

*Uses of Smart Digital Education Technologies in Rehabilitation Programs for People with Special Needs from the Perspective of Educational Actors in Rehabilitation Centers - The Pedagogical Center for People with Special Needs in Biskra as a Model -*

استخدامات تقنيات التربية الرقمية الذكية في البرامج التأهيلية

لذوي الاحتياجات الخاصة من وجهة نظر الفاعلين التربويين في المراكز التأهيلية

- المركز البيداغوجي لذوي الاحتياجات الخاصة بسكرة نموذجاً -

**Manoubia GUESMIA**

University of Mohamed Khider, Biskra, Algeria

[m.guesmia@univ-biskra.dz](mailto:m.guesmia@univ-biskra.dz)

Date of Receipt: 21/04/2025

Date of Acceptance: 10/11/2025

Date of Publication: 20/12/2025

Corresponding Author: Manoubia GUESMIA, [m.guesmia@univ-biskra.dz](mailto:m.guesmia@univ-biskra.dz)

### ملخص:

تهدف هذه الدراسة الى التعرف على استخدامات تقنيات التربية الرقمية الذكية في البرامج التأهيلية لذوي الاحتياجات الخاصة من وجهة نظر الفاعلين التربويين في مراكز تأهيل ذوي الاحتياجات الخاصة بمدينة بسكرة، خاصة عندما نلاحظ ما يشهده العالم اليوم من تطور غير مسبوق في مجال الاتصالات الرقمية وتكنولوجيا المعلومات، وفي درجة الاستهلاك والتوظيف الرقمي لها في العديد من المجالات ولاحتياز الكثير من الصعوبات التي تواجه مختلف مؤسسات المجتمع وأفراده، ومن بين هذه المؤسسات نذكر المراكز التأهيلية لذوي الاحتياجات الخاصة هذه الفئة التي تحتاج الى طاقة وجهد كبير لكي تتمكن من الاندماج في المجتمع ولتطوير مهاراتها العلمية واليومية والتربوية، ومن هنا تكمن اهمية الحديث عن موضوع التربية الرقمية الذكية بوصفه منهج تثقيفي توعوي يهدف الى إكساب هذه الفئة ثقافة حديثة ذات بعد رقمي تتمحور حول الاستخدام السليم والفعال لما توفره تقنيات البيئة الرقمية من وسائل اتصال، وبصورة ايجابية وضمن الأطر القانونية والقيمية، التي تساعده من أن يكون عنصراً فاعلاً في المجتمع.

**الكلمات المفتاحية:** التربية الرقمية، التربية الذكية، البرامج التأهيلية، ذوي الاحتياجات الخاصة.

### Abstract:

*This study aims to identify the uses of smart digital education technologies in rehabilitation programs for people with special needs from the perspective of educational actors in rehabilitation centers for people with special needs in the city of Biskra. This comes especially in light of the unprecedented global development in the field of digital communications and information technology, and the degree of digital consumption and employment in various fields, in order to overcome many of the difficulties faced by different institutions and individuals in society. Among these institutions are the rehabilitation centers for people with special needs—this category that requires significant energy and effort in order to integrate into society and to develop their scientific, daily, and educational skills. From here arises the importance of addressing the topic of smart digital education, as it is an educational and awareness-raising approach aimed at providing this group with a modern culture of a digital dimension, centered around the proper and effective use of the means of communication provided by the digital environment, in a positive manner and within legal and value-based frameworks, which help them become active members of society.*

### Keywords:

Digital Education; Smart Education; Rehabilitation Programs; People with Special Needs.

## 1. INTRODUCTION

Children with special needs are not ordinary children, as they suffer from certain sensory, motor, and mental disorders that hinder their normal development. This makes it challenging for those responsible for their upbringing and education, as they face numerous difficulties in making these children more accepting of life, integrating them into society, and developing the skills that help them meet their personal needs, as well as the skills that enable them to communicate effectively with their surrounding environment. Therefore, it is essential to seriously consider modern and intelligent methods that enable them to communicate more and facilitate the acquisition of these skills. Among these methods is smart digital education, which relies on integrating digital technologies into the educational process in intelligent ways within rehabilitation programs for people with special needs, each according to their individual needs. In this scientific paper, we have chosen to address this topic and its reality in the pedagogical centers that are concerned with rehabilitating this group

## 2. The Problematic

### 2.1 Problem Statement:

Digital technology has entered all fields, especially the educational and pedagogical field, and has become a fundamental requirement in many educational institutions due to its important role in developing and facilitating the educational and instructional process. Therefore, its educational uses should not be limited to regular students but must also be integrated for students with special needs, to assist and rehabilitate them both scientifically and functionally, enabling them to meet many of their life requirements and easing the performance of tasks they find difficult to understand and accomplish. Moreover, it facilitates their communication process with educators, teachers, and peers, and also allows them to acquire many scientific and cultural skills and activities, making them largely self-reliant in the educational process. Thus, many educational institutions catering to this group may resort to abandoning the traditional method of dealing with them and replacing it with the modern approach that relies on smart digital education in various rehabilitation programs. Therefore, through this study, we aim to identify the uses of smart digital education technologies in rehabilitation programs for people with special needs at the Pedagogical Center for People with Special Needs in Biskra, through the following questions:

## **2.2 Research Questions:**

### **Main Question:**

What is the reality of smart digital education in the rehabilitation programs for people with special needs?

### **Sub-questions:**

1. To what extent are smart digital technologies available and used in rehabilitation programs for people with special needs?
2. What are the obstacles to implementing smart digital education in rehabilitation programs for people with special needs?

## **2.3 Reasons for Choosing the Topic:**

- Addressing modern methods in the rehabilitation process for people with special needs
- Attempting to present a new scientific contribution regarding people with special needs
- Gaining deeper insight into smart education methods that can be integrated into the rehabilitation and special education process

## **2.4 Importance of the Topic**

The importance of this topic lies in its focus on studying the reality of smart digital education in educational programs for people with special needs. Smart digital education aims to create a synergy and integration between traditional societal educational values and the digital world in order to keep up with global developments and create a higher level of awareness about them. While family education focuses on raising children with religious and societal values and teaching them positive ethics in dealing with others (whether strangers or relatives), this task—especially with the advent of the digital revolution—should not be limited to the family alone. It must extend to educational institutions as they complement the role of the family, particularly pedagogical institutions that focus on rehabilitating people with special needs, who face many challenges that create difficulties for those responsible for their education and rehabilitation in areas such as communication, learning, and more. Therefore, these centers must be familiar with digital principles and values and integrate them into special education programs.

## **2.5 Study Objectives:**

- To identify the reality of smart digital education in rehabilitation programs for people with special needs.
- To determine the extent to which smart digital technologies are available in rehabilitation programs for people with special needs.
- To identify the obstacles to smart digital education in rehabilitation programs for people with special needs.

### 3. Methodological Procedures

#### 3.1 Study Domains:

**Spatial Domain:** The Pedagogical Center for People with Special Needs in Biskra, which is responsible for rehabilitating children with special needs, including 59 children with visual impairments. The center offers both internal and external systems and provides educational services for this group from the preparatory stage to the fifth grade of primary school, as well as from the first to the fourth year of middle school. It also focuses on training them in various activities that benefit this group, such as walking with a cane in the street, sports activities like playing with a bell ball to identify its location, crafts based on touch, memorizing the Quran and songs, and it has a prayer room to teach them how to pray. The center includes 18 educators and 25 teachers.

**Time Domain:** This study was conducted from December 20, 2020, to January 1, 2021.

**Human Domain:** The study population consisted of educators and teachers working at the center, with a total of 33 staff members. The study was conducted on a sample of 91%, or 30 individuals.

#### 3.2 Methodology Used:

The study relied on the descriptive method as it seeks to describe the reality of smart digital education in rehabilitation programs for people with special needs at the Pedagogical Center for People with Special Needs.

#### 3.3 Data Collection Tools:

A questionnaire: We distributed the questionnaire to the educators and teachers responsible for rehabilitating and educating the children. The questionnaire consisted of 18 questions divided into three sections according to the study's questions, and the questions were close-ended.

### 4. Conceptual Framework of the Study

#### 4.1 Concept of Digital Education:

Digital education is like the supreme law, the constitution that defines the rules of operation in the virtual digital world. It is a set of working rules that define the skills, behaviors, and knowledge required to deal with modern and advanced technology, making it an essential methodology and tool in vital human activities, especially in the field of digital upbringing.

Digital education aims to create a synergy and integration between traditional societal educational values and the digital world in order to keep up with global developments and create a higher level of awareness about them. If family education focuses on raising children with religious and societal values and teaching them positive ethics in dealing with others, whether strangers or relatives, this task—especially with the entry of the digital revolution—requires familiarity with digital principles and values and integrating them into family tasks for educating and raising children. This helps to explain the positives and negatives of this development in the

virtual world and creates a protective barrier against potential risks due to negligence in the areas of rights and public morals.

It is a positive means of learning through the use of modern information and communication tools, such as computers, the internet, electronic libraries, smartphones, and multimedia. It is a mechanism for using digital technology as a support for education and learning in the shortest time, with the greatest benefit, to help overcome the impacts of time and space on spatial information, self-learning, and distance learning.

Since digital learning has become accessible to everyone, this leaves no excuse for anyone not to benefit from it. Traditional education comes through an active agent and the presence of an educational authority as in traditional systems, while learning can happen anytime or anywhere, in or outside of school. It is self-initiated, optional, and purely voluntary, exactly as enabled by digital electronic education on a wide scale.

The digital pedagogical vision places education in a new context that responds to the rhythm of the times. It is the heir to the rapid digital developments. Therefore, it is necessary for education to rely on modern technological media as a mechanism that contributes to achieving classroom enjoyment, qualitative benefit, and digital openness for the learner. This educational strategy does not mean the retreat of the teacher's role but rather its development and updating to align with the times and meet technological advancements, despite some teachers' fears of being marginalized and their roles reduced in the educational process (El-Hamdani, 2020, pp. 1-14).

#### ❖ Aspects of Digital Education :

**-Cognitive Aspect:** This includes all data, information, knowledge, programs, and applications related to technology and digitalization. This aspect is available in our Arab environment, and what is needed is to establish an ethical knowledge charter for digital education.

**-Skill Aspect:** This includes the technological skills that individuals possess, through which they can perform their tasks using technology. Our role in this aspect is to teach young people the skills that help them adapt to a world dominated by technology.

**-Behavioral Aspect:** This includes the ethics and values dictated by our Arab culture, which we must turn into practical applications when dealing with digital technologies. Our role in this aspect is to regulate the behaviors of children and students based on the principles of the digital ethics charter. (El-Hamdani, 2020, pp. 1-14).

### ❖ **Goals of Digital Education:**

**-Educationally:** It aims to enable educational institutions to use technology wisely in a way that allows them to gain maximum benefit from what is available to them.

**-Socially:** It aims to make technologies tools that assist life, not the entirety of life.

**-Practically:** It enables employees to perform their work tasks efficiently by applying technology in their work, in a way that helps improve their institution. (El-Hamdani, 2020, pp. 1-14)

### ❖ **Importance of Digital Education:**

The importance of digital education stems from the following:

- The technological and technical challenges we face today.
- The educational and cultural differences between the societies that produce technology and those that use and consume it, as not everything the West has is suitable for us as Arabs and Muslims.
- Regulating the cultural openness provided by technology, as it is essential to have a filter that purifies what we learn from various values from other cultures and civilizations.
- Establishing an ethical charter for dealing with individuals from various nationalities and countries, which stems from our local ethics.
- **Educationally:** It enables educational institutions to use technology wisely in a way that allows them to gain maximum benefit from what is available to them.
- **Socially:** It makes technologies tools that assist life, not the entirety of life.
- **Practically:** It enables employees to perform their work tasks efficiently by applying technology in their work, in a way that helps improve their institution (El-Mallah, 2020).

## **4.2 Concept of Smart Education:**

It is for educators to adopt new methods that align with the current era, abandoning old and traditional methods such as dominance and violence, and embracing dialogue, mutual respect, and love.

Education is considered a human endeavor and a social phenomenon that contributes not only to the individual but also to the entire society. The concept of education may vary from person to person because it is influenced by an individual's culture, living environment, personal beliefs, and many other factors. However, the essence and core of education remain the same, which is to build a well-rounded individual with an independent personality based on fundamental principles, capable of distinguishing between good and evil, harm and benefit.

The smart aspect manifests in how one interacts with a child. Intelligence appears in challenging your current situation, in the way you communicate, in your dreams and patience, and in your knowledge of the right and appropriate way to act in the right time and place under current circumstances to solve a particular problem. This is what we call intelligence (Kwing, 2009, p. 6).

#### ❖ **Steps of Smart Education:**

##### **Step One:**

Look for real-life examples and evidence of the trait you want the child to understand and embody in their reality, then draw their attention to it. For example, a trait like sharing—such as saying, "How nice your friend is, he shares his toys with you," will make the child aware of this trait, and they will definitely try to adopt it.

##### **Step Two:**

Tell the child directly about the trait you want to instill in them, explaining the concept of the trait in a child-friendly manner they can understand, and mention the positive effects it has on others' lives and how they will benefit from it. For example, you could say, "Honesty is a good trait, you should be honest, and you will become loved and trusted by others."

##### **Step Three:**

Praise and explicitly describe the child with this trait, and they will feel its importance, encouraging them to adopt it in the future. (Koenig, 2009, p. 11)

#### ❖ **Concept of Special Education:**

Special education is defined as: "A set of specialized educational programs provided for individuals with special needs in order to help them develop their abilities to the fullest and achieve their potential and assist them in adapting." (El-Kousi, 1975)

It is also defined as: "A set of specialized educational programs designed specifically to address the needs of individuals with disabilities, which regular classroom teachers cannot provide, in order to help them develop their abilities to the fullest, achieve their potential, and assist them in adapting."

#### ❖ **Objectives of Special Education:**

- Identifying children with special needs through appropriate measurement and diagnostic tools for each group within special education.
- Developing educational programs for each group within special education.
- Preparing teaching methods for each group within special education to implement and achieve the educational program goals based on an individual education plan.
- Preparing educational and technological tools specific to each group within special education.
- Developing disability prevention programs in general, and working, if possible, to reduce the occurrence of disabilities through preventive programs.
- Taking into account individual differences among students, guiding them appropriately, and helping them grow according to their abilities, talents, and interests.

- Preparing research tools to take advantage of the abilities of gifted individuals, guiding them, and providing opportunities in their field of excellence.
- Affirming the dignity of the individual and providing appropriate opportunities to develop their abilities so that they can contribute to the advancement of the nation (El-Baz, 2020).

### 4.3 Concept of People with Special Needs:

People with special needs are individuals who have lost the ability to manage their lives properly due to a certain disability. These individuals require special and exceptional treatment to help them live life with less difficulty and more ease with the disability they have. This is a concept introduced by some scholars to refer to people with special needs. Other scholars define them as individuals who have a learning deficiency and difficulties in acquiring experiences and skills compared to healthy individuals. There are many factors responsible for causing disabilities in some individuals, which turn them into people unable to adapt to life and its demands and unable to meet their own needs independently (Abou Afifa, 2020, p. 6). Some also view that "any individual who requires special services throughout their life, or for a period of their life, to grow, learn, train, or adapt to the demands of their daily life, family, professional, or occupational needs, can thus participate in social, economic, and developmental processes to the best of their ability as a citizen. These children are then considered to have special needs, and an individual with special needs may belong to one or more categories (Souliman, 2001, p. 25).

#### ❖ Classification of People with Special Needs:

**-Physical Disability:** Individuals who have lost a part of their body or a certain physical ability related to the senses, such as hearing or vision loss.

**-Mental Retardation:** Individuals with impaired intellectual abilities.

**-Psychological Conditions:** Individuals suffering from one or more types of psychological disorders.

**-Language Disability:** Individuals with clear speech problems.

**-Multiple Disabilities:** Individuals with more than one type of disability (Abou Afifa, 2020).

#### ❖ Problems Faced by People with Special Needs:

People with special needs face many difficulties and problems in their daily lives, including the following:

- **Incomplete Growth:** This refers to improper mental or psychological growth, which does not align with physical growth, leading them to live in a mental stage that is less than their actual age.
- **Learning Difficulties:** This is due to the lack of efficiency of parents in dealing with their children with special needs and their lack of experience or attempt to narrow the gap between their intellectual and physical development due to neglecting the correct methods of dealing with them or enrolling them in special educational centers.

- **Other Problems:** These include behavioral problems, which relate to an imbalance in performing general cognitive functions, making it difficult to interact normally with others and adapt to life. There are mental problems that are identified through measuring the mental health status, ranging from simplicity to complexity, and they are closely linked to syndromes. Some syndromes can be treated with medication and rehabilitation methods, such as Tourette Syndrome, depression syndrome, and anxiety syndrome.

#### 4.4 Concept of Rehabilitation:

Rehabilitation is the organized and continuous process aimed at achieving the highest possible level for an individual with a disability in medical, social, psychological, educational, and economic aspects. Another definition of rehabilitation is the process of helping an individual achieve the highest degree of benefit from physical, social, psychological, professional, and economic aspects that they can attain (El-Hassini, 2004).

There are many dimensions to the concept of rehabilitation because it has several meanings, including:

##### ➤ **Psychological Rehabilitation:**

Its goals include helping people with disabilities adapt to their environment naturally, accept their disability, and train them to think realistically and logically about how to live independently with the disability without feeling inferior or different, and addressing the feelings of anxiety, confusion, and sadness that accompany them.

##### ➤ **Social Rehabilitation:**

This is an important part of comprehensive rehabilitation and focuses on understanding the individual's personality in light of their social history and current social environment. It focuses on training people with disabilities to adapt to the requirements of family and social life.

##### ➤ **Rehabilitative Therapy:**

This is based on assessing the individual's abilities to perform various activities and skills and identifying the extent of their understanding of the information, skills, and attitudes necessary to perform those activities (El-Hassini, 2004, p. 5).

## 5. Presentation and Analysis of Study Data

### 5.1 Data Related to the First Axis: Availability of Smart Digital Technologies in Rehabilitation Programs for People with Special Needs.

**Table 1:** Shows the reliance on modern technologies in the rehabilitation process.

| Options | Frequency | Percentage (%) |
|---------|-----------|----------------|
| Yes     | 4         | 13             |
| No      | 26        | 87             |
| Total   | 30        | 100            |

From the above table, we observe that the highest percentage of respondents, 87%, believe that modern technologies are not relied upon in the rehabilitation process, while 13% of the respondents rely on them. This is largely due to a lack of equipment and insufficient proficiency of specialists in digital technologies.

**Table 2:** Shows the availability of specialized electronic programs for people with special needs.

| Options | Frequency | Percentage (%) |
|---------|-----------|----------------|
| Yes     | 10        | 33             |
| No      | 20        | 67             |
| Total   | 30        | 100            |

From the table, we see that 67% of respondents believe that there are no specialized electronic programs for people with special needs, while 33% believe the opposite. This is due to most respondents not being aware of recent developments regarding the availability of specialized programs for this group.

**Table 3:** Shows whether there are training courses for teachers to keep up with the development of digital technology.

| Options | Frequency | Percentage (%) |
|---------|-----------|----------------|
| Yes     | 0         | 0              |
| No      | 30        | 100            |
| Total   |           | 100            |

The table above shows that all respondents confirm the absence of training courses for teachers and educators to enable them to optimally use modern technologies in the rehabilitation of people with special needs.

**Table 4:** Shows whether there is financial support from concerned authorities to develop rehabilitation technologies.

| Options | Frequency | Percentage (%) |
|---------|-----------|----------------|
| Yes     | 4         | 13             |
| No      | 26        | 87             |
| Total   | 30        | 100            |

From this table, we see that most respondents believe that there is no financial support from the concerned authorities directed towards developing the electronic devices and technologies they rely on in the rehabilitation process, with 87% of respondents sharing this view. Only 13% of them believe there is support, but it is not utilized in this area.

**Table 5:** Shows the specialists' demand for providing modern devices compatible with digital technology.

| Options | Frequency | Percentage (%) |
|---------|-----------|----------------|
| Yes     | 30        | 100            |
| No      | 0         | 0              |
| Total   | 30        | 100            |

From the above table, we observe that all respondents agree on the demand for providing modern devices that are compatible with modern technology, especially for people with special needs.

**Table 6:** Shows the technology preferred by the respondents: old or modern.

| Options | Frequency | Percentage (%) |
|---------|-----------|----------------|
| Old     | 18        | 60             |
| Modern  | 12        | 40             |
| Total   | 30        | 100            |

From the table, we observe that most respondents prefer relying on classical technology for the rehabilitation of people with special needs, with 60% of them favoring it, while 40% prefer the modern method. This is due to the fact that most respondents are not proficient in modern technologies.

## 5.2 Data Related to the Second Axis: Barriers to Digital Education in Rehabilitation Programs for People with Special Needs

**Table 7:** Shows the difficulty of using digital technology by educators.

| Options | Frequency | Percentage (%) |
|---------|-----------|----------------|
| Yes     | 24        | 80             |
| No      | 6         | 20             |
| Total   | 30        | 100            |

From the table, we find that most respondents experience difficulty using digital technology, with 80% of them reporting challenges, while 20% believe there is no difficulty. This difficulty may stem from insufficient training on the technology or the nature of the disability in children.

**Table 8:** Shows whether digital technology negatively affects the progress of the educational program.

| Options | Frequency | Percentage (%) |
|---------|-----------|----------------|
| Yes     | 0         | 0              |
| No      | 30        | 100            |
| Total   | 30        | 100            |

From the table, we observe that all respondents believe that the introduction of smart digital technologies does not negatively affect the progress of the educational program. On the contrary, it could benefit the program and facilitate the teaching process.

**Table 9:** Shows the students' acceptance of this technology.

| Options | Frequency | Percentage (%) |
|---------|-----------|----------------|
| Yes     | 30        | 100            |
| No      | 0         | 0              |
| Total   | 30        | 100            |

From the table above, we observe that all respondents believe that students can accept this technology well, which is attributed to its ease and novelty.

**Table10:** Shows the difficulty of disabled individuals adopting digital technology.

| Options | Frequency | Percentage (%) |
|---------|-----------|----------------|
| Yes     | 24        | 80             |
| No      | 6         | 20             |
| Total   | 30        | 100            |

From this table, we observe that most respondents believe that children with disabilities may face difficulties in using digital technology as required, with 80% of them holding this view. A smaller percentage, 20%, believe the opposite, possibly because this technology is new and relies more on visual and auditory stimuli, while this group of children has visual impairments.

**Table 11:** Shows the insufficiency of digital technology devices for the blind category at the center.

| Options | Frequency | Percentage (%) |
|---------|-----------|----------------|
| Yes     | 30        | 100            |
| No      | 0         | 0              |
| Total   | 30        | 100            |

From the table, we observe that all respondents believe that the digital technology devices available at the center are not sufficient at all and cannot be heavily relied upon, except in a few sessions due to their scarcity and quality.

## **6. Study Results**

### **6.1 Answer to the first question:**

The availability of smart digital technologies in rehabilitation programs for people with special needs:

Smart digital technologies are not available in the rehabilitation programs for people with special needs at the center. This was confirmed by the respondents' answers, as shown by the following percentages:

- The highest percentage of respondents, 87%, believe that modern technologies are not relied upon in the rehabilitation process.
- 67% of the respondents believe that there are no specialized electronic programs for people with special needs.
- All respondents confirm the absence of training courses for teachers and educators to help them make optimal use of modern technologies for rehabilitating people with special needs.
- Most respondents believe that there is no financial support from the concerned authorities directed at developing the electronic devices and technologies used in the rehabilitation process, with 87% holding this view.
- All respondents believe there is a demand for providing modern devices that align with modern technology, especially for people with special needs.
- Most respondents, 60%, prefer to rely on classical technology for rehabilitating people with special needs.

### **6.2 Answer to the second question:**

The obstacles to smart digital education in rehabilitation programs for people with special needs are as follows:

- Most respondents find it difficult to use digital technology, with 80% of them expressing this view.
- All respondents do not believe that the introduction of smart digital technologies negatively affects the progress of the educational program.
- Most respondents believe that there may be difficulties for children with disabilities in using digital technology as required, with 80% sharing this view.
- All respondents believe that the digital technology devices available at the center are not sufficient at all. There is a need for digital devices tailored to people with special needs according to the type of disability, and these devices cannot be heavily relied upon in the educational process.

## 7. Bibliography

Abou Afifa, A. (2020, November 26). *Concept of Special Needs*. Récupéré sur Hayatoky: <https://hyatoky.com>

El-Baz, M. (2020, June 12). *Teaching Methods for People with Special Needs*. Récupéré sur <https://portal.arid.my/Publications/f7ebdbd-0ad5->

El-Hamdani, R. (2020). *The Trend Towards Digital Education: Reality and Ambition from the Perspective of Secondary School Faculty Members*. *Journal of the Faculty of Economics for Scientific Research*, 01(06), 1-14.

El-Hassini, A. (2004). *Rehabilitation of People with Special Needs*. Egypt: Publications of the Women's Association at Assiut University for Development.

El-Kousi, A. (1975). *Foundations of Mental Health*. Egypt: Dar El-Nahda.

El-Mallah, T. (2020, November 28). *Digital Education is a Necessity in a Rapidly Changing World*. Récupéré sur New Education: <https://www.new-educ.com>

Kwing, L. (2009). *Smart Education*. Saudi Arabia: Jarir Bookstore.

Souliman, A. (2001). *Psychology of Special Needs: Concepts and Categories*. Egypt: Zahra El-Shark.