it.
- ▶ Interview 7, 8: Finish work and add nails and metal.
- ▶ Interview 9,10: Wood-sided structural design to produce three-dimensional stereoscopic work.
- ▶ Interview 11,12: Finish the wooden figures by adding different ornaments.

Number and tools used:

- 1- Paper.
2. Pencils.
3. Appalachin wood.
4. Saws.
5. MDF wood (easy to drill).
6. Drilling tools.
7. Some nails and metal ornaments.
- 8- Dough in different colors

Educational means:

- ▶ 2 means for some different modulation methods such as unloading and drilling.
- ▶ 3 means for some wood art products.

Area 3: Play with stereoscopic composition:

This field aims to treat the student with various materials that challenge his abilities and help him unload his aggressive charge in the form of artistic activities that help him drop his feelings and breathe from them through expressive forms implemented with various materials such as clay, plastic condoms, sawdust in order to express topics directly related to anxiety and depression: me and my colleague besides the free formation of different materials.

Its objectives:

- ▶ Empty the anger and expressive energies of stereoscopic works of art in a way that allows him emotional comfort after venting.

Cognitive goals:

Learn about different types of techniques to emphasize expressive aspects through different topics.

- Learn about the concepts of rhythm between mass and space - and balance.

Skill targets:

- ▶ 1 The student performs and plans some group work.
- ▶ 2 Acquire motor skills that help the child to use different materials and how to form them.
- ▶ 3 Allow the student to experiment with and implement some techniques.

Emotional goals:

- The student expresses his feelings, thoughts and emotions in a stereoscopic manner of three dimensions.
- 2 Positive child participation in group work.
- 3 Help the pupil achieve normal emotional development by embodying feelings of anxiety and depression through different materials.

Time spent:

This phase takes 12 interviews with three interviews per week, each with two consecutive study sessions and will be followed up as follows:

- ▶ 1 Interview 1:3: Make a color sauce sculpture for the theme of me and my friend.
- ▶ 2 Interview 4:7: Developing a child's imagination through 3D stereoscopic work with colored plastic pieces that can be used as a striped or flower carrier.
- ▶ 3 Interview 8:12: Portrait work with sawdust as a new luxury through which he can unleash his imagination while adding different materials to reach the final shape of the portrait.

Tools used:

- 1- Clay, braid to form.
2. Sawdust and adhesives.
3. Plastic and chloroform (plastic adhesive).
- 4- Additional materials.

Educational means:

- ▶ 1 Means illustrating expressive sculptures of sculpture celebrities such as Henry Moore et al.
- ▶ 2 Methods that illustrate exaggeration and deletion in the human form to reach different expressions.
- ▶ 3 View experimentation methods with different materials such as sawdust, plastic and clay.

▶ **Domain 4: Team play:**

It is a multi-sport area that allows the student complete freedom to empty and vent emotionally through exercise in a group where the deaf child can get rid of the inferiority complex and free from internal repressed, which is interspersed with anxiety and depression, and the latter can integrate with his companions to increase the child's self-confidence and increase the confidence of his companions and thus achieve psychological balance and social adjustment.

Fourth field objectives:

Allowing a deaf child to achieve himself, vent his emotions and remove the repressed energies of anxiety, depression and serious emotions that may threaten his life by playing in a group such as sports, the student feels important and supports his self-confidence when he interacts with his peers and integrates with them.

Cognitive goals:

- Learn about the different techniques of each group sport such as handball and its rules.

Skill targets:

- Gain motor skills that help a child use communication techniques with deaf owners.
- ▶ 2The child plans and strictly implements sports techniques to engage positively with his colleagues.

Emotional goals:

Development of positive trends towards colleagues, teachers and society.

- 2 Help the student achieve emotional growth together.
- Develop the child's sense of responsibility and respect for the rights of others.
- Develop the child's collective communication, to feel the great values around him.
- ▶ 5 Unloading repressed energies and emotional venting.

Time spent:

This phase takes 12 interviews with three interviews per week, each with two consecutive sessions, and the interviews will be followed up as follows:

- ▶ Interview 1:3: Football in small groups.
- ▶ Interview 4:7: Handball in small groups.
- ▶ Interview 8:12: Regular running by creating competition among children.

Means:

1- Football. 2- Sportswear. 3- Handball. 4- Cones.

-Conclusion:

Play is one of the methods that reduce stereotypical acquisition behavior, so teaching children how to play with their toys in a functional way can modify their behavior by moving away from aggressive behaviors, and given the importance of play in the development of children, tests have focused on play such as the 18-month diagnostic list

:The educational objectives of playing are

.Develop non-linguistic communication and develop its avatar

.Develop social networking and improve play behavior

.Development of large and precise motor skills

.Developing cognitive skills

.So play is currently used in diagnosis and treatment

We can add that play is important in offloading energies especially those who have increased motor activity, anxiety and depression

It is also an opportunity to enjoy and spend time, which calls for improved social behavior and cognitive aspect because each affects the other

It is worth mentioning that the child lacks in the early years of his life a lot of forms of exploratory play, and when he deals with toys and different things, he plays them in an unintentional way and reduces diversity and innovation, as the symbolic manifestations in his games are reduced to a great extent, where the deaf child is characterized by a lack or lack of automatic or imaginary play and does not show any initiatives to play pretend or mi, and cannot imitate others, and play in a pattern and repeat, as the child deaf when holding the game throw it, to throw it, to play it, to play it, to play, When he grows up he finds pleasure in focus games so that he enjoys building without looking at what is between him and this led many to say that the deaf child does not exceed in the mental development cognitive stage sixth stage of the first stage defined by "Piaget" and known as the stage sensory motor, and on the other hand because of the weakness of language and imagination of this child, he often cannot integrate into the game with other children, and they miss the innovative play.

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