

Psychological adjustment of the hearing-impaired child through family drawing: a differential study between integrated and non-integrated children

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Received: 06/2023, Published: 06/2023

Abstract:

This research paper aimed to study the psychological adjustment among the hearing-impaired child through his drawings, by conducting a differential study of integrated cases and non-integrated cases of hearing-impaired children in the city of Laghouat. The interview and the family drawing test were used to investigate the variables of the study. After presenting and analyzing the results, it was concluded that the integrated hearing impaired showed more psychological adjustment than the non-integrated hearing impaired.

Keywords: Hearing -impaired, psychological adjustment, Family drawing test, School integration

Introduction:

Every follower of the process of special education notices the rapid development of interest in people with special hearing needs and their affairs in recent years, even if the degree of this concern differs from one society to another. According to this standpoint, the idea of integration expanded and the educational policy aimed at it occupied a large part of the interests of specialists and researchers. The concept of integration revolves around the upbringing and teaching of children with hearing disabilities in particular and the disabled in general, in regular schools without isolating or marginalizing them, while providing them with the services and means of special education, which allows them to practice normal studies and encourages them to actively participate in education and in school and social life with healthy peers. Busquet defined school integration as placing the deaf child in a hearing-free school, either directly or after spending a certain period in a special section, with the aim of acquiring the basic skills of integration (Busquet, 1978, p.247).

Inclusion of hearing impaired in regular schools is one of the most important modern rehabilitation steps towards integration into the mainstream Hearing aid community. In this regard, Algeria has sought to allocate integrated sections for children Hearing impaired in several educational institutions affiliated to the national education sector, with the aim of embodying the principles of education Social harmony and the values of solidarity and coexistence with people with special hearing needs in light of the culture of urbanization and accept the other.

Certainly the first step towards integration into society is integration at the school stage, and this educational project has emerged within the directions of modern special education, and has become a major focus in the policy of social activity in Algeria. A hearing-impaired child who studies in a specialized school may not benefit greatly from friction and interaction with his normal peers, so he remains in isolation, while school integration may support this interaction and communication with the hearing-impaired community from an early age and prepare for the process of professional and social integration in the long run.

In this regard, some studies and research have indicated the effectiveness of integrating children with hearing disabilities in achieving psychological adjustment for them, which is the individual's attempt to satisfy his self-motivation and achieve psychological satisfaction in order to build a healthy psychological and emotional balance, which in turn leads to psychological comfort and thus the individual becomes highly efficient. In linking his relationship with his environment. Ashraf Muhammad Abd al-Ghani defined psychological adjustment as seeking to harmonize or achieve harmony between the individual and himself, achieve happiness and satisfy primary, secondary and acquired needs, in order to feel freedom, belonging and freedom from inclination, isolation and introversion. (Abdul-Ghani, 2002, p. 126)

Among the studies that examined the implications of integration on the mental health of the hearing impaired, we mention the study of Amr Refaat and Hashem Salah Toflis, which aimed to verify the effectiveness of the integration process in improving some aspects of mental health in a sample of hearing impaired children. The results of the study revealed that there were statistically significant differences between the mean scores of the integrated and isolated children of the sample, males and females, on the dimension of social adjustment, in favor of the integrated children. (Refaat and Toflis, 2000)

The study of Al-Taie (2006) also aimed to identify the differences in the degree of psychological and social adjustment of students with special needs with their regular peers, in the normal school environment. Al-Taie's study concluded that there were differences between the students in the degree of psychological and social adjustment in favor of the ordinary students who were more compatible than the students with special needs. Also, there were no statistically significant differences between them in the gender variable. (Al-Taie, 2006)

The study of Majqoun (2009) came to look at the impact of school integration on the self-esteem of the deaf child, and the results for the general hypothesis had reported its verification, which is that school integration has a positive impact on the level of self-esteem of children with deafness, where the integrated deaf students get a high level of self-esteem except for some exceptional cases, while the results of the non-integrated were of an average level, so the differences were in favor of deaf students integrated into regular schools (Majqoun, 2009).

The aim of Abdat's study (2010) was to shed light on the relationship between the behavior of a deaf person and the extent of his harmony with his family and social environment, i.e. his harmonic behavior, and to learn more about the relationship of a set of variables in influencing this behavior according to the age and sex of the hearing impaired

person, the severity of the disability, the time of its occurrence, and the type of communication he follows. The results showed that there were statistically significant differences in the harmonic behavior of the hearing impaired according to all the variables of the study, in favor of males, people with mild disabilities, those aged sixteen years and above, those who developed hearing disability after the third year of life, and those who follow the pattern of oral communication (Abdat, 2010).

According to "Paul Aimard Paule," the deaf child represents the world in an unclear and unstable way, and his personal life appears irregularly, neither emotionally nor mentally nor behaviorally, not even in his relationships.

Colin pointed out that it is known that the psyche of a deaf child does not develop as well as that of a normal child, and it is also obvious that it is difficult to assess the degree of emotional illness in a deaf child and compare it with the reference of normal children. Therefore, this type of study is supposed to be done among the deaf, so that the hearing-impaired child is not considered a deviant among the hearing-impaired. (Colin, 1996, P83)

Our study is a modest and limited attempt to find out the manifestations of psychological adjustment of hearing-impaired children through their drawings, and this is in an effort to shed light on the process of psychological adjustment with special hearing needs in our country. The importance of our current research is a theoretical aspect and another field aspect that appears through the most important goals that we will try to reach in this study, and they are respectively:

- Showing the repercussions of hearing disability on the child's psychological, school, and social adaptation.
- Raising awareness of the school and family environment about the importance of sponsoring and schooling the hearing impaired.
- Showing the importance of drawing as a projective method in the psychological diagnosis of speech therapy and the clinical treatment of psychological and relational disorders related to the psychological and social pension of the hearing-impaired child.

This led us in the end to formulate the problem of our current research and try to answer the following questions:

1-Does a hearing-impaired child show disorders at the level of psychological compatibility?

2-Does the level of psychological adjustment differ between integrated and non-integrated hearing-impaired children?

3-Does the degree of hearing impairment affect the psychological adjustment of the child?

Method:

The curriculum is the one that determines the objectivity of scientific research, and each topic has a specific approach suitable for dealing with studies in it, and due to the nature of

our research, we have chosen the descriptive approach because of the information it provides us.

The aim of our use of this approach is to collect all information and data about the cases that make up the research group to try to uncover an aspect of the personality of the hearing-impaired child and the responses of this personality to the school integration process. In this study, we followed the descriptive approach and relied on the case study of what was stated according to Ammar Bouhoush, "The case study is the latest descriptive research method because it provides in-depth information and shows the variables and interactions that require more comprehensive study." (Ammar Bouhoush, 1995, p. 56)

Research Group Selection:

The research group consists of six students with hearing loss, three of whom are partially integrated into the basic school of the national education sector, and three others studying at the school for young deaf people of the employment and national solidarity sector, aged between ten and fourteen years, where both groups consist of one and two students, whose degrees of hearing loss range from moderate to deep. The selection of these children was not random but was mainly based on the variables that were controlled.

Tools:

Clinical Interview:

It is a process that takes place between the researcher and another person or group of people, through which questions are asked and their answers to those questions posed are recorded, and it is one of the most important ways to collect important information. Where we conducted an interview with specialists and parents responsible for the case in order to collect information about the examined.

The information mentioned in the submission of cases is derived from the results of interviews and access to the school and medical files of each student, and the names of the students have been changed in order to ensure professional confidentiality.

Family drawing test:

It was prepared by the scientist "Louis CORMAN", who believes that the family drawing test allows the child to drop his written tendencies to the outside, so he can show his feelings towards others, i.e. towards members of his family, and thus we recognize the child's personality and his emotional conflicts (CORMAN LOUIS, 1985, p18)

The goal of this test is to detect internal conflicts and emotional disorders as it allows the child to drop his pent-up desires, fears and emotional states.

Results

View and analyze the results of the merged cases:

Submission of Case (1):

Omar is a hearing impaired student partially integrated into a regular comprehensive school (fifth year), 11 years old and has a profound disability. He is very intelligent in studying, very attentive, focused and eager to study. He likes to play with his hearing-impaired and non-hearing peers, many activity and movement, and very enthusiastic in his practice of football and basketball. Despite his oral language difficulties, he communicates with others, especially children, normally, and is very interested in establishing relationships

with peers and obtaining the admiration of teachers, in an attempt to overcome his disability and prove his abilities and potentials.

Omar practices football and basketball with deaf and normal children in regular school or on the street, and even at a school for young deaf people. One of his most important hobbies is computer, where he spends considerable time practicing these sports and hobbies.

He also helps his mother in some matters of the house, such as tidying up and shopping. Omar has a large group of friends and colleagues, including the hearing impaired and some of them normal, he shares all his games and hobbies daily, and his relations with them are good because he likes to mix with others, and the same opinion expressed by the mother regarding his brotherly and parental relations, because he is a social and vital child and loved by everyone.

As for the academic aspect, the results of the academic age are encouraging for parents, as he is ranked first among his deaf colleagues due to his high mental abilities and the interest of his parents and their keenness to excel academically, and he did not suffer from any obvious difficulties during his academic career, but rather shows his superiority constantly over his colleagues in all subjects and in all fields.

- Analysis of the family drawing:

Omar started his drawing from left to right towards the direction of the normal course of the evolutionary drawing movement, and the drawing is distributed to the right and center of the paper in a symmetrical manner, indicating adherence to reality and confidence in the future, and the lines were curved and of great capacity, which indicates vitality and activity, as the lines were accurate and thin Which indicates sensitive temperament and personal maturity.

In addition to his drawing of the neck and ears, this indicates his acceptance of his disability. The general shape of the drawing was of the sensual type, which appears through the control of movement, colors and curved lines, and it also suggests movement and activity, as Omar drew family members while they were in the farm planting vegetables, evidence of his awareness of the world in its living and moving image, this characteristic It is related to the characteristics of sensual type drawing, whose owner is characterized by spontaneity, vitality, and the desire for self-affirmation and expression. It is also an indicator of good adaptation to the outside world.

His use of colors varied to indicate his good adaptation, but he colored each individual in two colors, one light and the other dark, which indicates the emotional conflict that he lives subconsciously towards these individuals who are the elder father and himself, while the spatial relations between them were close, which indicate positive relationships that actually exist or are desirable.

He also followed the age of drawing from the large individual to the small individual evidence of his submission to the principle of reality and characterized by his personality by the power of the ego, which works on the balance of personality using a number of defense mechanisms as he drew the upper and lower parties clearly and consistently evidence of

social adaptation and aspiration to build social relations and a sense of security, especially as he drew the ground.

Omar's emotional tendencies appeared in drawing through his excess appreciation of the father's person, as he drew it in the first place, which reflects his investment in the father's image or the "male symbol" that Omar wishes to become like him, and this is evidence of his importance to him, while Omar did not draw his mother nor the rest of his siblings, and pointed out that she is at home with the infant, and this indicates the difficulty of establishing relationships with them, but the lived reality proves the opposite Omar loves his brothers and his mother, but he may suffer from unconscious conflicts that push him to jealousy of his other brothers, which is normal and an essential engine for personal growth and not a pathological condition, but on the contrary, such a conflict does not negate the existence of a good brotherly emotional relationship between Omar and his brothers, and his desire to live in a society dominated by masculinity, power and authoritarianism to achieve himself and his affiliation with this male sex, which is normal for the latency stage (eight years) to adulthood) where the child is biased into social relations with the same sex.

Comment:

It can be said depending on the drawing of the situation for his family that his personality is characterized by emotional maturity and balance of the work of the ego in his adaptation to the external social environment, but he showed a subconscious conflict towards his brothers who are jealous of them, may be the carrier of some kind of these conflicts towards his mother because she gave birth to a girl recently, which increased his sense of jealousy and envy despite his love and attachment to her.

It also appeared through his drawing that he is of the sensory type that is characterized by spontaneity, vitality and the strength of relational bonding, which indicates good adaptation to society and unwillingness to introversion and isolation.

The case was characterized by personal balance and emotional maturity, relational and social compared to what is circulating in the field of the psychology of hearing disability, in addition to his academic level, which allowed him to excel and his good school relations with his peers with the hearing impaired and the hearing safe and even teachers. He expressed his desire to belong and the feeling of integration in groups and his need to participate in work and activities to assert himself and his desire to obtain the appreciation of others, and this despite the severity of his hearing disability, which he tries to ignore most of the time, because he is distinguished by his social nature, vitality, and the desire to build social relationships with others.

Submission of Case (2):

She teaches in an integrated section (hearing disability) in a regular basic school, she is 11 years old, with a moderate disability and is at the level of the fifth year. Characterized by the nature of the leadership (leadership) of the group of girls who study with her, is many activity and vitality, loves to mix with her peers hearing impaired and share them spontaneously, but somewhat reserved in her relations with normal children, especially adults ashamed of them.

One of the most important features of her personality is that she is very interested in matters of organization and arrangement, in addition to being nervous mood. Leila has good possibilities in terms of study, which allows her to excel in several fields.

Laila is interested in playing football even in the street, and this may be far from the interests of girls of her age, as she enjoys drawing, models and playing on the computer, and when her mother was asked about Laila's activities at home, she confirmed her daughter's keenness to help in almost all matters of the house and on her grandfather and mastery of her domestic and non-domestic work.

In terms of social relations, Laila shares a group of friends and friends deaf and non-deaf various games and activities school and non-school, but sometimes she shows some reservation in her relations with adults who are hearing safe and who do not belong to her family.

The mother's notes indicate the keenness and superiority of Laila in her studies, especially in basic subjects, as she did not encounter certain difficulties in her academic career and did not return the year, but she often obtained the second or third rank among her merged colleagues.

- Analysis of the family drawing :

Laila's drawing was moving from the center to the right, i.e. a left-wing movement, and this indicates evolution and her desire to progress towards the future. Her drawing was centered towards the center, which symbolizes submission to the principle of reality and the power of the ego, and also on the right side, which represents the future.

The drawing was dominated by curved lines that symbolized imagination and kindness and were of great capacity, indicating Laila's lively and energetic nature, while the lines were compressed and somewhat severe, indicating aggressiveness and a sense of pressure.

Laila's drawing was dominated by vitality and movement, which indicates that she is of the sensual type, so she expressed this by playing and swimming, and this is a reference to a spontaneous and energetic personality in her social relations.

Laila also used light colors that indicate anxiety, as she colored males in one color and females colored a different and uniform color between them, while the mother colored the color of the house. Her painting of the sea also came to indicate the obstacles she faces in her life, and the color blue was an expression of adaptation and control of the power of the ego that is subject to the principle of reality. This is what was observed by drawing family members in the logical order, i.e. from large to small.

Laila tried to clarify the details of the people, but she drew ears only for males as evidence of her feeling of inferiority as a female and as a hearing impaired, and she drew small eyes indicating her cautious and reserved nature towards the outside world.

Laila projected her positive emotional feelings on her father, who painted her in the first place, and her self-painting was prominent through size and attention, which indicates her narcissistic tendency and her desire to assert herself.

Comment:

Laila's interest in drawing began clearly through the lines and colors and the distribution of the drawing on the paper and what emerged in it is the sensory aspect that

appeared through the context of the drawing, that is, the movement and vitality of the painted characters, but the distance between them may be an indicator of caution and caution in the relationships between individuals. In addition, Laila showed through her drawing the features of an anxious personality that translates the way she adapts to others in the process of self-realization and highlighting in various fields, activities and relationships, to bring attention towards her.

Laila is a smart and creative girl with a wide imagination, characterized by a vital course and taking responsibility through her leadership of the female group in her department. Her relationship with others is balanced and normal, whether with the likes of the hearing impaired or with those who are hearing sound, and this is an attempt to assert herself and achieve her integration with her peers, despite her feeling of inferiority due to hearing loss, but she is trying to overcome this disability by excelling in the academic field and its emergence in the relational and social field.

Submission of Case (3):

Taught at the level of the fifth year and that a section integrated in a normal basic school, 10 years old and her disability is medium, characterized by calm temperament and shyness and stubbornness, at the beginning of her schooling suffered hopes of introversion to herself and did not favor the participation of her peers only in the study, but currently show openness and positive in her relationship with others, whether they are hearing impaired or normal, and perhaps her linguistic behavior was the reason for this and she is an active student and interested in her studies, but she does not employ all its capabilities in it but rely heavily on its auditory remains.

The case prefers basketball and racing in varying proportions and is practiced weekly at school and even on the street (while playing). Among her hobbies are drawing, dancing, computer and television, and she is interested in helping her mother in the affairs of the house from cleaning, washing and arranging it. Amal invests good relationships with her peers at school and outside through playing and participating in a number of group activities, evidence of her social nature and opening her relationships to others, as her relationship with her family is characterized by feelings of love and dependence on her older sister.

Through the results of the school ladder, the mother tried to highlight the capabilities of her daughter Amal in the academic field, where she confirmed that she obtained good marks and results in all basic subjects except for her slow understanding of mathematical logic, but the follow-up of the parents and their keenness on the success of Amal prompted her to overcome these difficulties and surpass her studies, where she often ranks the second or third among her merged colleagues.

- Analysis of the family drawing:

The child painted the beginning in the upper part of the paper and indicates the breadth and freedom of imagination and idealism, and the lines and the limits of the drawings accurate and thin indicate the sensitivity of her personality, as indicates her re-drawing lines lightly on her tendency to adapt and a sense of security and has combined between curved lines and straight indicator of them for imagination and kindness and vitality.

The drawing of the case included many details, but she did not draw the ears, and this means the impact of hearing disability on her physical image and on her self-esteem, and it is

noticeable that her drawing is of the sensory type, as she painted the family while wandering in the street, this type of drawing indicates the spontaneous hopes and vitality and their emotional and relational closeness with her family members.

The case used in coloring the drawing a set of light colors, this may indicate her anxiety, as the blue color appeared clearly in the drawing, evidence of her good adaptation to her social environment and openness to the outside world and the strength and balance of her personality. And try to adapt to new situations.

Amal did not respect the logical order in drawing her family members, but focused all her attention on the drawing itself, where her shape appeared different and larger than the rest of the individuals and in different colors, which indicates the investment of ego images, and the tendency of her personality to narcissism. The upper limbs were short for the whole family except for Amal's parties, which indicates her desire to socialize, but she finds it difficult to do so by others, and it is noticeable that Amal's drawing is rich in several other details such as ground space and trees, which are a symbol of stability and safety, and the availability of water in the form of a swimming pool, which indicates obstacles and barriers, but she also drew a bridge to express her ability to overcome obstacles and difficulties and her desire to communicate and express About oneself, by drawing the car.

As for her family relations, she painted her mother immediately after drawing the only brother - and this is evidence of his importance to her - and chose the same pink color in which she colored her face and the face of her mother without others, and this is a sign of her attachment to her mother, and then she painted her father next to the mother while smiling and this suggests her balanced parental relationship and her good perception of the parental image.

Comment:

The drawing of the girl shows that she is a child with a wide and creative imagination, as she has a good artistic spirit and written abilities. It appears through her drawing that she is social by nature, but she suffers subconsciously from a kind of narcissistic introversion to the self, so that she invested her image clearly, but did not neglect the rest of her family members nor the other details that appeared in the drawing. This is what may make the hopes of a child adaptive and balanced, which is attached to the past and looking forward to the future despite the weight of the hearing disability that she suffers from, evidence that she expressed her tendencies and relationship freely in drawing.

Analysis of the results of the tests applied to the hopes shows that they have a social spirit and the nature of Bshwsh as they have a sense of art and features of a sensitive personality. her relationship with others is improving she is now open to the outside world and social relations, as she tries to adapt in one way or another to new situations and circumstances, in addition to that she needs a great need to confirm and achieve herself in an effort to feel stability, security and psychological and social balance and this is evident in the level of academic achievement and in her interest in her studies and her being as a successful student.

View and analyze the results of unconsolidated cases:

Case 4:

The case is taught in the fourth year of basic school for young deaf, aged 14 years, characterized by the degree of moderate hearing disability characterized by her personality calm and shy, but this did not prevent her emergence in the first ranks academically, because she has abilities that always seek to highlight through her efforts considered in the study and review.

Her relationship with others is good, but she often prefers isolation to review her lessons, where she spends limited time playing, and this may also be due to her socialization and to her age, especially since she has shown signs of femininity and puberty.

Through the results of the ladder of activities, Khadija does not practice any sports activity, but prefers to review her lessons as she likes sewing and models and most of the time she helps in the affairs of the house from washing, cleaning and arrangement.

The child shares her classmates in the school of young deaf a range of school activities , and has friends and neighbors outside the school , they are of a social nature but they are shy and introverted sometimes .

Her relations with her siblings are good, except for those with her older sister, who treats her with a kind of cruelty, which often creates problems between them, while her relationship with her parents is good, especially the father.

As for the study, the case has good abilities and level of study, its academic results in all subjects except the French language above the average, but it suffers from some difficulties in understanding and absorbing the French language as a new subject and this is normal for all students of the fourth year.

As for the delay in her age compared to the level of study, this does not mean that she returned the year, but is due to her entry into the school of young deaf people at the age of six years has passed the stage of zoning (two school years) and then any at the age of eight to nine years to enter the level of the first year basic and the reason here is the lack of awareness of parents of the need to intervene and early sponsorship of hearing-impaired children and people with special needs in general, and this is the case of almost all disabled children.

- Analysis of the family drawing :

The child began drawing from the right side towards the left side and this is evidence of her regression to the past, and it seemed that the fish of luck was rough and compact evidence of aggressiveness and the strength of instincts and motives.

The general form of the drawing suggests that it is a strict and rigid type "RATIONNEL" where it is dominated by stillness and rigidity, nothing suggests movement and life and this is in short her perception of her real family, which indicates a lack of perception and imagination, as Khadija used a set of dark colors that expressed aggressive responses towards most of her family members as she did not draw the ears while drawing large eyes subconsciously compensated for the sense of hearing.

The upper limbs also appeared clearly, but they are short, which indicates the difficulty of building social relationships with others, while drawing the feet was inconsistent with the physical body of each individual, and this indicates their lack of sense of security and lack of self-confidence.

With regard to the content, Khadija has dropped her positive emotional feelings towards her father, who painted it in the first place, and here it should be noted that Khadija has followed the logical context in drawing family members, any from large to small, except in her case and the case of her sister Karima, which made her at the end of the ranking, although she is older Khadija, as she underwent in this case to the principle of He, which tends to regression, as it expresses her negative inclination towards her sister and her relationship with her Charged with aggression and contempt.

Comment:

The situation expressed through drawing her good and positive emotional relationship with all members of her family, especially the parent who she respects and has great love for him because she is related to him, but she expressed her brotherly conflict with her older sister with her negative inclination and aggressive affection towards her, it has appeared through the drawing of Khadija the tendency of her character to retreat and submit to the principle of is as a defensive method for feelings of anxiety and aggressiveness, as it appeared through the type of strict and rigid drawing that there is control of calm and lack of movement, which are one of the characteristics of Khadija's personality, as Indicate the possibility of emotional and relational problems that may be inside or outside the family.

It was found through the data of Khadija's case that she is a sensitive and aggressive child despite the calm nature, as she suffers from a delay in psychological maturity compared to her chronological age and a clear regression in her limited dealings with others, as well as her sense of insecurity and fear of the unknown, i.e. the future. Which prevents her from building social relationships and engaging with others in their activities and work, and most of her attention remains limited to study.

Case (5) :

Ahmed is a fourth-grade student at the School of Young Deaf people has a good academic level, where he usually gets the third rank among his deaf colleagues, has a calm personality and is often shy but stubborn as well; He suffers from absent-mindedness and lack of concentration while having abilities that allow him to obtain better results.

The results of the social competence ladder indicated that Ahmed loves the sport of football and practices it in addition to table tennis, but this is limited to the school for young deaf people only, while spending his playing time in The street does not do any kind of help at home being the only boy while the sisters do it.

Ahmed has a group of friends who share their play at school and outside, a child with a quiet character and somewhat shy but stubborn, and his brotherly relations and parents are characterized by balance and love.

In terms of study, he usually gets average results, he does not care much about the study and does not make efforts so that he is little focused and attention because it depends on the remnants of his hearing, in addition to that he has significant difficulties in the Arabic language, whether understanding or production, so he often ranks in the third or fourth rank among his eight colleagues, and this may be evidence of the level of the rest of the students of the department.

- Analysis of the family drawing :

Directed drawing Ahmed from right to left evidence of inclination to regression and return to the past and appeared thick and thick lines indicating the strength of motivation and aggressiveness, as prevailed straight lines on the drawing, which indicates militancy and rigidity As for the colors did not use Ahmed only three colors light and different in addition to the black color, which highlights in the drawing evidence of Ahmed's suffering from anxiety and depression as the drawing Ahmed was not elaborate nor successful compared to his age and this is what It is evidence of delayed emotional maturity.

While Ahmed respected the family arrangement in drawing family members as evidence of his submission to the principle of reality and good control of his ego, or rather in its defense mechanisms represented in his responses and regressive behaviors in an attempt to achieve emotional balance.

The drawing in this case of the strict rigid type does not show any kind of activity and movement, but on the contrary, there is no movement or vitality, but rigor and rigidity, and this indicates the coldness of family relations and a high probability of emotional and social problems. The details indicate that Ahmed did not draw the ears, which means that he suffered from hearing loss and difficulty communicating and the eyes were large subconsciously compensated for the loss of the sense of hearing. Ahmed focused his attention on the openness of mouths and largeness, which indicates aggressiveness and the desire to communicate despite the difficulty of building social relations with others, and this is evidenced by the palace of the upper parties in painting.

Ahmed has expressed his positive emotional inclination by projecting it on the same that he drew immediately after drawing his parents, and this is what illustrates his love for himself and his tendency to narcissistic personality centered on himself being the only boy among three girls, so he invested in drawing a distinctive pants other than others, but in the same color as the father's pants, which is the black color, which indicates a sense of anxiety and aggressiveness.

At the same time, he did not give much value to his father in his drawing, but painted him with a short stature and a meager structure, and this indicates his contempt for the person of his father, while the color of the mother and his younger sister in the same color that the color of himself (orange) is evidence of his appreciation and love for them.

Comment :

Ahmed's drawing showed the features of a self-centered personality with narcissistic tendencies, in addition to the emergence of indicators of the Oedipal conflict through his contempt for the person of his father and his desire to get closer to his mother and his love for her, and this is only evidence of his delayed psychological maturity and the control of instincts on his behavior, as this may be a reflection of patriarchal bullying and the family atmosphere charged with quarrels and parental disputes.

A set of indicators extracted from the application of research means indicates that Ahmed suffers from emotional disorders and relational and school, he has shown regressive behaviors, aggression and anxiety as a response to the approval difficult to overcome, whether at home or at school, in addition to school difficulties in terms of achievement and assimilation, although he is a child with a quiet temperament, but his awareness of his disability and non-acceptance made him behave regressively towards the stages of play where he feels his value as a child, and abandons the rest of his school responsibilities And social, and this is only an indication of his lack of adaptation to the situation, whether at home or at school.

Case (6):

This case is taught at the level of the fourth year at the school of young deaf, he is 14 years old and his disability is deep, he has good cognitive possibilities in terms of academic achievement, and he has a quiet and social character to some extent, but he does not participate clearly with his colleagues and friends in their activities, but rather his interest in the study and in the automated media, and invests his intelligence and energy in matters that exceed his age and does not care much like other children to play and have fun Rather, he is keen to follow his lessons and to master the work of the computer.

Hassan's favorite sport is football, and he seems to have a greater interest in computer science and sitting for long hours in front of the computer so that he teaches and teaches his brothers and friends how to use it.

Despite the nature of the child quiet shy, but he has a group of friends and peers who share the most important activity and hobby has a computer, and it is a child loved by everyone because he respects adults and does not riot, but he often quarrels with his younger brother (and is physically disabled) for one reason or another, while his parental relations are good and balanced.

In terms of school, Hassan usually gets good marks that qualify him to the first place in his department and this despite his deep hearing disability, he is no longer the Sunnah and did not suffer from certain difficulties during his academic path, but was always superior to his deaf colleagues in the field of study and cognitive.

- Analysis of the family drawing:

The drawing of the state began from left to right, where he followed the natural evolutionary movement, and therefore does not suffer from regressive movement, and the

lines were characterized by pressure and intensity, which indicates aggressiveness and motivation strength, as the straight lines and angles dominated the drawing, which indicates the strict and rigid type, which is characterized by this type of lines as well as the lack of movement and calm control of the drawing, but it expressed a kind of movement, which was represented in the state of joy And the apparent happiness of all family members except the mother.

This child has mastered the details of people and did not neglect to draw the ears, which indicates that he is aware of the importance of this sense in his life and the life of his family and that he is receptive to his disability.as the upper limbs were long for all family members evidence of the desire to communicate with each other, except in the case of Hassan and his younger brother, did not draw upper limbs for his brother, and had to not draw the upper left end because the paper was not enough, and this is because he preferred to be drawn next to Drawing his brother .

It is also noticeable that his upper right limb was short compared to others, which indicates his desire subconsciously to introversion and unwillingness to communicate and build social relationships, and he also used a number of dark colors, especially black, this indicates anxiety, aggression and isolation. Hassan has combined in his drawing of the family between the positive emotional tendencies that he dropped on his parents, especially his mother because he drew them more and was characterized by drawing his father in more detail and made them in the middle of the drawing paper between their four sons, and this is an expression of the importance and impact of reality in his life and the importance of his feelings and emotions towards his parents and his appreciation for them.

The case also appeared in the case of negative emotional tendencies dropped on his younger brother, Vlohn in black, which indicates a fraternal conflict characterized by anxiety and aggressiveness (because of jealousy) as painted his person in the last arrangement illogical, this behavior, which indicates a lack of self-confidence and contempt for himself, which is an indicator of emotional delay and immaturity of the ego, as may be an indicator of emotional and relational problems appear through the behaviors of shyness and introversion and unwillingness to build relationships With others and the difficulty of socializing with them.

Comment:

The drawing of the case indicated that it is a strict type of rigid no movement and no vitality, but the control of rigor and militancy and lack of movement and activity, this strict type that is an indicator of non-adaptation in the event that it appears at the age of eight to nine years and above according to Ana Oliverio Ferraris, which is also evidence of lack or delay of psychological and emotional maturity, and this has been evident in his self-contempt and in his aggressive and anxious relationship with his younger brother, and In his desire not to communicate with others (FERRARIS,1980,P146)

Hassan's personality was characterized by shyness and tendency to introversion more than to open up to others, as shown by his acceptance of his disability, which helped him to

achieve himself only academically, but not socially, he feels anxious and insecure as he prefers introversion to social communication, which are logical reflections of the impact of hearing disability on the psychological and social development of the child.

Discussion of the results:

The results of the two groups of hearing-impaired children can be discussed with regard to the results of the interview and the results of the family drawing test by studying the results of the cases, it was noted through drawing its impact on the physical image when all cases except the integrated ones, and this is evidence only their acceptance of their hearing disability and their lack of feeling inferior at the present time after they adapted to the situation, while the impact of hearing loss on the rest of the cases did not care about drawing the ears, but drawing most of them large eyes to compensate for the sense of Hearing loss, as the hearing-impaired child is completely dependent on the sense of sight from a young age.

It has been noted through children's drawings characterized by both groups with a kind of drawing, the drawings of the compact group of the sensory type controlled by movement, colors and curved lines and the child's perception of the world in a vivid and animated image, which indicates the spontaneity, vitality, activity and self-affirmation, as it gives an idea of the warmth of family relationships and the strength of interdependence and vitality of relations with the outside world and good control of the power of the ego in pursuit of psychological balance and Proper adaptation to good conditions and situations.

The drawings of the group of non-integrated hearing impaired children were of the strict and rigid type, which appears in the form of the control of straight lines and angles and lack of movement and vitality, where spontaneity is absent, leaving its place to a strict and strict base, which is an important indicator of the presence of emotional disorders and an expression of problems and relational difficulties, which hinders the process of compatibility.

Anna Olevrio Ferraris has confirmed that starting from the age of eight to nine years, the child can change and diversify the shape and position of the people drawn, depending on the work they do, and if the child finds it difficult in the sense that his drawing is strict and rigid, this type of drawing may be an indicator of non-adaptation. (FERRARIS,1980, P146.)

It also appeared through the results of the interviews that hearing-impaired and integrated children are more active and open to the social environment than their non-integrated peers, and this leads to the conclusion that non-integrated hearing impaired children suffer from emotional and social delay and difficulty in psychological adaptation and social communication, but these results remain relative and do not indicate that integrated children are normal children and that non-integrated are necessarily pathological cases. Rather, the purpose of this comparative study is to see the importance of school integration and its impact on the life of the hearing-impaired student, because it is known that hearing disability has negative repercussions on the manifestations of growth in general and on psychological and social life in particular.

Thus, the hearing-impaired students who benefited from school integration suffer like others with special hearing needs from the effects of hearing loss, and these effects vary according to each case, but they were able to adapt schoolfully to some extent with their differences from others, and this during the five years in which they lived the normal school

environment, so they accepted their disability as a difference and not a deficiency, so they behaved compensatory behaviors in order to reduce stress and pressure resulting from feeling This was evident in the case of integrated deaf children and even in other cases, where they compensated for their sense of inferiority by investing more effort in study and school work only, in an effort to feel the value of self and achieve it in society. This compensation is only a defense mechanism of the ego, which aims to alleviate anxiety and a sense of helplessness, by making many efforts to reach excellence and excellence.

Early school integration will be a supportive incentive for the deaf child to overcome his difficulties and problems in the coming years and thus be a mature and balanced personality to the extent of adapting to the social environment; meaning that early school integration works to prepare both the hearing-impaired child, his family and even society in both its small and large forms to accept differences and coexist with them, not normalization of disability towards the regular - or what may be called standard - " STANDARDIZATION" In the sensory sense, but in the psychosocial concept, because it may not be possible to neglect the being and existence of this child as a hearing impaired, but it is better to work to accept it, understand it and coexist with it.

It should be noted that the results of this research are limited and not absolute and are specific to the members of the research group and cannot be generalized because they are not representative of society, and these results remain relative and subject to change according to the conditions of psychological, social and school life, and it may be better methodologically to study the repercussions of school integration as an evolutionary and continuous process and this through a longitudinal study of a group of children with special hearing needs, including those who benefited from school integration Some of them did not benefit, and the results of this study may be more indicative and valuable.

Conclusion:

The current study is just an opening of the way and a description of the reality of educational lived in the regular educational circles, represented in the school integration project for hearing-impaired children, where this study tended towards the search for psychological compatibility of the hearing-impaired child through his drawings, by researching the differences between integrated and non-integrated school.

The impact of hearing disability on several levels, especially the psychological and social level, may not be denied, as hearing loss stands as a barrier to the process of communication between the child and his external surroundings, generating negative thoughts, and usually responds with poor social self-compatibility and negative behaviors such as aggression, introversion, anxiety, a sense of inferiority, and insecurity, which may affect in one way or another the building of personality, the academic level and even relationships with others.

It is important to note that negative responses are not caused by disability only, but there is another factor, which is society, starting with the family, then school to social bodies and structures, which may have a role in the emergence and increase of the severity of the difficulties and problems of the deaf child in particular and people with special needs in general. Isn't it the duty of the family, the school and society as a whole to help and

accompany this different child to work on accepting himself and coexisting with the social environment, by providing qualified material and human means, raising awareness and changing mentalities for the success of the social path, and supporting the factor of accepting the other and coexisting with him despite his differences, which is entitled to the concept of social homogeneity and urbanization, which are the values and concepts that the educational system must embody on the ground and promote, especially since school integration has educational dimensions. and psychological and social beyond physical integration .

After analyzing and discussing the results of this study, it was possible to answer the problematic questions, by achieving the general hypothesis and the first and third partial hypotheses, which proves relatively and to some extent, that the school integration project for the hearing impaired in the educational institutions of the national education sector has an effective and positive role in psychological adjustment and in preparing and preparing for the most comprehensive social integration in the future, unlike non-integrated hearing impaired children who practice their studies in specialized institutions closed to themselves. The hearing-impaired child lives in a miniature, isolated and protected society that does not qualify him to feel the need to integrate and assert himself in the larger society in the future, and finds himself facing difficulties that he was not ready to face since childhood.

The hearing-impaired child who is schooled in the specialized school does not benefit from contact and interaction with his normal peers, so he remains isolated from the "real" society and marginalized from it, which does not help him to face difficulties and problems in adulthood, as it may be difficult for him to adapt and adapt to future life circumstances.

Accordingly, it can be concluded that school integration has a positive role in the proper psychological adjustment of the hearing-impaired child, regardless of the degree of hearing loss, as it contributes to reducing negative behaviors directed towards self and towards others;

The results of this modest research remain relative and not absolute due to the lack of light on other factors and variables that may have a role in supporting the integration project and its success.

On this basis, and in light of the most important results obtained, and in order to have a more comprehensive understanding of the concept of educational integration, attention to this project becomes an imperative necessity in all societies to open the way for the acceptance of the hearing impaired and help him adapt and generate productive energies that also contribute to the building and progress of society, through conducting more comprehensive and in-depth research in this field.

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