

# **Effectiveness of the Task-Centered Model in Developing Independent Living Skills for Foundlings Adolescents Groups**

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**Abstract:** The study aims to test the effectiveness of the Task-Centered Model in developing independent living skills for Foundlings Adolescents groups. It focuses on four basic cognitive skills for independent living: the skill of determining goals, the skill of making decisions, the skill of managing social relationships, and the skill of negotiation. The study relied on the experimental method, specifically the single-group design with pre- and post-testing. The size of the experimental group was (11) members. To prove the validity of the study hypotheses, a professional intervention program based on the methods of the Task-Centered Model was implemented. Changes in the experimental group were tracked through pre- and post-measurement using the Independent Living Skills Scale. The results of the study confirmed the effectiveness of the Task-Centered Model in developing independent living skills for Foundlings Adolescents groups.

**Keywords:** Task-Centered Model, Independent Living Skills, Foundling Adolescents.

## Introduction:

Foundlings are considered one of the most important groups that require special care, as this group may deviate if they lose care, a suitable family environment, suffer emotional deprivation, and experience the absence of a reference framework that leads them to deviate from normal social behavior. (Attia, 2016, p. 2)

Therefore, it is necessary to help foundlings identify their needs and assist them in fulfilling these needs, whether material or emotional, through institutions or by developing their personalities and addressing the gaps and negatives resulting from the issue of unknown parentage and living in care institutions. This includes equipping them with the necessary skills, focusing on training and education programs, and providing them with the resources to facilitate their relationships and achieve their goals independently (Ghobari, 2015, p. 247). Moreover, Bank's study (2019) recommended that adequate social support should be provided to children in orphanages to achieve the required effectiveness in addressing the behavioral and social problems they face due to deprivation of parental care.

Despite the efforts made in this field, numerous studies have confirmed that foundlings suffer from various problems, most of which are related to social adjustment and adaptation issues after

leaving the care institution. Al-Qalahwatiyah's study (2017) confirmed that groups deprived of family care exhibit behavioral patterns reflecting rebellion and a sense of societal rejection, an inability to adapt to new environments, and dissatisfaction. Additionally Al-Sayyabiyah's study (2024) highlighted the problems faced by foundlings and proposed solutions. It pointed out that this group suffers from several issues, including weak social relationships, marginalization, and being looked down upon, which affects their level of independence outside the framework of care institutions. Al-Mahdi's study (2016) aimed to determine the relationship between life pressures faced by adolescent graduates of orphanages and their social adjustment. The study's results revealed an inverse relationship between life pressures experienced by orphanage graduates and their social adjustment, both in the workplace and with those around them.

Many studies have indicated a lack of independent living skills among this group, including Al-Dhafiri's study (2018), which showed that this stage is characterized by emotional tension, and that anxiety and stress are common due to the different nature of their social life. They need to develop self-reliance and the ability to manage life independently, which helps them develop themselves, make decisions, solve problems, manage time, take responsibility, and deal with others. Al-Shafei's study (2020) confirmed that adolescents lack the skills of independence, self-awareness, self-regulation, and overcoming obstacles. Al-Ashram's study (2021) confirmed that adolescents suffer from a problem with independence and performing self-care skills; therefore, efforts must be made to improve independent living skills through appropriate training. Mahmoud's study (2024) also emphasized the importance of this group's lack of independence skills and indicated the importance of independent living skills in improving independent behavior.

As a result of the challenges faced by this group, it is necessary to provide them with practical experiences that teach life skills for independence through a structured routine, focusing on modifying negative and unacceptable behaviors. Acquiring these skills helps them participate in community activities and enhances their independence based on a set of positive behavioral practices. (Abdul Hamid, 2019, p. 59). Independent living skills are considered one of the adaptive skills that help this group live independently (Pugliese et al., 2015, p. 42). The importance of these skills has become clear based on the findings of Ibrahim's study (2023), which highlighted the

social repercussions faced by foundlings outside the care institution framework. The study found that most of them are subjected to social stigma and exclusion. These repercussions are manifested in their inability to easily adapt to those around them due to lack of acceptance, stigma, and disdain; feelings of alienation and social isolation; lack of sense of social stability due to the loss of family environment and social relationships; and an inability to gain the necessary life experience for future daily interactions. In addition, they suffer from anxiety, fear, aggression, inadequacy, and lack of self-confidence.

Independent living skills are very important in every person's life, whether they have a disorder or not. Humans learn these skills at the beginning of their lives through the family, especially the father and mother, and then from the rest of the members of their society later on. (Al-Khalidi, 2015, p. 13). As for foundlings, these skills are considered essential, regardless of their personal abilities. They need these skills more than others because learning them helps them acquire many qualities they lack due to not growing up in a natural family.

According to the study by Ambit et al. (2019), independent living skills encompass various levels of basic skills, including personal hygiene, dietary habits, trips and transportation, new learning, money management, home independence, future planning, and leisure. These skills also include a diverse set of behaviors related to maintaining safety, personal management, household management, mobility, community skills, cooking, health skills, communication skills, healthy lifestyle habits, learning skills, professional skills, and personal skills.

Where the individual is in continuous need of relying on themselves and taking responsibility for their actions and decisions in managing their life affairs without depending on others around them, to have their own opinions and an independent personality (Peter et al., 2020, p. 256). The results of Mesbah's study (2018) also clarified that autonomy enables the individual to rely on themselves in satisfying their needs related to eating, drinking, dressing, undressing, personal hygiene, and using the bathroom without assistance from others, as well as protecting themselves from risks and taking responsibility as much as possible.

Independent living skills encompass a wide range of behaviors that allow a person to function independently in their environment and are essential for successfully performing daily life tasks (Kenworthy et al., 2010, p. 416).

The study by Erol (2008) attributed the emergence of many emotional, behavioral, and social problems faced by children in care institutions to the low level of care, neglect, and poor treatment. The study emphasized the need to develop care models, routine mental health screening, professional training, and improvement of provided services.

The group work method can address this type of problem, as it has several professional models, including the task-centered model. This model assumes that psychological and social problems express something a group member wants but lacks, whether tangible or complex. The only way to obtain it is for the individual to take action or do something to acquire it (Mankarios, 2009, p. 119).

The study by Mas'oud (2024) indicated the effectiveness of a professional intervention program using group work in achieving social security for children of unknown parentage. The study found a statistically significant positive relationship between professional intervention through group work and achieving social security for these foundlings. Additionally, Abdullah's study (2014) addressed the social problems faced by foundling children that can be tackled by group work. The study's findings revealed that the most significant problems they face include weak social relationships. Furthermore, the study highlighted that the most effective group programs in alleviating social problems include art activities and religious activities, while also identifying the challenges facing the implementation of group programs in orphan care institutions.

The task-centered model is a practice method that emphasizes brief professional intervention and empowers the client to solve their problems within a specific timeframe (Beckett, 2006, p. 102). The model has its logical justifications in practice, as it is characterized by realism and objectivity. In addition to the research and studies that have used this model in group work, the results have been favorable in addressing the problems of group members. Moreover, the model's flexibility helps practitioners address the key factors and variables that play a crucial role in supporting and empowering individuals and their environment (Mohamed, 2024, p. 116).

From the previous discussion, it is clear that developing independent living skills for foundling adolescents is crucial due to the problems they face, including weak social relationships with others outside the care institution, difficulty in setting personal goals, and challenges in decision-making and negotiation. These problems are related to the nature of social upbringing that tries to compensate for the absence of a natural family.

Based on the above and the findings of previous research and studies, the research problem can be formulated to answer the following question: Does practicing the task-centered model in group work lead to the development of independent living skills for founding adolescents?

### **Study Objectives:**

Testing the effectiveness of task-centered model in developing independent living skills among foundling adolescents. This goal is derived from the following sub-objectives:

1. Testing the effectiveness of the task-centered model in developing decision-making skills among foundling adolescents.
2. Testing the effectiveness of the task-centered model in developing goal-setting skills among foundling adolescents.
3. Testing the effectiveness of the task-centered model in developing social relationship management skills among foundling adolescents.
4. Testing the effectiveness of the task-centered model in developing negotiation skills among foundling adolescents.

### **Study Hypotheses:**

There are statistically significant differences between the mean scores of the experimental group members on the independent living skills scale before and after implementing the professional intervention program, in favor of the post-measurement. The validity of the main hypothesis of the study can be tested through the following sub-hypotheses:

1. There are statistically significant differences between the mean scores of the experimental group members on the decision-making skill dimension before and after the professional intervention program, in favor of the post-measurement.
2. There are statistically significant differences between the mean scores of the experimental group members on the goal-setting skill dimension before and after practicing the professional intervention program, in favor of the post-measurement.

3. There are statistically significant differences between the mean scores of the experimental group members on the social relationship management skill dimension before and after practicing the professional intervention program, in favor of the post-measurement.

4. There are statistically significant differences between the mean scores of the experimental group members on the negotiation skill dimension before and after practicing the professional intervention program, in favor of the post-measurement.

### **Study Concepts:**

#### **(A) The Concept of Independent Living Skills:**

Independent living skills are defined in various ways, including the following:

- They are skills necessary for successful and productive participation in a variety of activities without caregiver guidance. (Taylor et al., 2014)
- They refer to a person's ability to perform the required tasks and functions needed for daily, community, and professional life, enabling them to live independently within the society they live in, whether outside or within the framework of a care institution (Bashar et al., 2021, p. 590).
- They reflect an individual's ability to choose and control the support they need in daily life, with any assistance being built around their personal choices and aspirations (Duggan & Linehan, 2013, p. 200).
- They also include the skills individuals use in self-care and, at times, in interacting with others (Fletcher, 2007, p. 621).

#### **Operational Definition of Independent Living Skills:**

They are the ability of foundling adolescents to rely on themselves in performing basic life skills, along with their ability to carry out general functions related to daily living. These skills include goalsetting, decision-making, social relationship management, and negotiation.

#### **Theoretical Guidelines of the Research (Task-Centered Model):**

The current study relied on the task-centered model as its theoretical framework, as it is one of the interventionist therapeutic practices in social work, designed to help clients through collaboration between them and specialists, to work together on achievable and measurable goals and tasks. These tasks are implemented over a period of 8-12 sessions. The model's effectiveness has been proven with individuals, families, and groups, confirming the wide range of



interventionist practice using this model. The task-centered model is based on the principle of flexible treatment, using and selecting different therapeutic methods, tailored to the nature of the problem (Mark & Peter, 2002, p. 152). It was designed to be open and versatile for systems of practice, as it did not rely on a specific theory or a fixed set of therapeutic intervention methods (Albert & Kenneth, 2006, p. 195).

The model does not seek to find the roots of the problem but rather looks for the obstacles that contribute to maintaining the problem in existence. Therefore, the focus is primarily on what is present in the current time (Abdel-Majid et al., 2008, p. 186).

### **Justifications for Choosing the Task-Centered Model in the Current Study:**

- The goal of the current study is to develop independent living skills, which falls within the classifications of areas that the model addresses. It deals with problems such as social relationship difficulties, inability to interact with others, excessive dependence, or lack of self-confidence —factors that place adolescents of unknown parentage under pressure due to separation from the institution.
- The task-centered model focuses on the importance of building interventions and reducing the consequences of specific problems faced by foundling adolescents. Therefore, reducing the impact of dependency issues within the institution is a short-term goal of the professional intervention process. As such, the task-centered model aligns with the objectives of the study.
- The model does not focus on the distant and historical origins of the problem when dealing with foundling adolescents regarding weak independent living skills. Instead, it targets the factors that currently cause this problem. Therefore, using the task-centered model is advantageous for addressing issues of weak independent living skills, as the problem faced by these adolescents is current, not historical.

### **Professional Intervention Program:**

#### **Objectives of the Professional Intervention Program:**

The general objective of the program is to develop independent living skills among groups of foundling adolescents.

#### **Bases for Building the Program:**

These are determined by planning the tasks that each member within the experimental group will perform, ensuring that the content of the tasks aligns with the goal of the current study. The program's activities are determined in accordance with the interests,

needs, and desires of the group members. The nature of the tasks is tailored to fit the available resources, and the assigned tasks are diverse and directed towards achieving the goal.

### **Activities of the Professional Intervention Program:**

The researcher implemented 16 activities with the experimental group, during the period of the experiment and professional intervention, which lasted for two and a half months. These activities included various types of individual and group tasks, general tasks, and procedural tasks, all aimed at developing independent living skills among the participants.

Technical methods in the Professional Intervention Program:

**Interpretation:** To deepen the members' understanding of the situation that needs to be changed and clarify the goal of developing independent living skills.

**Homework:** Members are assigned to perform the skills practiced during the therapy sessions as homework. They are encouraged to apply these skills in real-life situations through specific tasks.

**Encouragement:** Using phrases of approval and appreciation for the skills members execute and practice, or tasks assigned to them.

**Guidance:** Explaining how to perform tasks and assisting members in making decisions about the skills being developed.

**Education:** Using video and audio recordings to explain the tasks to be performed. This also includes the use of psychodrama to enact roles and tasks.

**Role-playing:** Engaging members in playing roles that allow members to practice the behaviors necessary for skill development.

**Modeling:** Displaying positive behavior models that demonstrate a significant and acceptable level of independent living skills to teach members.

Tools Used in the Professional Intervention Program:

- Professional interviews (both individual and group formats)
- Regular meetings with members of the experimental group
- Analysis of periodic reports
- Simple observation

### **Methodology**

This study follows a quasi-experimental research design, aiming to measure the impact of professional intervention in social work. It focuses on testing the effect of the relationship between two variables: the independent variable, which is the task-centered model, and the dependent variable, which is the independent living skills for founding adolescents.

The experimental approach was applied, using a single-group design with pre-test and post-test measure for the experimental group.

### Study Tool:

The study utilized the Independent Living Skills Scale (developed by the researcher) to measure the dependent variable.

The scale was prepared through the following steps:

**a- Determining the Dimensions of the scale:**

The main dimensions of the scale were identified, and its variables were determined in four skills, decision-making skill, goal-setting skill, social relationship management skill, and negotiation skill. The total number of scale items was 52, distributed as follows: goal-setting skill (13 items), decision-making skill (13 items), social relationship management skill (13 items), and negotiation skill (13 items).

**b- The Validity of the Scale:**

The validity of the scale was verified by consulting arbitrators. The tool was presented to 4 arbitrators to assess its validity. Some items were modified, and others were rephrased. Based on their feedback, the tool was finalized. The total number of scale items after validation reached (43) items, including (9 negative items and 34 positive items, distributed as follows: goal-setting skill (11 items), decision-making skill (11 items), social relationship management skill (11 items), and negotiation skill (10 items).

The internal consistency validity of the scale was also verified by applying it to a sample of 6 individuals with characteristics similar to the study population but outside the experimental group framework. It was found that the sub-dimensions were correlated with the scale as a whole.

**Table No. (1) Internal Consistency Validity (correlation coefficients between the total scores of the sub-dimensions of the scale and the total score). (n=6)**

Scale dimensions	Correlation coefficient	Significance
Goal-Setting Skill	**0.805	0.00
Decision-Making Skill	**0.917	0.00
Social Relationship Management Skill	**0.755	0.00
Negotiation Skill	**0.819	0.00

### c- Scale Reliability

The reliability of the scale was calculated using the test-retest method. The scale was administered to a sample of 6 individuals with similar characteristics to the study population and outside the experimental group framework. It was re-administered to the same individuals after 15 days. The results confirmed that the scale has a high degree of reliability and accuracy, making its results trustworthy.

**Table No. (2) Values of scale reliability results (n=6)**

Scale dimensions	Pearson Correlation
Goal-Setting Skill	**0.874
Decision-Making Skill	**0.865
Social Relationship Management Skill	**0.927
Negotiation Skill	**0.879
<b>The scale as a whole</b>	<b>**0.908</b>

### Sample

A- The professional intervention program was applied to foundling adolescents at Dar Ahbab Al-Rahman, affiliated with the Ahbab Al-Rahman Association in Giza, Kerdasa, located on Abu Roash Road, in front of the new street, west of the Mansouria Canal.

B-The sample consisted of (11) individuals, selected using a purposive sampling method, following these steps:

- The sampling frame consisted of (26) individuals residing in the Ahbab Al-Rahman Home.

- A sample was selected based on the following criteria: being foundling adolescents, aged between 10 and less than 18 years, having full willingness to participate in the professional intervention program, residing in the institution for 5 years or more, scoring low on the independent living skills scale, and having homogeneity in characteristics.

**Table No. (3) shows the description of the study population(n= 11)**

Age			
Mean age		14.72	
Std. Deviation		1.27	
No.	Gender	Frequency	%
1	Male	11	100
2	Female	-	-
No.	Duration of stay at the institution	Frequency	%
1	5-8 years	2	18.2
2	8-11 years	6	54.5
3	11-14 years	2	18.2
4	Over 14 years	1	9.1

No.	Educational level	Frequency	%
1	Preparatory stage	6	54.5
2	Secondary stage	5	45.5

The previous table shows that all members of the experimental group were male (100%), due to the nature of residential institutions that separate boys from girls. The average age of the members was 14.72, with a standard deviation of 1.27. Regarding the number of years of residence within the institution, the category of 8-11 years ranked first at 54.5%, followed by both 11-14 years and 5-8 years at 18.2%, while over 14 years ranked last at 9.1%. Regarding educational level, 54.5% of the members were in middle school, while 45.5% were in high school.

- The spatial scope of the study was determined at Ahbab Al-Rahman Home, affiliated with Ahbab Al-Rahman Association in Kerdasa. The location was chosen due to the institution's approval to conduct the study, its suitability for applying the professional intervention program, and the availability of the study sample.

- The period of conducting the experiment for the study and applying the professional intervention program took two and a half months, from February 9, 2025, to April 24, 2025.

### Study Results:

**Table (4) shows the significance of the differences between the pre-test and post-test for the experimental group on the independent living skills scale as a whole (n = 11)**

Type of measurement	Mean	Std.	Mean difference	Percentage change	T- Test	Sig.
Pre-Test	61.54	4.05	28.46	22.1	10.537**	0.00
Post –test	90.0	8.08				

\*\* Significant at (0.01)

\* Significant at (0.05)

Table (4) shows that there are statistically significant differences between the mean scores of the pre-test and post-test measurements for the experimental group on the independent living skills scale as a whole, in favor of the post-test. The t-value reached (10.537), which is significant at the level of (0.01) with a degree of freedom (df= 10).

- The mean score of the pre-test was (61.54) with a standard deviation of (4.05), while the mean score of the post-test was (90.0) with a standard deviation of (8.08). This indicates a difference between the mean scores of the pre-test and post-test measurements for the group, with a percentage change of (22.1%). Therefore, the professional intervention program had a positive impact on the level of independent living skills.

- This supports the main hypothesis of the study, which states "There are statistically significant differences between the mean scores of the experimental group members on the independent living skills scale before and after practicing the professional intervention program, in favor of the post-test".

**Table (5) shows the significance of the differences between the pre-test and post-test measurements for the experimental group on the decision-making skill dimension of the independent living skills scale. (n = 11)**

Type of measurement	Mean	Std.	Mean difference	Percentage change	T- Test	Sig.
Pre-Test	16.18	1.83	9.1	27.5	6.727**	0.00
Post –test	25.27	4.12				

\*\* Significant at (0.01)

\* Significant at (0.05)

Table (5) shows that there are statistically significant differences between the mean scores of the pre-test and post-test measurements for the experimental group on the decision-making skill dimension of the independent living skills scale, in favor of the post-test. The t-value reached (6.727), which is significant at the level of (0.01) with a degree of freedom (df = 10).

- The mean score of the pre-test was (16.18) with a standard deviation of (1.83), while the mean score of the post-test was (25.27) with a standard deviation of (4.12). This indicates a difference between the mean scores of the pre-test and post-test measurements for the group, with a percentage change of (27.5%).

- Therefore, the professional intervention program had a positive impact on the level of decision-making skills among foundling adolescents. This supports the first sub-hypothesis of the study, which states: 'There are statistically significant differences between the mean scores of the experimental group members on the decision-making skill dimension before and after practicing the professional intervention program, in favor of the post-test.

**Table (6) shows the significance of the differences between the pre-test and post-test measurements for the experimental group on the goal-setting skill dimension of the independent living skills scale (n=11)**

Type of measurement	Mean	Std.	Mean difference	Percentage change	T- Test	Sig.
Pre-Test	15.54	1.863	8.27	25.1	6.292**	0.00
Post -test	23.81	4.04				

\*\* Significant at (0.01)

\* Significant at (0.05)

Table (6) shows that there are statistically significant differences between the mean scores of the pre-test and post-test measurements for the experimental group on the goal-setting skill dimension of the independent living skills scale, in favor of the post-test. The t-value reached (6.292), which is significant at the level of (0.01) with a degree of freedom (df= 10).

-The mean score of the pre-test was (15.54) with a standard deviation of (1.863), while the mean score of the post-test was (23.81) with a standard deviation of (4.04). This indicates a difference between the mean scores of the pre-test and post-test measurements for the group, with a percentage change of (25.1%).

- Therefore, the professional intervention program had a positive impact on the level of goal-setting skills among foundling adolescents. This supports the second sub-hypothesis of the study, which states: "There are statistically significant differences between the mean scores of the experimental group members on the goal-setting skill dimension before and after practicing the professional intervention program, in favor of the post-test.

**Table (7) shows the significance of the differences between the pre-test and post-test measurements for the experimental group on the social relationship management skill dimension of the independent living skills scale (n = 11)**

Type of measurement	Mean	Std.	Mean difference	Percentage change	T- Test	Sig.
Pre-Test	16.0	2.28	4.8	14.5	4.917**	0.00
Post -Test	20.8	2.40				

\*\* Significant at (0.01)

\* Significant at (0.05)

Table (7) shows that there are statistically significant differences between the mean scores of the pre-test and post-test measurements for the experimental group on the social relationship management skill dimension of the independent living skills scale, in favor of the post-test. The t-value reached (4.917), which is significant at the level of (0.01) with a degree of freedom (df= 10).

- The mean score of the pre-test was (16.0) with a standard deviation of (2.28), while the mean score of the post-test was (20.8) with a standard deviation of (2.40). This indicates a difference between the mean scores of the pre-test and post-test measurements for the group, with a percentage change of (14.5%).

- Therefore, the professional intervention program had a positive impact on the level of social relationship management skills. This

supports the third sub-hypothesis of the study, which states: 'There are statistically significant differences between the mean scores of the experimental group members on the social relationship management skill dimension before and after practicing the professional intervention program, in favor of the post-test.

**Table (8) shows the significance of the differences between the pre-test and post-test measurements for the experimental group on the negotiation skill dimension of the independent living skills scale (n=11)**

Type of measurement	Mean	Std.	Mean difference	Percentage change	T- Test	Sig.
Pre-Test	13.81	1.167	6.29	20.1	13.969**	0.00
Post –test	20.09	1.57				

\*\* Significant at (0.01)

\* Significant at (0.05)

Table (8) shows that there are statistically significant differences between the mean scores of the pre-test and post-test measurements for the experimental group on the negotiation skill dimension of the independent living skills scale, in favor of the post-test. The t-value reached (13.969), which is significant at the level of (0.01) with a degree of freedom (df= 10).

- The mean score of the pre-test was (13.81) with a standard deviation of (1.167), while the mean score of the post-test was (20.09) with a standard deviation of (1.57). This indicates a difference between the mean scores of the pre-test and post-test measurements for the group, with a percentage change of (20.1%).

- Therefore, the professional intervention program had a positive impact on the level of negotiation skills among foundling adolescents. This supports the fourth sub-hypothesis of the study, which states: “There are statistically significant differences between the mean scores of the experimental group members on the negotiation skill dimension before and after practicing the professional intervention program, in favor of the post-test.”

### Discussion:

-The study's results confirmed the validity of the main hypothesis, showing that the pre-measurement results for the experimental group members indicated weak independent living skills. However, the post-measurement results on the independent living skills scale revealed a significant increase in scores. This indicates that the independent living skills of foundling adolescents improved after implementing the occupational intervention program. This finding aligns with Masad's



study (2024), which emphasized that occupational intervention programs using group work methods achieve positive results with foundlings. The study found a statistically significant positive relationship between occupational intervention through group work and achieving social security for foundlings.

-The acceptance of the study's main hypothesis indicates that the occupational intervention program had a positive impact on the level of independent living skills among foundling adolescents. This confirms the effectiveness of the occupational intervention model based on the task-centered approach in developing independent living skills. These findings align with the results of Mohamed's study (2024), which indicated that using the task-centered model in group work yielded positive outcomes in addressing group members' problems due to the flexibility it provides. This flexibility enables practitioners to employ diverse intervention methods, playing a crucial role in supporting and assisting members with their issues.

-The results confirmed the validity of the first sub-hypothesis, indicating a significant change in the decision-making skills level among foundlings. Statistically significant differences were found between the pre- and post-measurement scores of the experimental group, favoring the post-measurement. These findings align with the studies by Abdullah (2014) and Masbah (2018), which suggested that social problems faced by foundling adolescents can be addressed through group work, achieving developmental goals and positive outcomes.

-The Professional Intervention Program had a positive impact on the goal-setting skills of foundling adolescents, supporting the second sub-hypothesis. Statistically significant differences were found between pre- and post-measurement scores, favoring the post-measurement. These findings align with Ibrahim's study (2023), which emphasized the importance of rehabilitating foundling adolescents for life outside institutional care to reduce social challenges, enhance their adaptation, and develop social stability and life skills necessary for future daily interactions.

-The study found that using the task-centered approach with foundling adolescents impacted their social relationship management skills. Significant differences were observed between pre- and post-measurement scores, favoring the post-measurement, supporting the third sub-hypothesis, these findings confirm the effectiveness of the task-centered model in developing independent living skills. They

align with Ambit et al.'s study (2019), which highlighted the importance of communication skills as a foundation for independent living, including various behaviors related to self-care, household management, mobility, community integration, and personal skills.

-The study's results also confirmed the fourth sub-hypothesis, indicating statistically significant differences between pre- and post-measurement scores of the experimental group on negotiation skills, favoring the post-measurement. This suggests that the occupational intervention program had a positive impact on the negotiation skills of founding adolescents.

### **The difficulties that the researcher faced during the study:**

1. Difficulty obtaining an institution that would accept the application of the professional intervention program, especially since the target group of the study is not available in many institutions. Additionally, institutions often require specific treatment methods with such groups, which hinders the implementation of the program. The researcher overcame this by searching for institutions that included the study sample and contacting several institutions until obtaining approval from one of them, using persuasion techniques and explaining the potential impact of the program on the adolescents.
2. The institution's location was far from the researcher's residence, which required significant effort to implement the professional intervention program. However, the researcher persevered due to the program's short-term nature, which relied on the task-centered model as a short-term therapeutic approach.
3. The sensitivity of the target group towards the application of the professional intervention program, whether in communication or interaction during activities, was also a challenge. The researcher addressed this by strengthening and solidifying professional relationships with the members of the experimental group.

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