

## **Use recreational activities to develop social skills in children who have mental and social disorders**

*Ahmed Hmaidan Marzouk Aldalh*

### **Introduction :**

That societies of all kinds and cultures are concerned with the preparation of children so that they can cope with developments in the future, as well as the ability to participate actively and effectively, and those with mental and social disorders. The special needs group is called special attention by scientists and scholars in these communities because of their needs and behaviors And concerns they feel and through this interest we can prepare them to exercise their personal and social life properly and through this attention and numbers they have the ability to serve themselves and their community.

Mental disability is a humanitarian and social problem in most societies and is increasingly important in both developed and developing societies, considering that the care of the disabled is one of the manifestations of social and human progress and at the same time a criterion for the advancement of society and paper.

In fact, the increase in the number of children with mental and social disabilities is a sign of increasing social and economic losses in society. They represent a valuable energy that contributes to the acceleration of development.

Disability is an important aspect of human life. It does not improve personal, psychological and social harmony with others. And with the environment in which they live, so the developed and developing societies must pay attention to the disabled person in order to improve his compatibility in life.

The field of handicapped children with mental, psychological or social disorders, and the development of social skills that help them to agree and interact positively with others, has received great attention in recent years due to the increasing conviction in different societies that disabled people, like other members of society, The right to life and to grow to the maximum of their abilities and energies.

### **The importance of studying:**

*The importance of the study is determined as follows:*

1-The importance of children with mental disabilities or those who have disorder or imbalance in the psychological and social aspects as they have a lack of social skills, which affects their interaction and communication with others and with the community and this should be considered this category as a human force can be used in the development of society.

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2-The importance of this study in the light of the continuous increase in the numbers of children with mental disabilities and psychologically and socially disturbed, which requires the need for specialized professional assistance to them so that they can meet their needs and their problems and since they are the future men, the adoption of this helps the development of society and development.

3- The importance of the study comes from the importance of the stage of childhood, which is one of the most important stages of growth human organism and attention within the institutions make them more compatible with the outside community.

**Objectives of the study :**

1-The most important and most important objective of this study is to help find ways and methods of loving the children through which we can develop their social skills, which helps their psychological and social harmony with themselves or with others as well as their self-confidence and their potential, which benefits and benefits the children and society as a whole .

2- shed light on the importance of recreational activities for children with mental and social disorders, especially in the development of some of the social skills they have since some consider them just the toys practiced by the child for entertainment purposes only and miss the most important and the greatest goal of the practice of these

activities is to give them some social skills that help them to accept their disorder Whether mental or social, and interact with those around them positively.

**The study Problem :**

1- The problem of study in the lack of interest and sufficient in particular in the Arab countries of the importance of recreational activities of different types in the development of social skills of children with mental disorders and social and lack of available conditions and the necessary capabilities for practice as the attention is focused on traditional ways and methods in dealing with this problem, although the results Multiple studies have proven these activities more than traditional methods in the development and improvement of some of the social skills of children with mental and social disorders, enabling them to respond to disability, interaction and cooperation of peers and society positively.

3-The absence of studies and research and special in the Arab environment are important and the role of recreational activities in helping children with mental disorders and social improvement and growth of their social skills, which affects their social and psychological interaction with those around them.

**Study Questions:**

1-What is the important role played by recreational activities in the development of some social skills

<p>for people with mental and social disorders?</p> <p>2-What types of entertainment activities can be carried out by children with disorders that lead to the development of social skills?</p> <p>3-Conditions and characteristics to be met in the places allocated for the exercise recreational activities in accordance with the nature and characteristics of the disorder in children?</p>	<p><b>social skills :</b></p> <p>The definitions of social skills varied and varied according to the viewpoint of each scientist or student. Some of them defined it as "a set of responses that grow through learning and practice until they achieve perfection and perfection.</p> <p>Or the ability of the individual to interact with others in the social environment.</p>
<p><b>Curriculum used:</b></p> <p>The student used the descriptive approach in this study with the use of some previous studies to emphasize the importance of entertainment activities in improving the social skills of people with mental and social disorders.</p>	<p>1-American Psychiatric Association (APA).(2013), Diagnostic and statistical Manual of Mental Disorders. 5th ed. Arlington (VA): APA.</p> <p>2-Yehia Khawla Ahmed, (2008), Behavioral and Anxiety Disorders, Dar Al Fikr Publishing and Distribution, Jordan.</p>
<p><b>Terminology of study :</b></p> <p><b>Children with Mental Disorders:</b></p> <p>It is a child who has a mental disorder and is deficient in the cognitive, emotional, behavioral, psychological and social, and this disorder occurs due to a defect in the biological or evolutionary processes that he has.(1)</p>	<p><b>One of the most important definitions of this study</b></p> <p>That social skills are to build new positive behaviors and eliminate undesirable behaviors of children by using positive reinforcement of socially acceptable behavior to strengthen and stabilize it and negative reinforcement of socially rejected behavior to inhibit and extinguish it.(1)</p>
<p><b>Children with Social Disorders:</b></p> <p>They are children with schizophrenic and emotional disorders, whether external, such as aggression or hyperactivity or internal, such as fear of patients or social withdrawal. These children are characterized by the inability to establish good social relations and interaction with others.(2)</p>	<p><b>fun activities :</b></p> <p>Are activities in various fields such as sports activities, drawing, music and acting practiced by the child and participate in the performance of the aim to modify certain behavior socially unacceptable and promote integration and social interaction.(2)</p>

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1- Foster, S. L., & Ritchey, W. L. ,( 1979 ) Issues in the assessment of social competency in children. Journal of Applied Behavior Analysis.

2- Canadian Council on Social Development (CCSD) (2001). Draft preliminary report of data and literature review: Recreation and Children and Youth Living in Poverty -Barriers and Benefits. Ottawa: CCSD.

**Previous studies :**

**His study (William 1990)**

That when the program is based on recreational activities to develop the senses of the disabled child and work on the acquisition of information and skills that benefit him in daily life while working to maximize the use of his abilities and capabilities, the disabled child can recognize what is around him and interact positively with the environment surrounding him Thereby reducing the effects of disability.(1)

**As well as his study (Sherbini 2007)**

which pointed out that the use of activities in the education of disabled children the skill to focus on the tasks that lead to a change in behaviors not desirable socially, such as social withdrawal and aggression and lack of self-confidence and fears of illness, which helps in achieving the psychological and social compatibility of the disabled child.(2)

**Pabeks (1999) emphasized**

the importance of sports and physical activities in the development

of social skills on the psychological and social aspects, as well as cooperation and interaction with peers for mentally handicapped children, as these activities improve their social skills.(3)

1-William.s.thain and Others, (1990): Normal And Handicapped Children, PGS Pub lishing Company Inc, Littleton Massachusetts, America.

2- Mohamed Mohamed Kamel El Sherbini, (2007), Effectiveness of the model on focusing on tasks in achieving psychological and social compatibility of the blind, unpublished PhD thesis, Faculty of Social Services Assiut University, Egypt.

3-Pabeks. (1999). Sports And Physical Activity Socialization of Youth With Moderate Cognitive Needs University of Notathen. Colorado.

There were also other studies that were aimed at identifying the importance of recreational activities in influencing the psychological and social aspects of the mentally handicapped child, such as the study (Abdel Rahman, 2003), which emphasized the importance of entertainment activities in the acquisition of behavioral and social interaction and development of social and psychological skills of the child Mentally handicapped.(1)

1-Fatima Fawzi Abdel Rahman, (2003), a program of recreational in the development of some of the skills of life and psychological and movement in mentally disabled children, the first Arab conference,

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mental disability between avoidance and care, Assiut University, Egypt.

**Theoretical framework :**

Mental and social disorders are a social and humanitarian problem in most societies and are increasingly important in both developed and developing societies. The concern for the care of the disabled is one of the social and human progress and at the same time a criterion for the progress of the society and its progress. To become productive citizens who can rely on themselves to the maximum of their abilities and their readiness and thus achieve their psychological, personal and social compatibility commensurate with the type of disability that they suffer from. The increase in the number of disabled and non-consensual psychologically and socially is a sign of increasing the social and economic losses in the society, as they represent a valuable energy that contributes to the acceleration of development. As disability is an important aspect of human life, it does not improve psychological and social harmony. And the development of attention to disabled people, especially children who have mental and social implications to improve the compatibility in life, and this is concerned communities in different levels of health of their children as the focus of the basis on which development.

The study of the social behavior of the child. The behavior that is related to the child's life and social development affects the social life in

general at the stage of childhood acquires various skills and behavioral habits and basic trends necessary to form as a human being and be able to develop his abilities and mental preparations and social relations and how to practice.

The process of social interaction is the basis in the process of social upbringing where the individual learns the patterns of behavior that regulate relations between members of one society. These behaviors are produced only through continuous interaction with others and therefore social skills are the most important factors that determine the extent of the child to interact with others and its ability to continue. In this interaction.

The recreational activities of different types are one of the important means that can be used in the development of social skills of children with mental and social disorders because of these activities of attraction and marketing helps to attract these children to practice and interact with them, but first to identify the types of social skills and components and characteristics and activities that. Through which these skills can be developed:

**The importance of social skills for the child:**

That social skills have a significant role in improving the mental health of the child by general complaints and the importance of social skills for children with mental and social disorders to the following:

1-Through social skills we can form the daily relationships and

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- interactions of the child with the surrounding environment.
- 2-Through the development of social skills we can achieve psychological and social harmony between the mentally disturbed child and the community and the community and the positive interaction among them.
  - 3- Social skills to provide children with the ability to face and overcome the problems
  - 4-Social skills contribute to the child's sense of self-reliance and confidence and self-reliance.
  - 5-Social skills help to increase and develop social development in children with mental disorders and social as they adjust their negative behaviors and their erroneous attitudes towards society, which arise as a result of disability or disorder.(1)
- 5-Ayman Mohamed El Sayed Mohamed Shehata, (2010), Social Concerns and their Relation to Social Skills, Unpublished MA Thesis, Institute of Graduate Studies for Children, Ain Shams University, Cairo.

**Classification of Social Skills:**

That social skills are not fixed or can be summarized in specific types and therefore have varied and varied configurations that determine the social skills, including, for example:

*1-The organization of the United Nations Educational, Scientific and Cultural Organization (UNESCO)*

A-skill listening to listening and dialogue with others.

B- the skill of communication communication and integration and interaction with others whether verbal or non - verbal communication.

C-the skill to share understanding and acceptance of others and cooperation and participation and accept the other opinion.

D-skill self-confidence and self-confidence problems and work to find solutions to them.(1)

**2. Classification of the social skills (2001)**

A- Ability to handle and share with others.

B- The skill of decision-making, dialogue and time management.

C- The skill to accept others and peers and the positive interaction with them.

D-The skill to take responsibility, self-esteem and face problems.(2)

1-UNICEF - What are the skills of life - What skills are considered life skills, updated on January 13, 2018 Copy saved January 14, 2018 on the site of Wi-Pak Mashin.

2- Ahmed Hussein Al-Laqani, et al. (2001), Education Curriculum between Reality and Future, The World of Books, Cairo.

**Components of Social Skills:**

**Social skill includes a set of components:**

1- Cognitive cognitive component:

It is the awareness of the child and his knowledge and ability to learn the skills of movement, which appear in the ability of the learner to draw

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attention to erase the various sensory stimuli that belong to the skill desired to be taught and realized by the information acquired by the child from the previous look.

*2. Behavioral component:*

It is complementary to the cognitive component is the performance and behavioral actions that are issued by the child as a result of exposure to a position or a particular sensational and is observable and can be evaluated and modified if it is not socially desirable or strengthened in the case of positive behavior.

*3- the emotional component of the effectiveness:*

This component is linked to the components of the other skill, whether cognitive or behavioral as they are all considered the foundations and factors important to learn and acquire skills as the child's learning of a particular skill related to the behavioral and cognitive and emotional aspects. (1)

1-EL Sayed Mohammed Abu Hashim, (2004), Psychological Skills, his office Zahraa Al-Sharq, Cairo.

**fun activities:**

**Types of recreational activities that develop social skills in people with mental and social disorders:**

**I. Professional Activities:**

Art has proven its effectiveness in relation to the child by developing his skills using fonts, colors and drawings. He also enables him to express his inner world and the environment around him. Through his practice of art, he has the skill of

emotional balance, psychological, social and educational compatibility and development of the senses, self-confidence and venting from the internal emotions he has in his way Positive and responding to the problems encountered and trying to find solutions to them.(1)

Art affects a child with mental or social disabilities from two aspects of great importance

The first aspect is that through art the child expresses himself, his needs and fears that he feels

The second aspect is that art helps those in the field of mental and social disabilities to understand the child's psychology and needs and thus work to help him to meet these needs and achieve sound growth.(2)

1- Basma Foda, (2011), Utilization of postmodern art as a means of treating mental health of children with cancer, Journal of Science and Art, Studies and Research, Cairo.

2-ANNC (2003), Strengthens emotional ties through parent-child-dyad art therapy: intervention with infants and preschoolers / Lucille proulx. Jessica kingsley publishers LONDON.

**- The relationship of art to the cognitive development of the disabled**

Since art is based on engaging the handicapped child in artistic work and expressing what he perceives as a result of the presence of sensual stimuli that he sees or hears, this leads

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to the growth of the cognitive knowledge of the things he has and thus increases his experience on these subjects.(1)

**- The relationship of art to the growth of emotional and emotional**

That art has a big role in determining the personality of the child and the suffering of internal conflicts repressed by his feelings of helplessness and the extent of the feelings of fear or positive feelings or negative attitudes towards specific people or through art can detect what the disabled child suffers and work on the development of the positive side It has the right to involve him in technical activities whose aim is to develop the social skills of the disabled child mentally or socially.

Through art, children with disabilities can communicate with the society in which they live, interact, discuss others, respect other viewpoints, cooperate with them, and know that they have rights and duties and work on helping others and thus develop their mental, psychological and social abilities.

There have been many studies on the importance of art in the development of social skills for people with mental and social disabilities, including:

( The activity of drawing has been used in addition to other activities of psychological and social aspects on a group of mentally handicapped. The results proved effective in drawing up the emotional,

personal and social skills of the mentally handicapped.(2)

1-Marina. J. (2001). THE PLAY'S THE THING Exploring text in drama and therapy, published in the taylor & Francise-Library.

2-Arab Club, (2003), the most active drawing for the development of some personal and social skills for the disabled, the message of the Master, Faculty of Education, University of Ain Shams, Cairo.

**Types of technical activities used in the development of social skills:**

*1- Theater:*

The children are represented by their roles and are called role play. They are designed to give the disabled child the desired behavior and help to develop the social interaction and to eliminate feelings of fear and shame.(1)

*2- Drawing and decoration:*

This activity enables the disabled child to express his or her inner feelings and feelings, whether pleasure, anger, fear or shyness. It also helps to integrate disabled people with their normal peers and offers opportunities for success and self-esteem for months.(2)

*3- Musical Activities:*

That the musical activities have a distinct place among the means of education and especially for the child with mental or social disorder because of its severe impact on the child's conscience and it is an excellent way to learn the proper social behavior and development of mental and physical abilities.

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Music contributes to the development of social skills in children with disabilities **in several ways including:**

- 1-The child gains positive behavioral skills.
- 2-Develop mental, cognitive and emotional abilities in children with disabilities.
- 3-Hana Abdel Fattah, (2004), Towards Child Theater: The Educational Benefit of theatrical activity, Cairo.
- 4-Hind Ishaq, (2006), Technical Education and Development of Special Practices for Special Groups, Journal of Specialized Studies, Ain Shams University, Cairo.
- 5- Develop emotional responses and social interaction.
- 6-Helps the child acquire new language skills.
- 7-contribute to the evaluation of pronunciation defects, which helps to solve one of the problems faced by the child and cause deficiencies in the social side.(1)

**Second, sports and physical activities:**

*The importance of sports and physical activities for this category of children:*

The importance of the physical and athletic activities of children with mental and social disorders has a significant and important role in the development of psychological and social aspects of these children according to the following:

- 1-Sports activities help in the development of psychological equilibrium for people with mental and social disorders.
- 2- that sports activities develop in children with a disorder self-confidence and self-esteem.
- 3-The sports activities provide the opportunity to social interaction with their peers, whether with mental disorders and social or ordinary peers.
- 4- that sports activities help to accept ordinary children to them after the distance to change the concepts of children with disorders and identify their abilities.
- 5-Sports activities provide a kind of fun, entertainment, joy and pleasure to children with mental and social disorders.(2)
- 6-Amira Sayed Faraj, (1974), musical education and its impact on the evaluation of Ahjadath and Pervert, unpublished PhD thesis, Faculty of Music Education, University of Helwan, Cairo.
- 7- Dawood Maayatah and Hasan Ali Al-Aqoul, (1426), Student Activity and Applications, Dar Al-Soltit, Riyadh.

*Conditions to be met in sports activities for people with disorders*

- 1- Activity must be limited to the abilities and abilities of persons with mental and social disorders.
- 2- Sports activities must be consistent with the tendencies and trends of the disabled.

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3-The sports activity to be used should help to consolidate the integration of disabled children into society.

**Specifications to be met Places for sports activities:**

- 1-The floors on which the sport activities are practiced shall be of special specifications and non-skating.
  - 2-To provide the corridors leading to the places where the sports activity will be carried out with guidance boards.
  - 3-It is necessary that the toilets attached to the places of practice activity is equipped for people with disorders.
  - 4- No equipment or equipment that can cause harm to the child with mental illness should be present in these places.(1)
- 1- <https://kenanaonline.com> ,Posted on November 21, 2010.

*Suggested sports activities for people with mental and social disorders:*

**1- Collective Games:**

Wrestling, judo, handicap, boxing, boxing, basketball, handball, volleyball, wheeling and cycling can also involve children with mental and social disorders.

**Individual Games: -2**

Children with mental and social disorders can exercise individual games

These include weight lifting, swimming, shooting, bow and arrow, tennis, table tennis, rowing and sailing.(1)

3- rhythmic sports activities:

They include ballet, gymnastics and rhythmic dance

It encourages children with mental or social disorders to increase their ability and their responses to different stimuli. This helps to bring joy and pleasure to them, which helps them to get rid of social pressures.

1- <http://phlsl.uokerbala.edu.iq>.

4- Balance activities:

These activities are used to maintain balance in children. These activities are used in children with poor balance as they help them develop their skills.

They include walking or jumping between parts of the matrix or walking in a straight line drawn on the ground or by a zigzag line. This has a great effect in dealing with the shortcomings of shyness and social withdrawal and the social interaction of children.(1)

1- Marie – Chorlotte Busch,(1975 ),  
La Sociologie Du Temps Libre  
Mouton , Paris.

**Results :**

**Through our review of this study we have reached a set of results including:**

1-Although some people consider that entertainment activities are a means of entertainment, entertainment and entertainment only, but they have proved to have an important and positive role in the improvement of relations and the degree of interaction and social skills of children with mental disorders and

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- social in particular between them and the community as a whole.
- 2-The apparent lack of interest in recreational activities, which is provided to children with mental and social disorders, whether at the level of schools or families or the community as a whole, especially in poor and developing countries and many Arab countries.
  - 3-The lack of physical, human and especially in developing countries, which will create the appropriate environment for practicing recreational activities of all kinds and forms for children with mental and social disorders.
  - 4-Lack of interest in the media, which reach all areas of the ball ground to clarify the importance of recreational activities for people with mental and social disorders as it helps them to accept their disability and integration into the community around them.
  - 5-rare studies and research that dealt with entertainment activities and especially in the modern era.
- Recommendations:**
- 1-Issuing laws and legislations through the educational authorities concerned with the state, which makes the practice of entertainment activities a necessity to be implemented in educational establishments where children with mental and social disorders are present.
  - 2-Training and numbers of cadres trained in the latest technological methods in the art and skill of the exercise activities of special mental and social disorders.
  - 3-create the appropriate climate in schools and clubs in terms of place and games that suit children with mental disorders and social.
  - 4-The use of various media to disseminate and raise awareness of the community members of the importance of recreational activities for children with mental and social disorders in order to help them integrate into the society in which they live.
  - 5-Work to spread and educate the community that the child or person who has a mental or social disorder is a person like them above all and that they can excel even to their ordinary peers and that he has rights to help him get them.
  - 6-Conducting new researches and studies on the role of recreational activities in the development and improvement of social skills of children with mental or social disorders. These studies should be shared with the developed countries in this field to benefit from their experiences and experiences.
- References**
- 1- American Psychiatric Association (APA).(2013), Diagnostic and statistical Manual of Mental Disorders. 5th ed. Arlington (VA): APA.
  - 2-Yehia Khawla Ahmed, (2008), Behavioral and Anxiety Disorders, Dar Al Fikr Publishing and Distribution, Jordan.

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- 3- Foster, S. L., & Ritchey, W. L. ,( 1979 ) Issues in the assessment of social competency in children. Journal of Applied Behavior Analysis.
- 4- Canadian Council on Social Development (CCSD) (2001). Draft preliminary report of data and literature review: Recreation and Children and Youth Living in Poverty -Barriers and Benefits. Ottawa: CCSD.
- 5-William.s.thain and Others, (1990): Normal And Handicapped Children, PGS Publishing Company Inc, Littleton Massachusetts, America.
- 6- Mohamed Mohamed Kamel El Sherbini, (2007), Effectiveness of the model on focusing on tasks in achieving psychological and social compatibility of the blind, unpublished PhD thesis, Faculty of Social Services Assiut University, Egypt.
- 7-Pabeks. (1999). Sports And Physical Activity Socialization of Youth With Moderate Cognitive Needs University of Notathen. Colorado.
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- 10-UNICEF - What are the skills of life - What skills are considered life skills, updated on January 13, 2018 Copy saved January 14, 2018 on the site of Wi-Pak Mashin.
- 11-Ahmed Hussein Al-Laqani, et al. (2001), Education Curriculum between Reality and Future, The World of Books, Cairo.
- 12- EL Sayed Mohammed Abu Hashim, (2004), Psychological Skills, his office Zahraa Al-Sharq, Cairo.
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- 16- Arab Club, (2003), the most active drawing for the development of some personal and social skills for the disabled, the message of the Master, Faculty of Education, University of Ain Shams, Cairo.

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- 17-Hana Abdel Fattah, (2004), Towards Child Theater: The Educational Benefit of theatrical activity, Cairo.
- 18-Hind Ishaq, (2006), Technical Education and Development of Special Practices for Special Groups, Journal of Specialized Studies, Ain Shams University, Cairo.
- 19-Amira Sayed Faraj, (1974), musical education and its impact on the evaluation of Ahjadath and Pervert, unpublished PhD thesis, Faculty of Music Education, University of Helwan, Cairo.
- 20- Dawood Maayatah and Hasan Ali Al-Aqoul, (1426), Student Activity and Applications, Dar Al-Soltit, Riyadh.
- 21- <https://kenanaonline.com> ,Posted on November 21, 2010.
- 22- <http://phlsl.uokerbala.edu.iq>.
- 23- Marie – Chorlotte Busch,(1975 ), La Sociologie Du Temps Libre Mouton , Paris.
- 24-Use recreational activities to develop social skills in children who have mental and social disorders