

The effectiveness of multisystem therapy in social casework to alleviate the problem of social withdrawal in children of unknown parentage

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Abstract:

The aim of this study was to determine the effectiveness of multisystem therapy in social casework to alleviate social withdrawal in children of unknown parentage.

The study was applied to a sample of 12 students in the preparatory stage of enrolment at the Institute of Dr Talaat El Sayed El-Azhari in Nasr City, Cairo, using the comprehensive inventory system as a single quasi experimental group (using the one-case experiment).

The student intervention program was applied to students for 12 weeks; the pre-test was applied to the baseline sample to determine the degree of severity of the problem of social withdrawal. Then the program of professional intervention was applied using multi-system therapy in social casework. Then the distance was re-measured to determine the degree of difference between the before and after measurements to test the validity of hypotheses; the presentation of the results indicated that there are differences of statistical significance in favour of telemetry (positive result).

Keywords: multisystem therapy - social withdrawal - children of unknown parentage.

1- The Research Problem:

The human personality is considered an integrated structure that combines the physical, mental, psychological and social aspects, which affect and are affected by each other. If any of these aspects is malfunctioning, it leaves its negative effect on the other aspects of that personality.

Therefore, the integrated treatment of any disorder or any problem faced by man must include the various aspects of personality. The process of treatment from the problems or disorders faced by man is no longer limited to the therapist's affiliation to a certain therapy, as the therapists have placed the interest of the client or patient above any theoretical affiliation. Among these therapists is Arnold Lazarus who was open to everything scientific of all therapeutic schools and

trends. In his vision of the personality and interpretation of the disorders and problems together with treatment, he combined between different techniques and therapeutic methods as appropriate to the client's problem. Hence the multidimensional view of personality emerged where the therapist can use any method or therapeutic techniques. This results in the emergence of the multi-system therapy, which gives the therapist freedom and flexibility and provides him with a wide range of therapeutic methods and techniques, regardless of his commitment to a certain therapeutic school. This is what the selective approach represents in the social case work, which allows the therapist to choose the appropriate treatment methods according to the nature of each problem suffered by the client.

In this study, the researcher relied on the multi-system therapy using several treatment strategies, most importantly (cognitive reconstruction strategy, behavior modification strategy, communication building strategy, sharing strategy). These strategies include therapeutic methods to alleviate the problem of social withdrawal for the children of unknown parentage*, who have agreed to participate in the professional intervention program through verbal contracting.

A child raised within a family unit has a sense of self through interaction and communication. He acquires behaviors through modeling, learning and observing daily life, promoting cognitive change and development Unlike the child deprived of family care, who may face many problems, whether social, psychological or behavioral, more than children living in natural families Abdel Muti, (2008, p24).

Children of unknown background are often deprived of family care, causing many problems. In particular, when a child discovers his identity and that he may have been unplanned or unwanted, his personality, behavior, mental and emotional development are all affected, including his self-confidence and social relationships with those around him. This, in turn, is likely to cause withdrawal from social and school activities.

Children who are deprived of the role of a father and mother, and the role of the family in general, suffer socially and emotionally,

* It is worth mentioning that the researcher has been trained in the practice of multi-system therapy through a training course in individual and group social therapy at the Scientific Center for Social Programs in Cairo.

which also impacts the social outlook of those around them. This is especially apparent in children who attend school outside their social care homes, where they generate a sense of inferiority when they make comparisons between themselves and other pupils in the same classrooms, as well as the negative outlook for the future, Abdel Samie, (2003, p350).

Several scientific research have confirmed that children without families lack feelings of love, importance and receptiveness, and many prefer to work alone than in groups. These studies include the study of Izzat, (2010), which was applied to a sample of 10 children of undetermined origin. These children suffered from social communication disorders as a result of introversion, not adapting to or integrating with members of society.

The study of Nayazi, (2012), which was applied to a sample of 18 girls, indicated that they suffered many social risks, including poor social relations, social withdrawal, institutional neglect, and a shortage of qualified staff or social workers to provide care For Them.

The researcher finds that children of unknown descent, especially those living in social welfare institutions, are deprived of the natural family environment which is usually characterized by a family atmosphere of love and affection and familiarity. They don't have the opportunity to develop self-confidence or learning values and are unable to exercise the different roles of a family unit. They have not been through the experience of integrating in to society, nor attended re-school where they acquire experiences and attitudes and learn the skills of dialogue and social interaction through play and participating in activities with peers in the community.

Another study aimed to identify that raised characteristic of children of unknown parentage in Sweden when compared to a group of children living in natural families. The results indicated that among these characteristics was a high level of commitment and consistency in the various stages of education in children of natural families while the proportion of deaths among children in natural families is higher than those among children without parents Anders Bjorklunc and others (2011).

The study was conducted on a sample of 39 children between the ages of 6 and 15 years old. The results indicated that these children had a sense of self-confidence and viewed themselves and the community positively. They also had sense of social stigma but to a

low degree, and their participation in remedial programs and activities in school helped them to overcome this problem. The Qurail, (2013).

The study of Abdul Muttagli, (2014) which aimed to test the effectiveness of cognitive behavioral therapy in alleviating social phobia in children of unknown background was applied to two groups, one experimental and the other a control of 10 cases. The results indicated significant statistical differences for the dimension measurements which indicated that these children have the skills of dialogue, discussion and participation in collective work.

The study of Hassan,(2015), aimed to monitor and determine the extent of the incidence of children from unknown backgrounds in Khartoum. Its results indicated that one of the most common reasons for its spread in Sudan is the absence of religious grounds, the alienation of parents and the decline of the role of the family in the upbringing of children to Islam.

The study of Qenaoui, (2016) aimed to determine the relationship between practicing the life model of social work and achieving social support for children of undetermined origin. The study was applied to one experimental group of 10 children, using the life model to achieve informational, emotional, procedural and evaluative support for children of undetermined origin.

The category of children of unknown descent forms the largest proportion of children that need care and attention and support from all institutions of society. It must be recognized that these children are not at fault and that dealing with them must be based on acceptance and encouragement of excellence and acceptance of self. They are not less than others in social status; there is need for the ordinary members of society to recognize that the acceptance of these children is a religious and social duty. However, their lack of inclusion in society, and the failure to meet their needs, will negatively affect the community and its members, causing social and psychological problems in the children.

Social withdrawal is one of the most serious social problems facing children of unknown origin. The child avoids social interaction, fails to participate in social situations in a suitable manner, and lacks communication skills in social or peer-friendly relationships. They may come to dislike contact with others resulting in isolation from people and the surrounding environment and indifference to what is happening around them, which may continue for long periods Qenaoui, (1999).

Social withdrawal procedurally is defined in this research as:

What is measured by the scale of social withdrawal (prepared by the researcher), which includes three dimensions:

- a- Isolation and introversion: It means the lack of interaction and communication by the student with his colleagues and teachers at the school (Dr. Talat Institute), whether he is inside or outside the classroom.
- b- Shyness: It means the child's feeling of his low level compared to his colleagues and his lack of self-confidence and his inability to confront others and feeling stigmatized for being of unknown parentage.
- c- Participation in school activities: It means he refuses to cooperate with his colleagues in the school activity, whether it is a cultural, sporting, artistic or social activity.

Children who are withdrawn or are a threat to themselves and not to their assignees do not cause problems or disturbance to others. They are often described by teachers as being unable to communicate and may fail to participate in school activities, or to form relationships with others, and lack the social skills necessary to enjoy social situations Al-Shakheli, (2005).

In light of this, the researcher sees the need to help children of unknown background to face the problem of social withdrawal through the implementation of a program of professional intervention using multi-system therapy in the application of therapeutic methods including cognitive reconstruction, role playing, homework, modeling, peer intervention, and social skills training.

Multi-system therapy in psychology, used in social casework, is an intensive family and social intervention for children and young people between the ages of 11 and 17. The child or young person is exposed to a number of social problems, psychological risks and behavioral problems. Psychologists have the freedom and flexibility to choose a wide range of therapeutic methods and techniques, as well as the flexibility to apply these techniques to suit the different needs of the clients and the various problems from which they suffer. These are intertwined by factors such as family, peers and social systems that are interdependent and mutually impact upon the client (Bronwyn 2018).

Based on the presentation of previous studies and the researcher's conclusion, the main aim of the current study is to determine the relationship between multi-system therapy in social casework in alleviating the problem of social withdrawal in children of unknown background.

2-Methodology of the study

- Study hypotheses

The main hypothesis is determined as follows:

There are statistically significant differences between the mean scores of the experimental group in the priori and posteriori measures on the social withdrawal scale for children of unknown parentage as a result of professional intervention using multisystem therapy in the social casework.

- Sub hypotheses:

- a- There are statistically significant differences between the mean scores of the experimental group in the priori and posteriori measures on the dimension of isolation and introversion of the withdrawal scale for children of unknown parentage as a result of professional intervention using multisystem therapy in the social casework.
- b- There are statistically significant differences between the mean scores of the experimental group in the priori and posteriori measures on the dimension of shyness of the withdrawal scale for children of unknown parentage as a result of professional intervention using multisystem therapy in the social casework.
- c- There are statistically significant differences between the mean scores of the experimental group in the priori and posteriori measures on the dimension of participation in school activities of the withdrawal scale for children of unknown parentage as a result of professional intervention using multisystem therapy in the social casework.

3-Study participants:

This study is one of the semi-experimental studies concerned with estimating the return of professional intervention by examining the effect of an independent variable (multisystem treatment) on a dependent variable (alleviation of the problem of social withdrawal) using one experimental group to which the researcher applied the priori and posteriori measures. The researcher did not take a control group (for ethical considerations which indicate that clients cannot be deprived of the services and treatment methods offered to their colleagues).

The general frame of the sample was 23 students suffering from the problem of social withdrawal. A sample was chosen according to the conditions set by the researcher where the student is of unknown parentage, aged between 12- 15 years, obtained a high degree on the social withdrawal scale used in the study and is regular in his study at Dr. Talaat al-Sayed Azhari Prep Institute (field of study) and the sample consisted of 12 students according to these conditions.

4- Study tools

Scale of social withdrawal: The researcher designed it to determine the degree of severity of the problem of social withdrawal among children of unknown parentage. It consists of 30 phrases distributed on three dimensions; ten phrases for each dimension. These dimensions are: (first dimension: isolation and introversion), (second dimension: shyness) and (third dimension: participation in school activities).

This scale is prepared according to the three-dimensional Likert design, which includes (I agree = 3 degrees), (I agree to some extent = 2 degrees) and (I do not agree = one degree). The researcher has applied the scale to 15 cases of children of unknown parentage in Al Sahaba House in the third settlement in Cairo; they aged between 12- 15 years. Then the scale is reapplied after 15 days from the first application to ensure the stability of the scale, and the results of stability are as follows:

Table (1) shows the reliability of the scale of social withdrawal in children of unknown parentage

M	Dimension	Mean	Standard deviation	Alpha correlation coefficient value
1	Isolation and convergence	1.5	8.7	0.99
2	Abashment	1.4	7.7	0.98
3	Participation in school activities	1.05	5.8	0.99
	The scale as a whole	4.8	16.7	0.97

It is clear from the data of the previous table that by calculating the stability coefficient according to alpha Kronbach coefficient, there was a strong correlation between the two applications, indicating that the scale with its different dimensions has a high degree of stability.

5- Content validity from the point of view of the arbitrators:

The researcher carried out the virtual sincerity by presenting the scale to (5) professors of social work and social case work at the Higher Institute of Social work in Cairo to give their opinion in the correlation of the scale phrases with their dimensions and indicators. The phrases upon which the agreement did not reach 80% were deleted, then the scale in its final form consists of 30 phrases; 10 phrases for each dimension.

6-Professional intervention with study cases:

- a- The professional intervention program was applied to the students of the sample (experimental group) for a period of 12 weeks, i.e. three months (from mid-September 2018 to mid-December 2018), through the application of a set of strategies and therapeutic methods for multidimensional treatment in the social case work, including :**Cognitive reconstruction strategy**: in order to help the members of the experimental group to recognize the facts of their problem concerning social withdrawal and help them to separate wrong their knowledge and ideas related to refusing interaction and participation in the school activities with their colleagues.
- b- **Emotional strategy**: in order to help members of the experimental group to modify their negative feelings towards themselves and to clarify the difference between reality and imagination and help them overcome their emotional reactions such as (sadness, pessimism, distress, anxiety, tension and fear) and resulting from their circumstances being of unknown parentage and deal with it in a more rational way.
- c- **Behavior modification strategy**: in order to help the study cases to modify their misconduct represented in negativity and lack of participation in school activities, isolation, Introversion and surrender to the feelings of depression.
- d- **Communication building strategy**: by helping the experimental group of children of unknown parentage (study sample) to rebuild social relations and develop a spirit of cooperation and interaction between them and their schoolmates on the one hand and their teachers on the other to contribute to eliminating the symptoms of their social withdrawal problem.

This is through the exercise of the following therapeutic methods with the experimental group of children of unknown parentage:

- **Psychological analysis:** In order to evoke the repressed experiences of the student that he does not know his parentage to the area of feeling to remove those accumulations and the sense of stigma and reduce his suffering of psychological pain and conflicts.
- **Brainstorming:** By helping the student talk about his thoughts and feelings without any control and to remember any ideas, events or memories in his mind of any kind, so that he feels relieved as a result of venting his suppressed experiences.
- **Method of immunization against pressure:** It is by identifying the situations that stir his fear and isolation and getting exposed to the least of these situations then the more intense, to provoke an anti-reaction to this shyness and fear.
- **Method of rephrase:** A student who feels isolated can rephrase his problem to lead to a positive idea such as "I do not seek to know people and I am not good at making friends, so my problem is within myself. I have to move towards them and care about them so they care about me in exchange.
- **Method of role playing:** It is through the preparation and implementation of a scenario and a dialogue of a collection of sketches related to the symptoms of social withdrawal and its negative effects on the individual and society and the importance of achieving cooperation and communication among students at school so that the student can integrate and engage in the community positively.

i. Post-test results:

After the completion of professional intervention with the experimental group and the practice of many therapeutic activities with the program, the application of the social withdrawal measure was once again made to the members of the sample of children of unknown parentage. Comparison was made between the pre-test scores and post test for judging the effectiveness of the treatment multi-system in the service of the individual to mitigate the severity of the problem of social withdrawal.

-Results of the study :) Results associated with the study hypothesis, which is:

There are statistically significant differences between the average score of the study cases of children of unknown origin in the tribal and the remote measures on the scale of social withdrawal as a result of

the professional intervention using multi-system therapy in social casework in favor of telemetry.

In order to verify the validity of this hypothesis, the researcher used a T test to compare the independent (non-independent) averages. The following table shows the results of the analysis of the differences between the averages of the total score of the social regression measure in the study sample.

Table (2) T Test results for the before and after application On the scale of the children of unknown descent before and after the program of professional intervention (Total score of the scale)

Application	Average	standard deviation	Degrees of freedom	Value (T)	Significance	Effect size
Before	77.92	3.85	11	36.72 -	0.001	0.99
After	44.75	4.45				

The average number of children in the pre-intervention level was 77.92 before the vocational intervention. After the vocational intervention, the average was 44.75, indicating a decrease of 33.17. (36.72), a function at a significant level (0.001) indicating the effectiveness of the intervention program using multi-system therapy in alleviating the problem of social withdrawal. I have children of unknown origin, as the size of the effect (0.99) this is due to the researcher's help in the study of the social integration with their colleagues in the school and also to the formation of social relations successful.

Results related to the first sub-hypothesis: which are:

There are statistically significant differences between the average score of the study of children of unknown descent in the **before** and **after** measurements after isolation and convergence as a result of professional intervention with them using multi-system therapy in the social casework for the benefit of telemetry.

To verify the validity of this hypothesis, the researcher used the test (T) for the associated groups. The following table shows the differences between the two averages in the upper and lower scales of the study cases:

Table (3)

T Test results for the before and after application On the scale of children of unknown descent before and after the professional intervention (First dimension isolation and introversion)

Application	Mean	standard deviation	Degrees of freedom	Value (T)	Significance	Effect size
Before	26.75	1.82	11	22.52 -	0.001	0.97
After	13.75	1.06				

It is clear from the previous table that the average score decreased from (26.75) to (13.75), which means that the mean is low (13). To find out the significance of the differences, the researcher used the T test to indicate the differences between the groups. The value of (22.52) At the level of (0.001), which indicates the effectiveness of the program of professional intervention using multi-system therapy in the social casework in alleviating the problem of isolation and introversion as one of the indicators of social withdrawal of children of unknown descent and this is confirmed by the size of the impact, which reached (0.97) This may be due to the tasks carried out by unknown children with the assistance of Within the framework of the program of professional intervention, including the work of the African team with their colleagues in school in all school and community activities such as school environmental camps, preparation and organization of concerts and school trips, and thus helped them to engage in strong social relations and make friends with their fellow students in the school by the teachers and social workers from another side.

*** Results related to the second sub-hypothesis: which are:**

There are statistically significant differences between the average score of the study cases of children of unknown proportions in the tribal and remote measurements after shyness as a result of professional intervention with them multi-system treatment in the social casework for the benefit of telemetry.

To verify the validity of this hypothesis, the researcher used the test (T) for the associated groups. The following table shows the differences between the averages in the **before** and **after** measurements:

Table (4)

**T Test results for the before and after application
On the scale of children with unknown descent before and after the
program of professional intervention (second dimension - shyness)**

Application	Mean	standard deviation	Degrees of freedom	Value (T)	Significance	Effect size
before	25.00	2.09	11	17.18 -	0.001	0.96
after	15.08	1.88				

From the previous table, the average score was reduced from (25.00) to (15.08), indicating a low average (9.92 -) degree. In order to identify the differences, the researcher used the T test to indicate the differences between the groups. The value of T (17.18) Which is a function at the level (0.001), which indicates the effectiveness of the program of vocational intervention in alleviating the problem of shyness as one of the indicators of the problem of social withdrawal of children of unknown descent using multi-system therapy in the social casework , and to identify the magnitude of the impact of the program, (0.96) which is a very large volume of effect and may be due to therapeutic methods T researcher applied on children, including training method on social skills and training to solve the problem and develop a sense of love and importance and assume social responsibility and social participation with their peers and colleagues and to exercise their roles within the school as well as within the institution, which also reside.

*** Results related to the third sub-hypothesis of the study, which is:**

There are statistically significant differences between the average score of the study cases of children of unknown proportions in the **before** and **after** measurements after participating in school activities as a result of professional intervention with them multidisciplinary treatment in the service of the individual **for** the benefit of telemetry. To verify the validity of this hypothesis, the researcher used the T test for the associated groups. The following table illustrates the differences between the two averages in the **before** and **after** measurements:

Table (5)

T Test results for the before and after application On the scale of children who are not married before and after the program of professional intervention (third dimension - participation in activities)

Application	Average	standard deviation	Degrees of freedom	Value (T)	Significance	Effect size
Before	26.17	2.29	11	9.245	0.001	0.885
after	15.92	3.75				

From the previous table, the average score decreased from (26.17) to (15.92), indicating a mean decrease of (10.25). In order to determine the significance of the differences, the researcher used the T test to indicate the differences between the groups. Which is a function at a significant level (0.001), indicating the effectiveness of the program of professional intervention using multi-system therapy in the social casework in reducing the non-participation of children of unknown descent in school activities as one of the indicators of social withdrawal, and to identify the size of the impact of the program, (0.885) which is a very large impact size, may be due to conviction Children of unknown descent to participate in school activities by joining the groups of school activity and the practice of sports activities, social, artistic and cultural within the school within the activities of the program of professional intervention applied by the researcher using multi-systems treatment methods in the social casework, which helped them to form successful social relations and skills Verbal and nonverbal communication between them and their colleagues in the school, which contributed to overcoming the problems of isolation and introversion and shame on the part of the practice of various school activities and the exercise of leisure time on the other*.

8- Discussion and interpretation of the results:

- a- The current study aimed to test the effectiveness of multi-system therapy in the social case work in the alleviation of the problem of social withdrawal among children of unknown parentage. The study sample included one experimental group to which the social withdrawal scale was applied before and after the professional intervention. The results showed statistically significant differences between the mean scores of the experimental group in

* The magnitude of the effect was calculated by the following equation $(T_2 / T_2 + DH)$, and the effect size is significant if it reaches 0.15 And more, and the average if it reached (0.06) to less than (0.15), and the size of the effect is small if it reached (0.01) to less than (0.06) Abuhattab, (1991)

the priori and posteriori measures on the social withdrawal scale in favor of the posteriori measure. This means the multisystem therapy is effective in alleviating the problem of social withdrawal among children of unknown parentage, i.e. the main hypothesis of the study is substantiated. The results also showed statistically significant differences between the mean scores of the experimental group in the priori and posteriori measures on the different dimensions of the scale (dimension of isolation and introversion, dimension of shyness and the dimension of participation in school activities) in favor of the posteriori measure, i.e. the sub hypotheses are substantiated. The practice of multisystem therapy in the social case work has helped to alleviate the isolation, introversion, shyness and low participation in school activities of children of unknown parentage (study sample).

- b- The therapeutic methods practiced in the professional intervention program with the members of the experimental group of children of unknown parentage, which included (cognitive reconstruction - psychological analysis - brainstorming - role playing - implementation of tasks - training to solve problems - communication and building relationships - training against stress - modeling) helped the children of unknown parentage (study sample) to initiate relationships and friendships with their schoolmates, to confront others without shame, to avoid feeling stigmatized gradually, to have positive perceptions of themselves, to replace their misconceptions and negative self-perceptions with positive perceptions of themselves and the future. The therapeutic methods that were used helped them to correctly interpret the attitudes and experiences they were exposed to, which led to positive emotional reactions that helped them avoid isolation, introversion and shyness, considering that man is responsible only for his behavior and actions. This also increased their readiness and participation in many school activities that they were reluctant to participate in.
- c- The results of the current study agreed with the results of previous studies which indicated the effectiveness of the multisystem treatment such as the study of Abdelmattagli, (2014), study of Qenaoui (2016), study of Ezzat, (2010) and the study of Karawla, (2013). The results showed that the children of unknown parentage suffer from many problems such as social phobia, weak social support, sense of inferiority, and social withdrawal. Therapeutic interventions using appropriate treatment methods according to the severity of each of these problems are crucial to the success and effectiveness of these methods in facing these problems or mitigating them. The participation of the children of unknown parentage and their response to the therapeutic interventions

carried out by the researcher has greatly helped to alleviate their problems. This is in line with the results of the previous studies such as the study of Abdel Samie, (2003), Niazi (2012) and others.

d- In light of the results of the current study and the experience lived by the researcher in dealing with children of unknown parentage during the professional intervention with them, we can say that this group of children is still in urgent need of many therapeutic efforts to help them head positively towards the future and abandon the feelings of sadness and depression they may have from time to time. This is with the aim to build positive cognitive, emotional and behavioral components that enable them to overcome the difficult conditions they have experienced, which may weaken their affiliation to the society or lead some to an anti-social behavior. Thus, social welfare institutions, schools, social workers and other practitioners must develop various treatment programs and activities that these children need to fit in and interact more effectively with others.

The category of the children of unknown parentage requires studying the various problems they suffer from such as anxiety, depression, weak sense of belonging and alienation, as well as future studies to develop their orientation towards life and the future and strengthen their self-building

9- Study limits:

The researcher should point out that the results of the study cannot be generalized because they belong to semi-experimental studies and the results are indicators of the success of the program of professional intervention with the study sample of children of unknown background.

The researcher also encountered some challenges during the implementation of the program, namely the absence of some children for two days as a result of illness, the researcher held interviews with them immediately after returning to school, and asked their colleagues to tell them the activities that were carried out during their absence.

10- To word a future empirical idea of research related in the current study results (findings)

The researcher believes that continuing work with children of unknown background is imperative and necessary to be continued by researchers. Psychosocial programs also play a role in the development of social care institutions for children of unknown background and the care of children themselves.

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Sub-objectives	Topics and activities of the vocational intervention program	Strategies	Techniques	Researcher roles	Participants	Multi-system therapy and its therapeutic methods	Duration or period	Time by hour
Define the concept and indicators of the collective withdrawal of children of unknown descent and the importance of forming social relations with colleagues	Explain the importance of attending the program of vocational intervention - Applying tribal measurement to determine the degree of severity of the problem of social withdrawal and its indicators (such as isolation and introversion - shyness - participation in school activities) To identify verbal and nonverbal communication skills to help children of unknown origin acquire them as well as perform some related activities	Strategy for the reconstruction of knowledge	Illustration - cognitive reconstruction - alarm >>	Teacher - Expert - Leader -	Researcher - Social worker at the school	Professional relationship - cognitive construction - feeling of love - feeling important	first month	From one hour to one and a half hours Per case

Helping children in the study sample to alleviate the problem of isolation and integration and achieve positive social communication with colleagues and teachers at the school	Contribute to help students to join school activity groups, and to implement some activities related to them such as camps and environmental trips	Communication Strategy - Behavior Modification Strategy	Cognitive reconstruction - Role Playing - Problem Solving - Task Execution - Homework's	the teacher - Mediator - Facilitator - Rate of behavior	Researcher - Social worker at the school	Play role Modeling, problem solving	second month	from hour To an hour and a half Per case
Helping children to alleviate the problems of shyness and not to participate in school activities	Play role Education - Training Modeling	the teacher - Router - Facilitator - Activated Rate of behavior Mediator Leader	Researcher Social worker School activity supervisors	Play the role through the implementation of environmental camps and social activities, sports, cultural and technical -Solve the problem through the participation of students to each other in the development of solutions to some issues and problem of school through brainstorming	the third month	From 1 to 1.5 hours per case		

7

