Egyptian Journal of Social Work (EJSW) http://ejsw.journals.ekb.eg
ISSN: 2356-9204 Vol 20, Issue 1, June2025

Social Workers' Perceptions of Using Artificial Intelligence Tools in Professional Interventions with Cases of Students with Disabilities

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Abstract:

The study aims to determine social workers' perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities. The study used the comprehensive social survey method for social workers working in comprehensive integration schools at different educational levels (primary - preparatory - secondary) in Aswan city, numbering (173) individuals. The results of the study showed that the level of social workers' perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities is high.

Keywords:

Artificial Intelligence Tools - Professional Interventions - Students with Disabilities - Electronic Therapy in Case Work.

Study Problem:

Many educational systems seek to promote inclusive education, where students with disabilities are integrated into general classrooms, This type of education can improve learning outcomes and enhance social interaction among all students(Kumar & Patel, 2023, P.21). Due to these efforts, the number of integrated students enrolled in all types and stages of education for the year 2023/2024 reached (159,825) students who benefit from the services provided through the educational integration system, compared to (3,697) students in 2012/2013 and (37,519) students in 2017/2018 (METE, 2024).

Artificial intelligence tools are working positively in the field of social work, as they allow access to large sources of social data on individuals and enable accurate analysis, which helps in making sound decisions. They also provide essential support to social workers in dealing with urgent social problems (Brak & Boukhris, 2024, p.6).

Artificial intelligence tools are becoming increasingly prevalent in social work. They are used to conduct assessments of professional interventions, assist people in crisis, enhance preventive efforts, and define procedures in providing social services. In addition, there is a large body of literature on ways social workers can learn how to use AI tools to help individuals (Reamer, 2023, p.53).

AI tools appear to have the potential to be easily integrated into social work, as the field often involves analyzing large amounts of data. Therefore, AI tools can support individual assistance processes and help identify appropriate solutions to problems. Social work can also benefit more from AI tools through social workers developing new AI-enhanced therapeutic tools (Singer et al, 2022, p.235).

There are many previous scientific studies and research in social work that addressed the effectiveness of using AI tools in professional interventions. The Chan & Li (2023) study demonstrated the effectiveness of using AI tools in the diagnosis and treatment phase with various cases. The Ahmed & Allam (2024) study indicated the contributions of AI tools in enhancing digital professional practice in social work. The Ali & Mohamed (2024) study showed that the use of AI tools improves the professional skills of field training supervisors with social work students. The Baker & Wilson (2024) study demonstrated the positive impact of AI tools on professional intervention practices in social work. The Johnson & Martinez (2025) study confirmed the effectiveness of professional interventions enhanced by AI tools in social work.

Technology has changed the nature of the professional practice of social work, as social workers can now provide services to clients through various forms of electronic services(Reamer, 2013, p.164).

Case work is characterized by the diversity of therapeutic models, which enables it to meet the needs of individuals. With technological developments, electronic therapy has emerged as one of the modern trends in case work. It is considered an effective means of providing psychological and social support to individuals, offering access to services through electronic platforms (Reamer, 2024, p.37).

E-therapy contributes to creating a safe environment under the supervision of a social worker. It is also characterized by the flexibility of bringing together the social worker and the client despite spatial separation. It also provides the individual with privacy in obtaining therapy anywhere while maintaining their identity, which increases the degree of honesty and value (Griffiths, 2005, pp. 555 - 561).

There are many previous scientific studies and research that dealt with e-therapy. The Peláez & Servós (2018) study showed that e-therapy has a positive impact on professional interventions in social work. The Diez (2018) study concluded that e-therapy is an integrated treatment for clients and has a positive impact on them. The Cwikel & Friedman(2019) study indicated that e-therapy facilitates the provision of social and psychological services to clients. The Abdellah (2021) study indicated the requirements for developing the professional performance of social workers to apply electronic therapy in working with individual cases. The Al-Qahtani (2022) study confirmed the effectiveness of e-therapy in treating social phobia among students.

In light of the above-mentioned scientific research and studies, the study problem can be formulated into the following main question: **What are social workers' perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities?**

Study Importance:

1- Determining the extent to which social workers accept the use of AI tools, and whether these tools support or hinder their work.
2- Developing professional interventions to improve the quality of services provided to cases of students with disabilities.
3- Enhancing social workers' awareness of modern technologies and their effective use in professional interventions with individuals.

Study Objective:

The main objective of the study is to determine social workers' perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities. From this main objective, the following sub-objectives emerge:

1)Determine social workers' perceptions of using artificial intelligence tools in the study stage with cases of students with disabilities.
2)Determine social workers' perceptions of using artificial intelligence tools in the diagnosis stage with cases of students with disabilities.
3)Determine social workers' perceptions of using artificial intelligence tools in the treatment stage with cases of students with disabilities.
4)Determine social workers' perceptions of using artificial intelligence tools in the follow-up stage with cases of students with disabilities.
5)Determine social workers' perceptions of using artificial intelligence tools in the evaluation stage with cases of students with disabilities.

Study Concepts:

First: AI tools are defined as the ability of a machine to represent the human brain and perform intellectual tasks (Vyas, 2019, p.224). They are also defined as tools capable of performing tasks commonly associated with intelligent technologies (Xu et al, 2021, p.10457). In the current study, AI tools are defined as applications of AI technologies used by social workers as support tools to meet the needs of cases of students with disabilities during professional interventions.

Second: Professional interventions with individual cases are defined as a professional process between the social worker and the client, in which the problem is identified, a plan for professional intervention is developed and implemented, and the results are monitored and evaluated (Barker, 2013, p.47)**.** They are also as all the steps taken by the social worker from collecting data, setting goals, implementing plans, to evaluation, and termination (Sheafor &Horejsi, 2014, p.174). In the current study, this concept is defined as a professional process aimed at helping students with disabilities overcome the problems they face. This is measured procedurally through the scores social workers receive on the study questionnaire, which includes perceptions during the study, diagnosis, treatment, follow-up, and evaluation stages.

The Theoretical Orientation of the Study:

Electronic Therapy in Case work:

First: The goals of e-therapy in case work include: improving communication skills with others, helping clients discuss their problems more freely, providing social and psychological advice and guidance, sending scales to clients to complete and return, and then sending them the results (Cwikel & Friedman, 2019, p.738).

Second: The roles of the social worker in e-therapy with in case work include: recording data and information, conducting professional interviews, contracting with clients electronically, agreeing with clients on roles and tasks necessary for the problem, choosing therapeutic methods appropriate to the nature of the problem, and activating electronic support groups (Khayat, 2023, p.83).

Methodology:

This study is descriptive study that aims to describe and analyze the reality of social workers' perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities. The study relied on a comprehensive social survey methodology targeting social workers in comprehensive integration schools at various educational levels.

Study Hypotheses:

1)It is expected that the level of social workers' perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities will be high. This hypothesis can be tested through the following dimensions: (perceptions in the study stage - diagnosis stage perceptions - treatment stage perceptions - follow-up stage perceptions - and evaluation stage perceptions).

2)There are no statistically significant differences between the responses of social workers according to some demographic variables (gender/type of schools) regarding their determination of the level of social workers' perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities.
3)There is no statistically significant difference between the responses of social workers according to some demographic variables (age / educational qualification / educational stage / years of experience) regarding their determination of the level of social workers' perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities.

Study Tools:

The data collection tools were as follows:
1)Initial data sheet for social workers (prepared by the researcher), which included the following variables (gender, age, educational qualification, type of schools, educational stage, number of years of experience).
2)A Questionnaire for social workers on their perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities:
A- The researcher designed a questionnaire for social workers based on the theoretical literature guiding the study, as well as previous studies related to the research issue.
B-The questionnaire included the following dimensions: (study stage perceptions, diagnosis stage perceptions, treatment stage perceptions, follow-up stage perceptions, and evaluation stage perceptions).
C- The items for each dimension were formulated, which amounted totaling (40) items, (8) items for each dimension.
D- The questionnaire was based on a three-point Likert scale. The response options for each item statement were: Yes (3 points), Somewhat (2 points), No (1 points).
E- Determining the levels of arithmetic averages for the study dimensions:
To determine the levels of the dimensions the arithmetic mean was calculated. Data were coded and entered into the computer. The length of the scale cells (lower and upper limits), was determined using the formula:

- Range = largest value - smallest value = 3 – 1 = 2

This range was divided by the number of cells of the scale (3) to obtain the corrected cell length:

- Corrected cell length = 2 ÷ 3 = 0.67

This value was then added sequentially to the lowest value on the scale, which is the correct one, to determine the upper limit of this cell, as follows:

Table(1) shows the levels of arithmetic averages for the study dimensions.

Values	The level
If the average value of the phrase or dimension ranges from 1 to 1.67	Low level
If the average value of the phrase or dimension ranges from 1.68 to 2.34	Medium Level
f the average value of the phrase or dimension ranges from 2.35 to 3	High Level

F-The researcher relied on content validity (logical validity) of the questionnaire for social workers. The researcher reviewed the literature, theoretical frameworks, scientific books, studies and previous research that addressed the dimensions of the study. This theoretical literature was analyzed to identify the various dimensions and the items associated with these dimensions that are relevant to the study problem. The questionnaire was then presented to (5) referees from the faculty members specializing in case work at the Faculties of Social work at Aswan University and Helwan University to obtain their opinions on the validity and reliability of the questionnaire. Accordingly, the questionnaire was formulated in its final version, and its results can be relied upon to achieve the study objectives and test the validity of its hypotheses.

G-To calculate the internal consistency validity of the social workers questionnaire, the researcher calculated the correlation coefficient of each dimension in the tool with the other dimensions, as well as the correlation coefficient of each dimension with the total score of the questionnaire (i.e. the matrix of correlational relationships between the dimensions). This was done by applying the questionnaire to a sample of (10) social workers (outside the framework of the study population) during the initial application. The results showed statistical significance at recognized levels of significance, indicating that the validity coefficient is acceptable as follows:

Table (2) shows the internal consistency between the dimensions of the social workers' questionnaire and the score of the tool as a whole. N = (10)

Dimensions / Dimensions		Study stage	Diagnostic stage	Treatment stage	Follow-up stage	Evaluation stage	Dimensions as a whole
Social workers (N=10)	Study stage perceptions	1					
	Diagnosis stage perceptions	**0.856	1				
	Treatment stage perceptions	**0.815	**0.900	1			
	Follow-up stage perceptions	*0.679	**0.797	**0.838	1		
	Evaluation stage perceptions	**0.791	**0.878	**0.789	**0.854	1	
	Perceptions as a whole	**0.892	**0.956	**0.938	**0.905	**0.934	1

** Significant at (0.01) * Significant at (0.05)

Table (2) shows that there is a statistically significant direct relationship at the significance level of (0.01) and (0.05) between the dimensions of the social works' questionnaire both for each dimension separately and for all dimensions collectively. This indicates the significance of the reciprocal relationships between the dimensions themselves, as well as between each dimension and the total score of the questionnaire. Thus, the level of confidence in the questionnaire and the reliability of its results are achieved.

H- The researcher relied on the test-retest method (Test. R. Test) to calculate the reliability of the social workers' questionnaire, using a sample of (10) social workers (outside the study community). The application was repeated on the same sample after a time interval of (15) days from the date of the first application Pearson's correlation coefficient was then calculated, and the results showed that the reliability coefficients for the dimensions indicate a high degree of reliability, as follows:

Table (3) shows the results of the reliability of the social workers' questionnaire (N=10)

Dimensions	Study stage perceptions	Diagnosis stage perceptions	Treatment stage perceptions	Follow-up stage perceptions	Evaluation stage perceptions	Dimensions as a whole
Correlation coefficient	0.836	0.927	0.934	0.912	0.967	0.982
Significance	**	**	**	**	**	**
Correlation coefficient strength	Strong direct correlation	Strong direct correlation	Strong direct correlation	Strong direct correlation	Strong direct correlation	Strong direct correlation
Degree of stability	High degree of stability	High degree of stability	High degree of stability	High degree of stability	High degree of stability	High degree of stability

** Significant at (0.01) * Significant at (0.05)

Table (3) shows that there is a statistically significant direct relationship at the (0.01) significance level between the results of the first and second applications of the social workers' questionnaire. This means that there are no significant differences between the two applications, and the stability coefficients of the dimensions reflect a high degree of stability. Therefore, the tool can be relied upon, and it has reached its final form.

Statistical Analysis Methods:

The data was collected and processed using a computer with the Statistical Package for the Social Sciences (SPSS, V.24.0). The following statistical methods were applied: frequencies, percentages, arithmetic mean, standard deviation, range, Pearson correlation coefficient, t-test for two independent samples, and one-way analysis of variance to determine the variance between groups.

Field of Study:

1)Place field: Comprehensive integration of schools across the various educational stages (primary, preparatory, secondary) in Aswan.

2) Human field: A comprehensive social survey of social workers, a total of (173), in addition to a sample of (10) social workers used to conduct validity and reliability tests.

3) Time field: From February 2, 2025, to April 10, 2025.

Field Study Results:

First: Description of the Social Workers in the Study Sample

Table(4) shows the description of social workers in the study sample (N=173)

Gender	Number	%	Type of schools	Number	%
Male	19	11	Public schools	111	64.2
Female	154	89	Private schools	62	35.8
Total	173	100	Total	173	100
Age	Number	%	Number of years of experience	Number	%
From 30 years to less than 40 years	80	46.2	From 5 years to less than 10 years	99	57.2
From 40 years to less than 50 years	60	34.7	From 10 years to less than 15 years	55	31.8
From 50 years to less than 60 years	33	19.1	From 15 years to less than 20 years	19	11
Total	173	100	Total	173	100
arithmetic mean	42		arithmetic mean	10	
arithmetic mean	8		arithmetic mean	3	
Educational qualification	Number	%	Educational stage	Number	%
Bachelor of Social Work	74	42.8	Primary stage	83	48
Postgraduate Diploma in Social Work	53	30.6	Preparatory stage	59	34.1
Master of Social Work	36	20.8	Secondary stage	31	17.9
PhD in Social Work	10	5.8			
Total	173	100	Total	173	100

Table (4) indicates the following:

- The majority of social workers are female (89%), while male social workers represent (11%).
- The largest percentage of social workers is in the age group (from 30 years to less than 40 years) at (46.2%), followed by the age group (from 40 years to less than 50 years) at (34.7%), and finally the age group (from 50 years to less than 60 years) at (19.1%). The average age of social workers is (42) years, with a standard deviation of approximately (8) years.
- The largest percentage of social workers hold a Bachelor's degree in Social Work (42.8%), followed by a Postgraduate Diploma in Social Work (30.6%), then a Master's degree in Social Work (20.8%), and finally a Doctorate in Social Work (5.8%).

- The largest percentage of social workers with years of experience is in the category (from 5 years to less than 10 years) at (57.2%), followed by the category (from 10 years to less than 15 years) at (31.8%), and finally the category (from 15 years to less than 20 years) at (11%). The average number of years of experience of social workers in the field of disability is (10) years, with a standard deviation of approximately (3) years.
- The largest percentage of social workers work in government schools (64.2%), followed by private schools (35.8%).
- The largest percentage of social workers work in the primary stage (48%), followed by the preparatory stage (34.1%), and finally the secondary stage (17.9%).

Second: Social workers' perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities

1) Study stage perceptions:-

Table (5) shows the study stage perceptions

Phrases		Arithmetic mean	Standard deviation	Level	Arrangement
Social workers (N=173)	Provides accurate information about the problems faced by students with disabilities.	2.55	0.64	High	6
	Helps in making appropriate career decisions.	2.61	0.52	High	4
	Maintains the privacy of students with disabilities.	2.62	0.6	High	3
	Contribute to the development of the study stage.	2.76	0.56	High	1
	Helps analyze social data on cases of students with disabilities	2.71	0.51	High	2
	It saves effort in performing routine tasks for social workers.	2.5	0.65	High	8
	Contribute to improving the quality of social research.	2.58	0.63	High	5
	Helps identify trends in social problems that are difficult to detect using traditional methods.	2.54	0.61	High	7
Study stage perceptions as a whole		2.61	0.22	High level	

Table (5) indicates that the level of social workers' perceptions of using artificial intelligence tools in the study stage with cases of students with disabilities is high, as the arithmetic mean reached (2.61) The indicators of this, according to the order of the arithmetic mean, are as follows:

- The first order contributes to the development of the study stage, with an arithmetic mean of (2.76).
- The second order helps in analyzing the social data of cases of students with disabilities, with an arithmetic mean of (2.71).
- The third order maintains the privacy of cases of students with disabilities, with an arithmetic mean of (2.62).
- Finally, the eighth order saves effort in implementing routine tasks for social workers, with an arithmetic mean of (2.5).

2) Diagnostic stage perceptions:-

Table (6) shows the diagnostic stage perceptions

Phrases		Arithmetic mean	Standard deviation	Level	Arrangement
Social workers (N=173)	Increases the accuracy of professional diagnosis.	2.47	0.66	High	6
	Leads to an objective diagnosis.	2.43	0.68	High	7
	Improve the effectiveness of the social worker in the professional diagnosis stage.	2.55	0.66	High	1
	A valuable tool in the work of the social worker during the professional diagnosis stage.	2.51	0.65	High	2
	Provides valuable diagnostic information to social workers.	2.48	0.62	High	5
	Helps reduce human bias.	2.49	0.68	High	4
	Helps diagnose potential problems for students with disabilities more quickly.	2.5	0.68	High	3
	Contributes to improving communication between social workers and cases of students with disabilities.	2.28	0.71	Middle	8
Diagnostic stage perceptions as a whole		2.46	0.26	High level	

Table (6) indicates that the level of social workers' perceptions of using artificial intelligence tools in the diagnosis stage with cases of students with disabilities is high, as the arithmetic mean reached (2.46). The indicators of this, according to the order of the arithmetic mean, are as follows:

- The first order improves the effectiveness of the social worker in the professional diagnosis stage, with an arithmetic mean of (2.55).
- The second order is a valuable tool in the work of the social worker in the professional diagnosis stage, with an arithmetic mean of (2.51).
- The third order helps in diagnosing potential problems for students with disabilities more quickly, with an arithmetic mean of (2.5).
- Finally, the eighth order contributes to improving communication between social workers and cases of students with disabilities during the professional diagnosis process, with an arithmetic mean of (2.28).

3) Treatment stage perceptions:-

Table (7) shows the treatment stage perceptions

Phrases		Arithmetic mean	Standard deviation	Level	Arrangement
Social workers (N=173)	Improves the efficiency of occupational therapy.	2.69	0.55	High	1
	Contributes to providing innovative treatment methods for professional challenges.	2.57	0.6	High	2
	Suggests appropriate treatment models for each problem with cases of students with disabilities.	2.5	0.62	High	3
	Helps in making appropriate decisions when planning occupational therapy.	2.47	0.69	High	5
	Helps in making appropriate decisions during occupational therapy implementation.	2.44	0.69	High	6
	Improve the quality of services provided to students disabilities.	2.5	0.66	High	4

Phrases		Arithmetic mean	Standard deviation	Level	Arrangement
	Facilitates the selection of appropriate treatment techniques.	2.4	0.7	High	8
	Helps social workers focus on the more complex aspects of students with disabilities in occupational therapy.	2.44	0.72	High	7
Treatment stage perceptions as a whole		2.5	0.26	High level	

Table (7) indicates that the level of social workers' perceptions of using artificial intelligence tools in the treatment stage with cases of students with disabilities is high, as the arithmetic mean reached (2.5). The indicators of this, according to the order of the arithmetic mean, are as follows:

- The first order improves the efficiency of occupational therapy, with an arithmetic mean of (2.69).
- The second order contributes to providing innovative treatment methods for occupational challenges, with an arithmetic mean of (2.57).
- The third order suggests appropriate treatment models for each problem with cases of students with disabilities, with an arithmetic mean (2.5).
- Finally, the eighth order facilitates the selection of appropriate treatment techniques, with an arithmetic mean of (2.4).

4) Follow-up stage Perceptions:-

Table (8) shows the follow-up stage perceptions

Phrases		Arithmetic mean	Standard deviation	Level	Arrangement
Social workers (N=173)	Reduces the time spent preparing professional follow-up reports.	2.5	0.64	High	4
	Increases the efficiency of the professional follow-up process for cases of students with disabilities.	2.47	0.73	High	6
	It saves effort in analyzing professional follow-up data on cases of students with disabilities.	2.43	0.68	High	7

Phrases		Arithmetic mean	Standard deviation	Level	Arrangement
	Contributes to providing accurate professional follow-up reports for cases of students with disabilities.	2.54	0.61	High	2
	Helps track the progress of students with disabilities more effectively.	2.6	0.59	High	1
	Helps customize follow-up plans to better suit the needs of students with disabilities.	2.51	0.61	High	3
	Reduces errors made by social workers during the professional follow-up process for cases of students with disabilities.	2.5	0.65	High	5
	Helps allocate time better for students with disabilities who need extra support.	2.25	0.72	Middle	8
Follow-up stage perceptions as a whole		2.48	0.22	High level	

Table (8) indicates that the level of social workers' perceptions of using artificial intelligence tools in the follow-up stage with cases of students with disabilities is high, as the arithmetic mean reached (2.48). The indicators of this, according to the order of the arithmetic mean, are as follows:

- The first order helps in tracking the progress achieved for cases of students with disabilities more effectively, with an arithmetic mean of (2.6)
- The second order contributes to providing professional follow-up reports for cases of students with disabilities accurately, with an arithmetic mean of (2.54).
- The third order helps in allocating follow-up plans to better suit the needs of cases of students with disabilities, with an arithmetic mean of (2.51).
- Finally, the eighth order helps in allocating time better for cases of students with disabilities who need additional support, with an arithmetic mean of (2.25).

5) Evaluation stage perceptions:-

Table (9) shows the evaluation stage perceptions

Phrases		Arithmetic mean	Standard deviation	Level	Arrangement
Social workers (N=173)	Helps better understand the needs of students with disabilities.	2.48	0.65	High	5
	Increases the efficiency of the professional evaluation process.	2.68	0.57	High	3
	Helps evaluate the stages of professional intervention.	2.68	0.56	High	2
	Accelerates the process of analyzing data related to cases of students with disabilities.	2.5	0.63	High	4
	Provides objective recommendations for appropriate professional interventions.	2.44	0.68	High	7
	Helps identify strengths and weaknesses more comprehensively.	2.47	0.69	High	6
	Makes the professional assessment process for students with disabilities more modern.	2.82	0.39	High	1
	Helps in making more effective career decisions with various cases of students with disabilities.	2.43	0.68	High	8
Evaluation stage perceptions as a whole		2.56	0.21	High level	

Table (9) indicates that the level of social workers' perceptions of using artificial intelligence tools in the evaluation stage with cases of students with disabilities is high, as the arithmetic mean reached (2.56). The indicators of this, according to the order of the arithmetic mean, are as follows:

- The first order makes the professional evaluation process for cases of students with disabilities more modern, with an arithmetic mean of (2.82).

- The second order helps in evaluating the stages of professional intervention, with an arithmetic mean (2.68) and a standard deviation of (0.56).
- The third order increases the efficiency of the professional evaluation process, with an arithmetic mean of (2.68) and a standard deviation of (0.57).
- Finally, the eighth order helps in making more effective professional decisions with various cases of students with disabilities, with an arithmetic mean of (2.43).

Third: Study Hypotheses Test

1) Testing the first hypothesis of the study: It is expected that the level of social workers' perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities will be high.

Table (10) shows the level of social workers' perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities as a whole.

Dimensions		Arithmetic mean	Standard deviation	Level	Arrangement
Social workers (N=173)	Study stage Perceptions	2.61	0.22	High	1
	Diagnosis stage Perceptions	2.46	0.26	High	5
	Treatment stage Perceptions	2.5	0.26	High	3
	Follow-up stage Perceptions	2.48	0.22	High	4
	Evaluation stage Perceptions	2.56	0.21	High	2
Perceptions as a whole		2.52	0.1	High level	

Table (10) indicates that the level of social workers' perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities as a whole is high, as the arithmetic mean reached (2.52), and the indicators of that, according to the order of the arithmetic mean, are as follows:

- First place: Social workers' perceptions of using artificial intelligence tools in the study stage, with an arithmetic mean of (2.61), indicating a high level.
- Second place: Perceptions in the evaluation stage, with an arithmetic mean of (2.56), also indicating a high level.
- Third place: Perceptions in the treatment stage, with an arithmetic mean of (2.5), representing a high level.
- Fourth place: Perceptions in the follow-up stage, with an arithmetic mean of (2.48), indicating a high level.

- Fifth place: Perceptions in the diagnostic stage, with an arithmetic mean of (2.46), reflecting a high level.

These results support the acceptance of the study's first hypothesis, which states: It is expected that the level of social workers' perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities will be high.

2) Testing the Second Hypothesis of the Study: There are no statistically significant differences between the responses of social workers according to certain demographic variables (gender and type of schools) regarding their perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities.

Table (11) shows the significance of the differences between the responses of workers according to some demographic variables (gender/type of schools) with regard to the level of social specialists' perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities (N=173)

Dimensions	Research community		(N)	arithmetic mean	standard deviation	T value	Moral Sig	significance
Perceptions as a whole	Gender	Male	19	2.49	0.09	-1.588	0.114	Not significant
		Female	154	2.53	0.1			
	Type of schools	Public schools	111	2.53	0.1	1.206	0.229	Not significant
		Private schools	62	2.51	0.09			

Table (11) shows that:

- There are no statistically significant differences between the responses of social workers according to gender (male/female) with regard to the level of social workers' perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities.
- There are no statistically significant differences between the responses of social workers according to the type of schools (government schools / private schools) with regard to the level of social workers' perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities.

This leads us to accept the second hypothesis of the study, which states: There are no statistically significant differences between the responses of social workers according to some demographic variables (gender/type of schools) with regard to the level of social workers' perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities.

3) Testing the third hypothesis of the study:
There is no statistically significant difference between the responses of social workers according to some demographic variables (age / educational qualification / educational stage / experience) with regard to the level of social workers' perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities.

Table (12) shows the analysis of variance for the level of social workers' perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities according to the responses of social workers based on some demographic variables (age / educational qualification / educational stage / years of experience) (N=173)

Dimensions	Research community		(N)	arithmetic mean	standard deviation	F value	Moral Sig	significance
Perceptions as a whole	age	From 30 years to less than 40 years	80	2.52	0.1	0.251	0.778	Not significant
		From 40 years to less than 50 years	60	2.53	0.1			
		From 50 years to less than 60 years	33	2.53	0.09			
	educational qualification	Bachelor of Social Work	74	2.52	0.1	0.339	0.797	Not significant
		Postgraduate Diploma in Social Work	53	2.53	0.08			
		Master of Social Work	36	2.52	0.11			
		PhD in Social Work	10	2.51	0.1			
	educational stage	Primary stage	83	2.5	0.1	2.915	0.057	Not significant
		Preparatory stage	59	2.54	0.1			
		Secondary stage	31	2.53	0.07			
	years of experience	From 5 years to less than 10 years	99	2.52	0.1	0.541	0.583	Not significant
		From 10 years to less than 15 years	55	2.53	0.1			
		From 15 years to less than 20 years	19	2.53	0.09			

Table (12) shows that: - There is no statistically significant difference between the responses of social workers according to age (age from 30 years to less than 40 years / from 40 years to less than 50 years / from 50 years to less than 60 years) with regard to the level of social workers' perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities.

- There is no statistically significant difference between the responses of social workers according to academic qualification (Bachelor's degree in Social Work / Postgraduate Diploma in Social Work / Master's degree in Social Work / Doctorate in Social Work) with regard to the level of social workers' perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities.
- There is no statistically significant difference between the responses of social workers according to the educational stage (primary / preparatory / secondary) with regard to the level of social workers' perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities.
- There is no statistically significant difference between the responses of social workers according to years of experience categories (from 5 years to less than 10 years / from 10 years to less than 15 years / from 15 years to less than 20 years) with regard to the level of social workers' perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities.

This leads us to accept the third hypothesis of the study, which states: There is no statistically significant difference between the responses of social workers according to some demographic variables (age /educational qualifications/educational stage/experience) with regard to the level of social workers' perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities.

Discussion:

- The results of the current study showed that the level of social workers' perceptions of using artificial intelligence tools in professional interventions with cases of students with disabilities as a whole is high. This is consistent with the results of previous studies such as Chan & Li (2023), Ahmed & Allam (2024), Ali & Mohamed (2024), Baker & Wilson (2024), and Johnson & Martinez (2025). Perhaps this high level is due to increased awareness among social workers of the possibilities and capabilities of AI tools.

- The results of the current study showed that the largest percentage of social workers work in public schools. This may be due to the fact that public schools are usually more numerous and have a larger number of students compared to private schools.
- The results of the current study showed that the largest percentage of social workers work in the primary stage. This may be because this stage requires intensive social support, as students may face challenges that require direct intervention from social workers.
- The results of the current study showed that the level of social workers' perceptions towards the use of artificial intelligence tools in the stages of (study - diagnosis - treatment - follow-up - evaluation) with cases of students with disabilities is high. This may be due to the ability of AI tools to analyze data quickly and accurately, which contributes to accelerating the diagnosis process, as well as providing innovative treatment methods and customizing treatment plans based on the needs of each case. This, in turn, enhances the effectiveness of professional interventions. AI tool also help social workers track the progress of cases of students with disabilities more effectively, making the professional evaluation process more modern and efficient.
- The results of the current study indicated that there were no statistically significant differences between the responses of social workers according to (age groups / educational qualifications / educational stage / years of experience groups), which reflects a degree of agreement among social workers regarding the level of their perceptions of the use of AI tools in this context. This may suggest a general trend among social workers in favor of integrating AI tools in their work with cases of students with disabilities.
- The results of the current study showed that there were no statistically significant differences between the responses of social workers according to (gender / type of schools), which indicates that male and female social workers have similar levels of perception, and indicates that social workers in different types of schools have similar views.
- The current study demonstrated that e-therapy, as a theoretical approach, is a modern model in casework. It contributes to shaping social workers perceptions towards the use of AI tools in professional interventions. It also enhances the effectiveness of professional interventions with cases of students with disabilities by providing innovative solutions and customized strategies for each case. In addition, it can contribute to reducing traditional challenges, enhancing services quality and supporting the achievement the goals of professional intervention more efficiently.

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