

Experiences of Parents of Children With Special Educational Needs: Basis for Teaching Strategies

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ABSTRACT

This study looked at a kid with special educational needs' cognitive, emotional, social, and physical strengths and limitations, as well as their family's experiences and coping mechanisms. The child's cognitive strengths included normal thinking ability, strong listening abilities, and creative reading, while his limitations included a hatred of writing and difficulties following orders. Emotionally, the youngster demonstrated awareness, decisiveness, and sensitivity, but battled with excessive emotional responses and discriminating between feelings. Social habits varied from friendliness to aloofness, with difficulties interacting and adjusting to novel environments. Physically, the boy was hyperactive and athletic, but he suffered from heart problems and speech challenges. Parental experiences demonstrated resilience in dealing with academic and social hurdles, with benefits such as shared delight and treatment assistance, as well as difficulties such as behavioral control and resource allocation. School interactions showed discrepancies, stressing the need of inclusive policies. Families coped by budgeting, accepting, comprehending the child's condition, and cultivating a good attitude. The research emphasized the necessity of specialized education programs, picturing a future of independence and learning for the kid, backed up by strong community and family connections. It advised that instructors use specialized teaching tactics that are adapted to each child's specific profile.

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INTRODUCTION

Parents of children with disabilities experience many difficulties, and raising these children comes with unique demands. The outlook of parents of children with physical, behavioral, or intellectual disabilities comes in different forms, such as being affected emotionally, mentally, and physically. Parents need patience and understanding to guide their children successfully, and it is challenging since it requires a long commitment to raise them. According to Baker and Fenning (2007), only some people realize how difficult it is to parent these children until they become parents. Families with children with disabilities want the same things as other families. They want to see their children reach their full potential and want them to be included and accepted by their community, to enjoy things together, and have fun. Further, Thwala et al. (2015) in the University of Swaziland, South Africa, conducted qualitative research on the lived experiences of parents of children with disabilities. It

found out that the parents encounter challenges at work, at home, at school, and in the community, such as emotional stress, failure to cope with the children's disability, and financial challenges. The study also indicated that the parents were unsure of what was expected of them to make educational decisions on their children's behalf. It also revealed that parents of children with disabilities were not trained on how to cope with their children's disability and how to work with educators. The findings suggest the need to develop training programs to empower parents with knowledge to better partner with educators for the child's benefit. To address these challenges, the government will need to put in place policies that will look at the needs of parents of children with disabilities.

Furthermore, the study of Jacinto et al. (2021) in Marilao, Bulacan, Philippines revealed the following findings: first, the idea or concept of being a parent of a child with special needs classified as a blessing and a lifelong journey which conveys that being a parent of a child with special needs is having a feeling of contentment and sacrifice ; second, the challenges, issues and problems that they encountered as a parent of a child with special needs varies from untiring patience, their child's communication and learning disabilities and financial needs that manifest in a tremendous hard work ; third, that taking one day at a time with help, support and prayers from their family along with patience they were able to cope up with the challenges and problems they have encountered; fourth, they were able to provide recommendations to further improve one's status as a parent of a child with special needs by having more time, patience and effort, strong faith, mind and body, understanding and moral support to their children and acceptance. It has been observed that in the different elementary schools in Monkayo West district, there are students with disabilities. The common problems among the parents of these children are the difficulties in guiding them in their pursuit of education, and they also shared that most of their time is spent with their children. They need more attention and care daily; others depend on their parents. This phenomenon prompted the researcher to conduct this phenomenological inquiry. It explored the lived experiences of these parents in raising their children with disabilities and used these experiences as a basis for crafting teaching strategies.

This qualitative-phenomenological study aimed to explore the lived experiences, challenges, coping mechanisms, and insights of the six parents of children with special educational needs who were enrolled in Bagong Taas Elementary School, Moria Elementary School, Haguimitan Elementary School, and Monkayo Central Elementary School for the school year 2024-2025 and used these lived experiences, challenges, coping mechanisms, and insights as a basis for crafting teaching strategies. An In-depth interview (IDI) was conducted with the purposively selected parents of children with special educational needs.

Literature Review

Students with special educational needs are not receiving a sufficient education in conventional primary schools due to several obstacles. In Indonesia, it is unclear which kids are classified as having special educational needs and in what numbers. Compared to social-emotional and physical issues, cognitive issues had a significantly greater impact on academic performance. Teachers who were more supportive of including kids with special education needs in the classroom sent fewer students to special education than those who were less supportive, as was to be predicted. Additionally, the more children with special needs in the class, the less likely a student would be referred to a special school (Kurniawati, 2021). 'Learning Disability' (L/D) is also referred to as a 'learning disorder' or a 'learning difficulty' and can refer to several disorders. The common feature of these disorders is that the person experiences difficulties learning through conventional education methods. The UK uses the term 'learning disability' to describe students with an intellectual disability, which denotes a series of developmental disabilities or conditions accompanied by a more or less severe cognitive impairment, such as dyslexia (Emerson and Heslop, 2010).

Based on research (Shree & Shukla, 2016), intellectual disabilities are deficits in adaptive behavior or daily life skills (eating, dressing, communicating, participating in group activities). People with intellectual disabilities learn slowly and have difficulty with abstract concepts. Low intellectual functioning ability, accompanied by the development of low adaptive behavior, will have an impact on the daily life of mentally disabled children. In general, they usually face learning difficulties, problems with adjusting to the environment, problems with speech and language disorders, and personality problems. Moreover, to create and execute efficient policies and processes for teaching children with varying degrees of special educational needs and impairments, Barbados and

Mexico altered their total education strategy. This covers gifted people who are performing below expectations as well as those who have learning problems such as dyslexia, autism, intellectual disabilities, sensory impairments, and physical disabilities. Teachers will be able to address children's learning challenges, abilities, and gifts, and ensure that every kid reaches their full potential if adequate special educational needs policies and procedures are in place. Effective education for children with special educational needs and disabilities requires developing and applying the policy and process components listed below (Hornby, 2023). In many nations, inclusive education is replacing traditional teaching methods. Teaching students with disabilities alongside peers without impairments in general education classrooms is known as inclusive education. Research must examine the impacts of inclusion for both typically developing students and students with special needs if inclusive education is to become more popular. The results of inclusion for students with disabilities in inclusive settings, however, have been studied more than those for students without impairments. Students without disabilities experience a range of academic consequences from inclusion, and their accomplishments may vary depending on their educational attainment. According to the evidence, inclusion has primarily favorable or neutral impacts on lower-grade pupils who usually develop academically (Kart & Kart, 2021).

According to numerous reports, children with ASC (Autism Spectrum Condition) may struggle to plan their daily activities due to executive functioning deficiencies, particularly when their pattern is disrupted. Because of this, it is crucial to organize daily activities, particularly in the present. The house is a special space where activities are conducted. It would be beneficial to separate the everyday activities and give each one its area. Children with high-functioning ASC and those with low and/or moderate functioning may find this arrangement helpful. As a kind of game, this can be a shared activity with the whole family. A blackboard allows each family member to have their own area to write the planned activities (Narzisi, 2020). Findings of the study of Gómez-Marí et.al (2021), following UNESCO's Salamanca Statement, there has been a greater dedication to inclusive education for all, irrespective of handicap. Students with autism spectrum disorder (ASD) and other disabilities are more likely to be present in regular classrooms when an inclusive rights-based viewpoint is followed. All educators are essential to include kids, teens, and young adults. Since many can serve as knowledge broadcasters of social change towards an inclusive education, teachers' understanding of ASD is essential. Thus, the goal of guaranteeing inclusive and equitable education, encouraging lifelong learning opportunities for all individuals, and promoting sustainable education are critical components in high-quality education for kids with special needs. Rushton et.al (2020) investigated a model of the connections between emotional involvement with school at ages 10 and 12, student-teacher closeness and conflict at age 10, and ADHD symptoms at age 7. Poor academic performance is regularly linked to attention deficit hyperactivity disorder (ADHD). Few studies have examined school engagement in children with ADHD, even though it is known to be a protective factor linked to improved academic achievement, school retention/completion, and student well-being in the general population. Path analysis showed that emotional engagement with school and ADHD symptoms were significantly correlated negatively, with student-teacher conflict acting as a partial mediating factor. Even after adjusting for variations in socioeconomic level, ADHD medication use, and ADHD status (ADHD, high-risk, or control group), this remained significant.

A study was carried out in Indonesia to show how to teach students with hearing impairments (SHI) Archimedes' law on the concepts of floating, hovering, and sinking using an egg as an example. Various teaching techniques were employed, and we compared and contrasted traditional teaching methods with a combination of traditional methods and experimental presentation. The findings demonstrated the inefficiency of the conventional teaching approach. Due to issues with auditory perception, students with SHI have trouble understanding abstract concepts. However, kids with SHI could be taught challenging subjects by combining experimental demonstration with media support. The experimental demonstration method increased students' focus, which is why the teaching was successful (Hidayat et.al, 2020). Furthermore, early childhood motor development problems are among the early signs of SLD (Specific Learning Disability). Children with early motor development problems have difficulty performing higher functions during adulthood (Ridler et al., 2006). Students with SLD may have difficulties with activities requiring motor skills (Smits-Engelsman et al. 2003). Students with SLD often perform below expectations in hand-eye coordination, ball play, and balance skills. Hand-eye coordination problems, which form the basis of many academic skills such as reading and writing, can also be negatively reflected in school preparation skills (Binsted et al. 2001). According to Kang and Chang (2020), everyday chores can be challenging for people with intellectual impairments (ID). People with intellectual disabilities need to be able to operate an automated teller machine (ATM) independently, among other everyday living chores. The

experiment involved three junior high school students in a special education class. We gamified ATM skill training using augmented reality (AR) technology. A multiple baseline design was explicitly used to illustrate the relationship between game-based intervention and autonomous ATM use. According to the data, all three individuals' proportion of correctly completed task stages rose. The social validity results demonstrated that the teachers thought the AR game was beneficial and successfully assisted their pupils in learning the ATM skills.

To clarify current special education practices for kids with traumatic brain injury (TBI), a study was carried out in the United States to investigate and characterize the aspects of Individualized Education Plans (IEPs) for a cohort of students with TBI. According to descriptive results, children with TBI who had durations after their injuries had received more intensive intervention treatments. Goal-related target behaviors were more frequently associated with reading and math than the cognitive functions controlling these abilities, such as executive functioning, memory, and attention. Lastly, before their TBI, almost one-third of our sample had been officially diagnosed with a disability and were getting special education services through an IEP. An essential first step in comprehending special education is this work services for students with TBI (Harvey et.al, 2020). Subsequently, for students with visual impairments to access the curriculum, including science-related subjects, teachers of these students are essential in helping both students and general education teachers. It has been discovered that students with visual impairments are less prepared for scientific classes, which usually involve image-based learning materials compared to their sighted colleagues (Amin et.al, 2021). Children with disabilities are unable to find concrete emotional and social ground as they advance through their developmental stage, because in disabilities like Autism, Attention Deficit (ADD), and/or attention deficit hyperactivity disorder (ADHD), children face difficulties in social adjustment. Their way of looking and dealing with their surroundings differs from the traditional norms everyone around them follows. This can impact their peer relationships (Zahid et.al, 2023).

Experiences of Parents of Children with Special Educational Needs. According to Sarris (2017), most parents experience stress, but everyday life often brings immense stress for those raising children with special needs. They must keep their child from running away, manage meltdowns, wrangle with teachers about special education needs, avoid sights or sounds that overload senses, and drive to therapists or doctors. Many children with autism do not sleep, and neither do their parents. As added by Mill (2017), stress is often described as one of the significant barriers to a fulfilled life for people. It affects people across all stages of their lives. Of course, stress affects everyone, but there is growing awareness that IP people may be particularly susceptible to high levels of unhealthy stress. IP (Indigenous People) parents experienced high-stress levels daily while caring for their child's needs. Chronic stress reduces the ability to participate in academic, work, leisure, and social life and heightens the risk of ill health. The subjective experience of stress, coping ability, and sensory profiles are huge contributors and should be assessed. As cited by Omar et al. (2018), parents who have children with special needs were confronted with multiple stressors. The most perceived stressors were physical, psychological, financial, community-related, and management-related, followed by social and marital stressors. Adjustment patterns were affected by parents' age, social support, and family income related to employment. In the study of Estojero (2022), parents support their children's scholastic activities and allow them to socialize with their peers. Their experiences in raising children with special needs include imposing discipline, teaching them domestic chores, siblings' rivalry, and communication barriers. Taking things holistically, it can be concluded that parents of children with special needs are immensely involved in all their children's academic undertakings. They can manage the challenges in raising children with special needs and provide them with good parental care. As cited by King et al. (2025), there were 106 mentions of negative emotional experiences, including stress, frustration, trauma, upset, anger, emotional exhaustion, and fear. Everyday situations associated with these experiences included being given unwanted responsibilities, waiting for services/appointments, not being listened to, and being treated disrespectfully. Stress and frustration were associated with unwanted responsibilities, not being listened to, and waiting for scheduled appointments. In contrast, trauma, upset, anger, and fear were associated primarily with being treated disrespectfully. Negative emotions were considered to arise from parents' societally based expectations about how they would be treated in health care.

In the case of parents, the birth of a child with disabilities or the discovery that a child has disability is an intense and traumatic event. When it is learned at birth that the child is in some way abnormal, the effect on the parents can be devastating. Their initial reaction may be numbness. A parent's initial reaction is likely to be negative and

similar to those related to bereavement (Blachar & Bakar, 2007; Hill & Rose, 2009). Bender (2008) states that a disability may generally be defined as a condition that may restrict a person's mental, sensory, or mobility functions to undertake or perform a task the same way as a person who does not have a disability. It does not mean that a person with a disability cannot perform all the essential requirements of a job and exceed the expectations of their employer. Some people have an attitude that people with a disability are different and therefore should be treated differently. Unfortunately, this kind of stereotyping is a form of discrimination. It could be argued that although Swaziland has made tremendous progress in addressing the issues of children with special needs, parents of children with special needs were not integrated into the educational activities on behalf of their children. On the other hand, teachers were given training on how to work with such children, facilities were provided to certain schools, and new structures were being established. Still, parents of the children who were aided with all these were left out as stakeholders. They seemed not to understand how they could partner with educators. Therefore, this study served to fill that gap, and the findings would provide a profile of parental needs required in developing a comprehensive training program for parents. According to descriptive findings of Paseka and Schwab (2020), parents' opinions about including a student with a learning disability or physical handicap were generally positive. Still, their views about children with behavioral disorders or mental disabilities were largely neutral. The teaching methods indicate that parents who send their kids to inclusive schools see more inclusive practices than parents who send their kids to standard schools. However, parents whose children attend regular or inclusive courses do not perceive any resource changes. Furthermore, regression analysis results show that the kind of impairment determines the predictors of parents' attitudes toward inclusive education. Lastly, a study was conducted by Tokatly Latzer et.al (2021) to determine the experiences, worries, difficulties, coping mechanisms, and perceived requirements of parents of children with special needs. An iterative consensus-building approach was used for the analysis. The primary themes that surfaced included the different parental worries; the main challenges faced, the functional, social, and behavioral effects the lockdown had on these kids; and how the parents handled things as a sign of their inventiveness and perspective. The results deepen our understanding of the fundamental factors that contribute to the struggles and successes faced by parents and children with autism during periods of severe adversity. Programs during these periods should focus on helping and advising parents on adjusting to the circumstances more effectively, maximizing their resilience, and developing coping mechanisms.

Challenges. The daily challenges faced by the parents included physical, emotional, and monetary stress (Ekas et al., 2010). Jackson (2004) added different challenges faced by parents of Learners with Special Educational Needs (LSENs) such as (a) initial diagnosis; (b) identities and roles; (c) caregiving; (d) level of disability; (e) availability of necessary services; (f) education; (g) financial stresses; (h) decisions about guardianship; and (i) family functioning and relationships. Many children distressed by impairments are incapable of doing things on their own that are stereotypically taken for granted, such as bathing, dressing, eating, moving, following directions, and communicating (Dardas & Ahmad, 2015). The availability and access to necessary services are challenging for parenting learners with special educational needs. Standard services parents need include respite care, occupational therapy, physical therapy, speech therapy, and academic and recreational services (Rocque, 2010). Diets, equipment, medical care, and special transportation are everyday expenses among children with special needs (Tucker, 2009). Parents also find themselves concerned about their child's future well-being after they die, especially those whose children are unable to live independently (Sencar, 2008). The frustration that parents of children with special needs experience could make them distance themselves from participating in educational decisions when their children enter school. Raising a child with disability requires strength and flexibility. The child has special needs in addition to the regular needs of all children. Parents can be overwhelmed by various medical, caregiving, and educational responsibilities. No matter how severe the child's special need is, the parents are inevitably affected in one way or another. Most of the parents are affected emotionally. Parents often struggle with guilt; they feel as though they somehow caused the child to have disability, whether from genetics, alcohol use, stress, or other logical or illogical reasons. This guilt can harm the parent's emotional health if it is not dealt with. Some parents experience a spiritual crisis or blame the other parent for not giving the support that is needed. Most parents aspire for their children from the time of birth and can experience severe disappointment that the child will not be an actor, a nurse, a teacher, or whatever they have in mind.

For these parents to cope with this experience, they have to deal with the "death" of the perfect child who existed in their minds and learn to love and accept the child they have. They must stop feeling ashamed or embarrassed that their child is mentally challenged. Parents of children with disability suffer from exhaustion and stress due

to the amount of care needed. Feeding, clothing, bathing, and diapering an infant is much easier physically than weighing 80 pounds. A child with special needs can dig deeper into the parents' pockets. Raising a child with disability may be more expensive than raising a typical child. These expenses may arise from equipment and supplies such as wheelchairs, medical care, caregiving expenses, private education, learning equipment, tutoring, or specialized transportation (Beresford et al. 2007). Parents of children with disabilities also have to deal with complex issues related to the child's education. A private education must be sought, or an adequate public or general education must be available. Close parental contact with the school system is vital for the child's education. Parents must collaborate with teachers for their child's education to be effective. Teachers and parents must be partners in educating the child with disability (Smith, 2002). Thwala and Simelane (2010) reiterated that parents and other caregivers are integral to their children's education. For this reason, they must be involved in educational decisions affecting their children from initial planning to implementation. Parents of children with disability experience challenges that may lead them to make mistakes in the upbringing of their children, and which can give rise to learning difficulties and other problems. They need to be motivated to become involved in their children's education. Parents play a greater role in their children's education because they know their children better and can inform the teachers about their learning problems. They can help teachers understand their children better, advise about individual behavior, and contribute to designing and implementing joint learning support strategies (Lewis & Doorlag, 2006). In Swaziland, Mazibuko (2011) conducted a study in the Shiselweni region to determine the perceived training and psychosocial needs of parents with special needs. The study consisted of 68 parents. The findings revealed that the parents indeed encountered challenges, especially at school. The study also indicated that parents were not prepared for the inclusion of their children with disabilities in the mainstream. Regardless of the challenges, the study revealed that parents gradually cope with the nature of their children's disabilities. It also showed that parents of children with special needs were not trained for their expected role in educational decisions. In Swaziland, there is still a lack of evidence to indicate that proper training and support have been given to parents. Parents of children with disability have been ignored. In the researchers' knowledge, even in the education and training sector policy of 2011, nothing is said about the training of parents of children with special needs for their involvement in education decisions on behalf of their children. Parents need to be trained in their task; hence, this study needs to address the issues other studies have not addressed. In addition, Beresford et al. (2007) states that when the respondents were asked to respond to the issue of social isolation, they all said they were now isolated from the community friends and relatives, they told their socializing time was no longer there, because they now spent a lot of time with their children. Friends have become few relatives; some are supportive, and some are not. Some attitudes towards children with disabilities are among the barriers preventing families from leading an ordinary life, as they are excluded from the community. A study conducted in Kenya by Gona et al. (2010) revealed that families of children with disabilities felt excluded from society due to a shortage of services and negative attitudes. The families have enough challenges to overcome, to secure the support they need without also having to cope with prejudice and isolation. They want the same things as other families: to be included and supported by their communities, enjoy time together, and have fun. The interviews also revealed that parents of children with disability also have financial problems. Their responses were in line with (Dobson et al., 2001) statement, which says having a child with special needs can dig deeper into the parents' pockets. Raising a child with disability can be more expensive than raising a typical child. These expenses may arise from equipment and supplies such as wheelchairs, medical care, caregiving expenses, private education, learning equipment, or specialized transport. Most parents complained that they do not have enough money to give the child the proper medication or to take the child to the hospital. Moreover, Thwala (2004) states that the culturally disabled are seen as different from the normal being; as a result, disabled people are treated as a weaker social being. They are discriminated against, ridiculed, and even not considered in the community when they choose people to represent the community; somewhere, they are not considered. Many parents were unsatisfied with how teachers and other children treated children with special needs. Therefore, the government must train the teachers and communities to treat these children. Negative attitudes should not be barriers that prevent these children from living an everyday life. Furthermore, Heiman (2002) stated that most parents tended to react in an emotionally and physiologically negative way to the diagnosis of their child's disability. Still, with time, these parents developed coping strategies that included being spiritual, courageous, and learning to accept the child with disabilities. Parents of children with disabilities doubted whether the help they were giving to their children was enough. They also doubted whether the assistance their children get from teachers in the inclusive schools was enough, because they felt that even the teachers were not adequately trained for teaching these children. Another concern was that parents and teachers should work hand in hand to provide the children with the education they deserve. Some parents said they were trying to collaborate with teachers,

others said they were unsure of what was expected of them, and others raised the concern that teachers were looking down upon them. Parents need to be motivated to become involved in their children's education; these findings align with those of Lewis and Doorlag (2006). Parents play a greater role in the education of their children. Parents know their children better and can inform the teachers about their child's learning problems. They can help teachers understand their child better, advise about individual behavior, and contribute to designing and implementing joint learning support strategies. For this reason, teachers and parents should work together for the betterment of the child. Parents of children with disability need to be supported by every member of society. All the parents complained of financial constraints in helping their children with disabilities. They were all for the view that the government must intervene. When asked if they ever received training from the government or any financial assistance, all the parents claimed to have never been to training or received any financial aid from the government. This contrasts with other findings from other countries, whereby their governments assist these parents with grants or financial services. Children with special needs are considered individuals with significant differences according to their peers regarding their personal, academic, and developmental characteristics for various reasons (Argyropoulos et al. 2016). When a child with special needs comes into the world or if the child needs special education due to an accident, illness, etc., the life balance of the parents is disturbed (Soubhi et al. 2016). School closures can significantly impact the lives of those with special needs. According to Lee (2020), children with autism spectrum disorder and neurocognitive disabilities can become frustrated due to disruptions in their daily routines. Their regular therapy sessions may get interrupted, and they are more likely to show problematic behaviors such as irritability, aggression, and social withdrawal (Bertelli, 2020).

For these various reasons, the researcher would want to pursue this study. The importance of family increases for individuals with special needs (Seltzer et al. 2004). The participation of parents in the process is the subject of special education services. This process requires arrangements to determine appropriate services, considering the needs of both the child and the family. For this effect, it is essential to have data related to the characteristics of the family (Cavkaytar et al., 2004). The type of disability, the grade, the socio-economic level of the parents, the age, and the support they receive influence their parents' feelings and behaviors (Aysan & Ozben, 2007). According to a report published by the New York Times, about 760 million people in China were in a state of confinement. Although the number of children affected by the disease is small, most of the affected children show only mild symptoms (Qiu et al., 2020). The disease and the containment measures are likely to negatively impact the mental health & well-being of children with special educational needs. Even though children all over the world are going to be affected, those with disabilities, living in slums, isolation centers, and conflict zones, are going to be at a greater risk. Consequently, parents listed the perceived challenges, such as emotional problems, academic performance, and support at school from Teachers and peers, and current areas of need as a source of concern regarding their children with special needs. Furthermore, parents showed concern regarding the special children's academic performance. Academic performance was a basic purpose of parents if they made their special children attend inclusive education. Parents reported failure in exams/achievements, writing issues, poor memory, lengthy syllabus, picking issues, attention deficit, regression in learned material, lack of interest in studies, and problems reading under academic concerns (Gulzar & Qureshi, 2016).

Coping Mechanisms. Parenting for Learners with Special Educational Needs (LSENs) is a life-long commitment and necessitates excellent time and resources from the family. Families must learn to cope and adapt to everyday activities that require physical, emotional, social, and financial resources that are always available (Siller et al., 2013). Families repetitively acquired and relied on extended family members and close friends for support and as a method of coping (Tway et al., 2007). Using extended family members, maintaining a positive outlook, reframing, seeking advice from families in similar situations, and inquiring about family doctors were all identified and used as active coping strategies (Montes & Holterman, 2007). In addition, passive coping strategies such as watching television were identified as approaches to lessen the stress of the families (Montes & Holterman, 2007). The most used coping strategies were the use of treatment services and support from family (Gray, 2006). Overall, as seen in the literature, the mainstream families feel they are successful in coping, and parents show incredible strengths and adaptation when living with Learners with Special Educational Needs (LSENs). Social Supports to Parents of Children with Special Needs. Parental stress from caring for a child with special needs is frequently lowered once the parents receive social support from other relatives and close friends (Lyons et al., 2010). Mothers knew they were not alone after being provided social support systems and felt slightly relieved (Rocque, 2010). The social support theory suggests that families of Learners with Special

Educational Needs (LSEs) need social support from family, peers, and the wider community to ensure that child's necessities are met, in addition to the necessities of the parents (Sencar, 2008). Receiving social support resources substantially decreases the caregivers' stress levels (Unluer, 2009). These resources include other family members, neighbors, peers, colleagues, professionals, and the wider community (Kaner, 2009). Social support is classified as informal support or formal support. Formal social support is reinforcement from professionals in special education, while informal support is provided by relatives or friends who are a part of a family's daily life (Tucker, 2009). Researchers reported that informal support is more effective than formal support for protection against negative stress (Boyd, 2002).

Support from relatives and friends is good emotional support for caregivers, and formal support from professionals is crucial, as it shows precisely what the caregivers and parents are required to do to guarantee proper parenting and caring for Learners with Special Educational Needs (Brown et al., 2009). Further, when caregivers of Learners with Special Educational Needs (LSEs) were given the essential support, they felt a sense of relief, discerning that someone was there for them (Tucker, 2009). There are four types of social support. First, emotional support is when other individuals offer parents empathy, concern, and affection. This permits parents to know that they are valued. Second, tangible support involves establishing financial assistance, material goods, and services. Third, informational support involves others providing advice, guidance, and suggestions. Fear of the future is a significant concern in the literature experienced by parents of Learners with Special Educational Needs (Miller & Reynolds, 2009). In the final transition from elementary to high school, there was a concentrated increase in caregiving, and parents became increasingly worried about their child's future (Hoogsteen, 2010). The parents' most significant concerns were the transition to adulthood and the likelihood of independent living. Moreover, parents conveyed feelings of apprehension over their child's "social survival", deliberating whether their child will fit in or if their child will fall into despair or depression. Fear of parents was associated with independent living, finding a partner, concerns about the child being victimized by others, and skills insufficiencies by their child in areas such as reading, writing, and communicating (Tucker, 2009).

Cahapay (2022) explains how Filipino parents teach autistic children at home. Online interviews with five parents whose children have been diagnosed with autism spectrum disorder were conducted using a primarily qualitative study methodology. A thematic analysis of the data was performed. The findings emphasize the following themes: (1) home education in isolation is better than one-on-one; (2) transitional challenges to learning new activities; (3) new social realities in anticipation of the post-pandemic era; (4) all types of home education are necessary; and (5) families supporting families during these difficult times. This essay offers perspectives on the home education of autistic children in light of the current world crisis. Fear of the future is a significant concern in the literature experienced by parents of Learners with Special Educational Needs (Miller & Reynolds, 2009). In the final transition from elementary to high school, there was a concentrated increase in caregiving, and parents became increasingly worried about their child's future (Hoogsteen, 2010).

This research is based on Joyce Epstein's well recognized Framework of Six Types of Involvement (1995), often known as the School-Family-Community Partnership Model. Even while the model has evolved throughout time, its core remains unchanged: schools, families, and communities are all involved in a child's learning path. According to Epstein (2019), schools often treat children in the same manner as they treat families. If a school solely views children as pupils, families may feel pushed to the sidelines. However, when educators see children as entire individuals—growing, learning, and in need of assistance—they are more likely to regard families and communities as real partners in crafting a better future for the kid. Epstein's framework includes six relevant methods for families to become involved: parenting, communicating, volunteering, promoting learning at home, assisting with decision-making, and connecting with the larger community. What is crucial to note is that these are not one-way initiatives pushed by schools; rather, they are two-way partnerships based on listening, mutual respect, and cooperation. This research examines how this approach relates to parents of children with exceptional needs. Their road is not easy. Every day, they confront unique challenges—not just at home, but also in how society and schools address their children's needs. From navigating therapy to asking for classroom help, their journey may be fraught with stress, heartbreak, and, at times, solitude. Even on the darkest days, these parents demonstrate fortitude, love, and a strong dedication to their children's education. Cariaga et al. (2024) emphasizes the importance of family tales in understanding what makes school assistance really relevant. These real-life experiences expose us to the emotional and social dimensions of education, not simply grades or test

results. Cariaga (2023) previously reminded us that Philippine schools should be more inclusive, particularly for students who need more help. It is a call to action: schools must do more than just educate; they must care for, adapt to, and support each kid and family. Cariaga, Pospos, and Dagunan (2024) investigated how education works in rural areas and discovered that creativity, compassion, and adaptability make a significant difference—especially when resources are low. The same is true for families parenting children with exceptional needs. They don't require perfection from schools; they just need understanding, connection, and people who are prepared to collaborate with them. Finally, this research views parents as partners rather than just caretakers. They may be exhausted, stressed, or uncertain, but they are giving their all. When schools realize this and react with empathy, we create a stronger, more compassionate educational environment for everybody.

Research Questions

The parents of children with special educational needs were experiencing different challenges in raising and guiding their children in the pursuit of acquiring the knowledge and skills of their children. With this situation, the researcher sought to answer the following questions:

1. What are the characteristics of the children with special educational needs?
2. What are the lived experiences of the parents of children with special educational needs?
3. What are the challenges faced by the parents as they raise and guide their children to acquire education?
4. How do parents cope with the challenges they encounter?
5. What are the insights gained by the parents in raising and guiding their children with special educational needs?
6. What teaching strategies can be crafted based on the lived experiences, challenges, coping mechanisms, and insights of the parents?

MATERIALS AND METHODS

Study Area

The focus of this study were the characteristics of children with special educational needs, experiences, challenges, coping mechanisms, and insights of the six parents of children with special educational needs whose children were enrolled in Bagong Taas Elementary School, Moria Elementary School, Haguimitan Elementary School and Monkayo Central Elementary School in Davao de Oro for school year 2024-2025. The data were gathered through In-depth interviews (IDI) with the parent participants. The findings of this study served as the basis for crafting teaching strategies.

Design

This study used the qualitative phenomenological research design to collect the data. As Creswell (2013) described, a qualitative design is an approach for exploring and understanding the meaning of individuals or groups ascribed to a social or human problem. Further, Giorgi (2009) has pointed out phenomenological research as a design of inquiry in which the researcher describes the life experiences of individuals about a phenomenon as described by the participants. It is a way to recall the participants' experiences, investigate their thoughts deeply, and identify the essence of the experiences described by the participants through discussion during the IDI (Creswell, 2013). It is an appropriate instrument in this study since the researcher aims to explore the actual experiences of the parents of children with special educational needs.

The researcher performed the seven roles of the researcher in conducting research as Fink (2000) suggested. These roles are thematizing, designing, interviewing, transcribing, analyzing, verifying, and reporting. The first thing the researcher did was choose the design to utilize. The methods to be used, the schedule, how the data would be gathered, and who would be the study participants to provide the most essential data were all basic considerations at the start of the research. Next, the researcher conducted the interview using the chosen data collection method. In this phase, the researcher provided informed consent forms to the chosen participants before the interview began. During the interview, the researcher noted some of the participants' manifestations as the interview progressed. After the interview, the researcher transcribed the responses shared by the participants, remaining fair and just throughout the process. In transcribing the responses, the researcher avoided bias and judgment, ensuring that personal opinions were not included in the transcription of the narrative data. Following the transcription of the data, thematizing took place. The researcher forwarded the transcription to the data analyst. The data were analyzed through themes generated from the research participants' responses, allowing the researcher to understand the data's richness comprehensively. The researcher then analyzed the data.

Using the codes, the researcher checked the thematized data to ensure clarity and consistency of the responses. At this point, the researcher verified the data, which was crucial to check whether the data were valid and reliable. Lastly, the researcher reported the data. This was the final stage, where the collected data underwent checking. Furthermore, the data were presented in themes that were interpreted to show connections and relevance of the responses shared by the parent participants.

Research Participants

The researcher employed a purposive sampling technique to select parents of students with disabilities from Bagong Taas Elementary School, Moria Elementary School, Haguimitan Elementary School, and Monkayo Central Elementary School. A total of six parents from the four schools were chosen based on these criteria: 1) they had to be the child's biological parent, 2) they had to be the primary caregiver of the child, 3) the child had to be enrolled in one of the four identified elementary schools, and 4) the parent had to sign the informed consent form for research participation voluntarily. In this study, the participants had all experienced parenting a learner with special needs. The researchers screened each parent to ensure they met the criteria. Parents who met the inclusion criteria were given a consent form to review. The form was reviewed, questions were answered, and the consent was signed before or on the interview day. In the presentation of responses, the identity of the participants was kept confidential as part of the ethical considerations following the Data Privacy Act of 2012.

Data Gathering Procedure

The researcher undertook qualitative data collection. As qualitative research, this study used an interview guide created by the researcher, which was validated. The researcher used a script containing the list of questions to stay on track and ensure that all necessary information was obtained. The initial step in this process entailed the researcher's submission of a formal letter request to the Dean of the Graduate School, seeking approval for the proposed study. Upon obtaining approval, the Ethics Research Committee (ERC) of the Assumption College of Nabunturan (ACN) furnished ethical clearance to guarantee the ethical integrity of the paper. Upon acquisition, the researcher transmitted the letter of endorsement from the Dean to the Superintendent of Davao de Oro to solicit authorization and endorsement for carrying out the investigation. After receiving the endorsement letter, the researcher transmitted it to the school division superintendents. The latter endorsed the research study to the public school district supervisors and heads. The researcher communicated with the school administrators to arrange a suitable timetable for data collection encompassing IDI. The researcher was flexible in scheduling the interview, depending on the availability of the parents to be interviewed. Before commencing data collection, study participants were requested to provide their signature on an informed consent document that outlined their voluntary participation in the research. The study exclusively included the parents of children with special needs who provided informed consent by signing the requisite documentation. The researcher upheld the confidentiality of the participants' responses and excluded their identities from all aspects of the study. Before the scheduled data collection, the researcher required the participants to sign the informed consent form to guarantee that the recruitment process was devoid of coercion, undue influence, or inducement.

Data Analysis

All the data collected from the in-depth interviews with the parents of children with special needs were analyzed through thematic analysis. According to Cavendish (2011), thematic analysis is a constant comparative method that involves systematically reading and rereading transcripts. This method was used to create themes to present the data shared by the participants. The presentation of the data was done in a manner that ensured clarity and comprehensibility.

Trustworthiness and Credibility

To address trustworthiness and credibility, the researcher considered the four criteria Korstjens and Moser (2018) set: credibility, transferability, dependability, and confirmability. To address this, the researcher ensured that the collected data were transcribed, translated appropriately, and subjected to objective analysis. Additionally, the researcher sought comments and suggestions from the advisor and panels through discussion to strengthen the study's credibility. The researcher encouraged the participants to share their experiences truthfully and honestly from the beginning to the end of the data collection process. The researcher observed the participants' responses' correctness and authenticity during the data transcription and interpretation. The researcher ensured that the study results could be applied to a broader range of populations across schools, aiming to conduct similar studies,

such as conducting action research based on teaching strategies crafted from the parents' experiences, challenges, coping mechanisms, and insights. The researcher ensured that all the information collected was analyzed correctly. The researcher utilized audio and video recorders to back up archival notes to guarantee that the gathering and keeping of data were secure and confidential. To ensure strict implementation, the researcher only presented data based on the responses drawn during the in-depth interview and was unaffected by the researcher's biases or interests.

Ethical Consideration

Ethics has become a cornerstone for conducting effective and meaningful research. As such, the ethical behavior of individual researchers is under unprecedented scrutiny (Best & Kahn, 2006). Ethical standards are required in conducting research; thus, this phenomenological method research adheres to the essential elements and principles of 44 the Belmont Report (as cited by Miracle, 2016), which strictly observes the principles of respect for persons, beneficence, and justice. Respect for Persons has at least two ethical considerations. The first is that the individual human research participant is treated as an autonomous being – a person who makes decisions or deliberates for themselves about personal goals and then acts upon them. Participants must voluntarily enter a research study with good information about the research goals. This principle forms the basis of informed consent (Creswell, 2009). In the context of this study, the researcher sent informed consent to the research participants, asking their permission to actively and willingly participate in this research. As such, the researcher respected the participants by asking them if they sincerely desired to be part of the study. After reaching an agreement, the researcher prepared and set the interview schedule. The researcher informed the participants about their rights as part of the consent before the interview. In this undertaking, the participants had the right to protect their identities. The researcher explained to the participants that their anonymity and confidentiality were respected and that they had the right to withdraw at any stage without being offended. Their names were not disclosed; code names were used in all transcriptions. They were given the right to ask questions during the interview, and each was given a transcript before the data analysis. Beneficence has to do with doing good to the individual. In the Belmont Report, beneficence is understood strongly as an obligation not to harm, maximize possible benefits, and minimize potential harm to the individual research participant. In this study, the researcher ensured that the research outcome was positive and beneficial to the participants. Moreover, in the last tenet of the Belmont Report, justice refers to the benefits and harms to individual subjects of the research. In this tenet, the benefits and burdens of research should be justly distributed. Thus, the questions asked are only relevant to the participants (Adams, 2008). As suggested, the research participants in this study were equitably selected. The researcher ensured that all the principles were addressed to protect the rights of the participants. Further, to ensure justice, the results of this study were presented to the participants. In addition, this study adhered to the Republic Act 10173, or the Data Privacy Act, which protects people from the unauthorized processing of personal information. It is private, not publicly available, and identifiable, where the individual's identity is apparent either through direct attribution or when put together with other available information (National Privacy Commission, 2012). The National Privacy Commission protects individual personal information and upholds the right to privacy by regulating the processing of personal information. This study-maintained anonymity and participants' privacy wherever possible to increase data processing security.

RESULTS AND DISCUSSION

In this study, six parents of children with special educational needs participated in in-depth interviews. These interviews aimed to uncover their previously unheard stories, shedding light on their experiences, coping mechanisms, and insights. The researcher purposively selected these parents to gather comprehensive data and information, ensuring the study's objectives and purpose were met. Through this phenomenological inquiry, the study seeks to provide a deeper understanding of the unique challenges these parents face, which can inform and enhance the professional development framework for teachers handling children with special educational needs. This section presents a detailed discussion, implications, and concluding remarks from the study's results. The findings are organized based on the themes identified for each major research question. These themes provide a comprehensive understanding of the study's outcomes, highlighting key insights and implications for future research and practice. The chapter aims to synthesize the data collected, offering a clear and concise summary of the study's contributions to the field. This study's findings were derived using structured and emerging themes as a framework for discussion. These themes provided a comprehensive basis for analyzing the data and drawing meaningful conclusions. Furthermore, previous studies and relevant literature were integrated to substantiate the

claims and findings of this phenomenological inquiry. This approach reinforced the validity of the results and positioned them within the broader context of existing research, offering a well-rounded perspective on the experiences and insights of parents with children with special educational needs.

Strengths of the Child in terms of Cognitive Skills. The emerging themes in the structured framework highlight several specific strengths of the child in terms of cognitive skills: normal thinking ability, ability to listen, no definitive cognitive skills, and artistic and literacy skills. Normal thinking ability indicates that the child can engage in logical reasoning and problem-solving, which are essential for daily activities and learning. The ability to listen underscores your child's skill in understanding and processing spoken language, facilitating effective communication and participation in conversations. The theme of no definitive cognitive skills suggests areas where your child may need additional support or intervention to develop specific cognitive abilities fully. Lastly, artistic and literacy skills showcase your child's talents in creative expression and literacy-related activities, such as drawing, painting, reading, and writing. These strengths can be nurtured to enhance overall cognitive development, providing a balanced approach to supporting your child's growth and learning. This is parallel to Peng and Kievit (2020), with findings indicating a reciprocal relationship between reading/mathematics skills and cognitive abilities such as working memory, reasoning, and executive function during development. Direct academic instruction enhances the growth of reasoning skills. These bidirectional relationships between cognitive abilities and educational achievement are less pronounced in children facing disadvantages, such as those with special needs or from low socioeconomic backgrounds. Additionally, Prado (2019) agrees that logical reasoning is crucial for developing critical and scientific thinking in children. Normal thinking enables a child to engage in logical reasoning and problem-solving, which are essential for daily activities and learning. This cognitive development is supported by fostering reasoning at levels slightly beyond their current abilities and encouraging collaborative reasoning.

Furthermore, this finding is relevant to the statement of Feshchuk (2024) that developing a child's communicative personality involves teaching them to utilize various forms of communication in daily interactions and engaging them in activities that enhance their communicative competence. In contemporary early childhood education, educators and parents should integrate interactive strategies that foster communication skills among preschoolers, creating environments that support effective social engagement and language development. Lastly, it agreed with the findings of Ekström et al. (2023), indicating that adolescents with Developmental Language Disorder (DLD) may continue to experience challenges in language and communication within academic, social, and emotional contexts. As a result, Speech and Language Therapy (SLT) services may be essential throughout their educational journey to provide consistent support. Furthermore, interventions should extend beyond linguistic development to address social, environmental, and emotional factors influencing communication and overall well-being.

Weaknesses of the child in terms of Cognitive Skills. Findings revealed that the emerging themes in the structured theme are hateful writing, feeble-minded, and difficulty following instructions. These are the observed weaknesses of children in terms of cognitive skills. Results showed that the child's aversion to writing can hinder their ability to express thoughts and ideas effectively. Moreover, it indicates challenges in mental acuity and the ability to process information quickly and accurately. Additionally, the child exhibits difficulty following instructions, impacting their ability to complete tasks and engage in structured activities. This is congruent to the findings of Loe & Feldman (2007), which state that difficulties in completing classroom instructions may, therefore, underpin some of the longer-term educational problems linked with ADHD. In addition, this relates to Arfé and Dockrell (2023), who investigated various factors shaping children's writing development, particularly cognitive challenges that can limit their ability to express thoughts clearly. Similarly, Childress (2011) examined how fine-motor skills, language proficiency, working memory, and attention influence writing difficulties in young learners. These studies emphasize the importance of cognitive and motor functions in writing, noting that deficits in these areas may significantly impact a child's ability to communicate ideas effectively. Lastly, Yang et.al (2017) examined how well kids with ADHD could follow directions. They underlined that kids with attention deficit hyperactivity disorder (ADHD) frequently don't follow directions in class. Compared to the usually developing group, children with ADHD showed significant impairments in all conditions of the following instructions task.

Strengths of the Child in terms of Emotional Aspects. Findings revealed that the emerging themes in the structured theme are more understanding, decisive, tender, and loving. Children with special educational needs often exhibit remarkable strengths in emotional aspects, which can significantly enhance their interactions and relationships. One notable strength is their heightened understanding. These children tend to be more empathetic and sensitive to the emotions of others, allowing them to connect deeply with those around them. Additionally, they often demonstrate a more decisive nature. Despite facing various challenges, they can make clear and thoughtful decisions, showing resilience and determination. Furthermore, their tender and loving disposition is a profound strength. They frequently express affection and kindness, creating a warm and supportive environment for their peers and family members.

This affirmed the statement of Umucu et.al (2022), that the character strengths of individuals with these disabilities might differ compared to individuals with more acute or sudden/adult-onset disabilities, like a traumatic brain injury. Interestingly, they found commonly reported character strengths in individuals with disabilities include love of learning, honesty, appreciation of beauty and excellence, kindness, and fairness. They found that the least commonly reported strengths in our disability sample included self-regulation, perseverance, zest, spirituality, and prudence. Moreover, Ralić and Marković (2024) examined the social and emotional abilities of students with special educational needs (SEN) in inclusive settings, revealing that these children often exhibit strong interpersonal skills and a positive outlook, which aid in meaningful social engagement. Similarly, Paul et al. (2022) highlighted that children with disabilities and special needs have profound awareness of their capabilities and challenges, contributing to more effective inclusive education. In addition to that, Kumar (2012) stated that children with special needs can be emotionally aware, insightful, able to cope with emotional dilemmas in life, be empathetic, and develop inter- and intrapersonal skills. These studies underscore the value of recognizing and nurturing the emotional strengths of SEN students to enhance their overall development.

Weaknesses of the Child in Terms of Emotional Aspects. Findings revealed that the emerging themes in the structured theme are easily getting mad, standing firm to a 'no' answer, showing extreme emotional manifestations, being stuck to what he wanted, barely distinguishing emotions, and uncontrollable emotional outbursts. One common issue is easily getting mad, where children may have a low tolerance for frustration and react angrily to minor setbacks. Additionally, they may stand firm to a 'no' answer, showing rigidity and resistance to change or alternative suggestions. These children might also show extreme emotional manifestations, such as intense crying or screaming, which can be challenging to manage. Another observed weakness is their tendency to stick to what they want, displaying inflexibility and difficulty compromising or adapting to new situations. They may barely distinguish emotions, struggling to identify and understand their feelings and those of others. This can lead to uncontrollable emotional outbursts, where their emotions overwhelm them, resulting in complex behaviors to predict and manage. These weaknesses highlight the need for targeted support and interventions to help children with special educational needs develop better emotional regulation and coping strategies. This affirmed the study of Skura and Świdorska (2022), that the differences in emotional intelligence and social competences were explicitly observed when working with children who have moderate to severe intellectual disabilities, chronic illnesses, and mental health conditions. The findings indicate that the challenges reported by teachers working with certain types of special educational needs students may be linked to their levels of emotional intelligence or social competencies. These insights highlight the importance of equipping teachers with advanced soft skills, which are essential in their roles, irrespective of their professional qualifications or workplace.

Moreover, this agreement on children's frustration tolerance, emotional rigidity, and coping strategies highlights essential behavioral and emotional development insights. Sandu & Birzu (2023) indicate that minors with special educational needs may encounter obstacles in developing their emotional intelligence, which can negatively affect their social and academic performance. Similarly, Reunamo et al. (2019) investigate the relationship between self-regulation and coping mechanisms in frustrating situations, finding that children with strong self-regulation skills tend to persist in problem-solving, while those with weaker self-regulation are more likely to experience withdrawal and emotional distress. These studies highlight the importance of fostering emotional resilience and adaptive coping strategies in children to support their overall development. In addition to that, Panneerselvam & Sujathamalini (2014) claimed that inadequate emotional intelligence is unquestionably a problem for kids with learning impairments. Children with low emotional intelligence are naturally more emotionally troublesome. Both

internally and externally, they deal with a lot of issues and emotional difficulties. Anxiety, fear, embarrassment, anger, emotional weakness, frustration, conflict, and lack of tenacity are among the emotional issues that children with poor emotional intelligence face, and these issues primarily depend on their learning environment.

Strengths in Terms of Social Skills. Findings revealed that the emerging themes in the structured theme are socializing with both young and old, sometimes sociable, aloof, overly friendly, and playing with friends. Parents have observed various social skills in children with special educational needs, revealing several emerging themes. These children often exhibit the ability to socialize with both young and old, showing a broad range of social interactions across different age groups. They may be sociable sometimes, indicating that their level of social engagement can vary depending on the situation or their mood. Sometimes, they might appear aloof, preferring solitude or difficulty engaging with others. Conversely, some children can be overly friendly, demonstrating an eagerness to connect with others, sometimes without understanding social boundaries. They often play with friends, engage in social activities, and form peer bonds. This is in relevance to the findings Vasileiadis and Doikou-Avlidou (2018) with study focuses on improving the social inclusion of pupils with intellectual disabilities through two main approaches: (1) implementing structured activities aimed at enhancing emotion regulation, appropriate expression, self-confidence, and cooperation, and (2) involving the target pupils in neighborhood social activities with active participation from school staff members. Data were gathered through observations, teachers' reflective journals, and semi-structured interviews with school staff and the pupils. The findings showed notable increases in the target pupils' social interactions with their peers both inside and outside the school environment, as well as positive shifts in the attitudes of general education pupils during and after the program. Furthermore, this aligned with the studies highlighting the importance of tailored approaches in supporting the social development of children with special educational needs. Broomhead (2019) examined how children with special educational needs and disabilities (SEND) navigate peer relationships in mainstream primary schools, emphasizing that environmental factors and social acceptance shape their interactions. Sigal and Kondratieva (2021) focus on the role of interactive teaching techniques in fostering social and communicative skills among children with special educational needs, underscoring the significance of structured interventions in enhancing engagement. Similarly, Mubarak and Syamsi (2019) examine how inclusive kindergarten environments affect social interaction skills, considering that inclusive education is essential for fostering social competency and meaningful involvement, even when kids with special needs may have trouble making friends.

Weaknesses of the Child in Terms of Social Skills. Findings revealed that the emerging themes in the structured theme are temperamental when triggered, dislike being fooled around, having problems socializing, being intimidated in unfamiliar situations, and having problems dealing with people not their age. Additionally, they have a strong aversion to being teased or fooled around, which can lead to discomfort in social interactions. The individual also faces challenges in socializing, struggling to form and maintain connections with others. In unfamiliar situations, they often feel intimidated and anxious, further hampering their social engagement. Moreover, they experience difficulties interacting with people not of the same age group, finding it hard to relate to or communicate effectively with them. This agreed with the findings of Ros and Graziano (2018), which indicated that the link between ADHD and social skills deficits was less pronounced in studies that accounted for co-occurring conduct problems (CP). Research that used sociometric and teacher assessments of peer status showed the most significant effects in the peer functioning domain. Furthermore, studies employing the "gold standard" method for diagnosing ADHD reported the most substantial effects in both social skills and peer functioning areas. Lastly, studies involving younger participants demonstrated the most significant effects for deficits in peer functioning.

Additionally, it underscores the importance of personalized approaches to fostering meaningful social engagement and emotional resilience in children with SEN. Kesäläinen et al. (2022) examine the relationship between temperament and stress reactions in early childhood special education, highlighting how children with special educational needs (SEN) frequently react emotionally more strongly in new circumstances, which impairs their capacity to control their emotions and engage in social interactions. Similarly, Tso et.al (2023) examined mental health and behavioral challenges among children with SEN, highlighting that disruptions in routine can trigger frustration, anxiety, and social difficulties, reinforcing the need for structured interventions to provide stability and support. The Wheeler et.al (2025) further investigate children's social and emotional development with SEN, noting that their interactions fluctuate based on environmental influences and individual temperament.

Strengths of the Child in Terms of Physical Aspects. Results showed that the emerging themes in the structured themes are hyperactive children, trying hard to work, needing help with physical activities, and being physically okay. The physical strengths of children with special educational needs can be pretty varied. Some children exhibit high levels of energy and hyperactivity, which can be channeled positively into physical activities. These children often show a strong willingness to put in effort and try hard in their tasks, demonstrating perseverance and determination. However, they may require assistance with specific physical activities to ensure they can participate safely and effectively. Many of these children are physically healthy and capable, though they might need tailored support to engage in physical tasks fully. This is related to Kazmi & Ali (2021), which discusses various aspects of special educational needs (SEN), including children's physical capabilities. It highlights the importance of understanding these children's unique strengths and challenges and emphasizes the need for tailored educational approaches. A primary critique of the medical model of disability is its emphasis on the condition, its symptoms, and underlying causes. Proponents of this perspective argue that disability is fundamentally a health issue. Consequently, the medical approach aims to intervene and treat the individual, to restore them to a 'normal' or able-bodied state.

It confirms that the physical strengths of children with special educational needs play a crucial role in their overall development, influencing their academic and social experiences. Demirci and Tzarova (2021) emphasize that structured physical activities and sports can enhance physical capabilities while fostering social inclusion. Vickerman and Maher (2018) highlight the importance of tailored physical education strategies that leverage their energy and perseverance, contributing to improved motor skills and confidence. Similarly, Althuwaybi (2021) emphasizes how important physical activity is for fostering social interaction and general well-being. To maximize the development of children with exceptional educational needs, these findings indicate the necessity of incorporating intentional physical activities into instructional frameworks.

Weaknesses of the Child in Terms of Physical Aspects. Results revealed that the emerging themes in the structured theme are having a heart ailment, not all body parts doing well, the child's extra/involuntary movement, lack of control of his movement, and the problem child's speech. Children with special educational needs often face various physical challenges that impact their daily lives. One common issue is the presence of heart ailments, which can affect their overall health and physical endurance. Additionally, some children may have body parts that do not function optimally, leading to difficulties performing everyday tasks. Involuntary movements, such as muscle spasms or tics, are also prevalent and can interfere with their ability to control their actions. Many of these children struggle with coordinating their movements, making engaging in activities requiring fine motor skills or precise control challenging. Speech difficulties are another significant concern, as physical issues can affect their ability to articulate words clearly, leading to communication barriers. Recognizing these physical weaknesses is crucial for providing the necessary support and interventions to help these children thrive and participate more fully in various activities. This is congruent to the recommendations of Shutaleva et.al (2023) that establishing and enhancing an online socio-cultural infrastructure within an educational institution can be achieved through collaboration with employment, health, cultural, and recreational organizations to cater to physical and social disabilities. This endeavor requires higher education institutions to work closely with state rehabilitation services. Creating special conditions in coordination with the institution's medical, psychological, and educational environments is highly beneficial for developing an individual's professional knowledge and skills. These special conditions include adapted spaces and facilities, specialized technical equipment for the educational process, and specific tools for classrooms, laboratories, and libraries. Meanwhile, Heward (2003) outlined how children with special needs don't always have mental, emotional, or physical problems; instead, they have unique traits that set them apart from other kids. As a result, children with special needs differ from typical children due to physical or psychological barriers or limitations. In exploring the physical challenges children with special educational needs face, it is crucial to recognize the impact of various health conditions on their daily activities and overall development. This finding relates to Bertills et al. (2019), who highlighted the importance of inclusive teaching strategies in physical education, noting that children with disabilities often encounter limitations in participation due to physical restrictions. Their findings suggest that structured interventions can enhance accessibility and engagement in physical activities. Similarly, Demirci and Tzarova (2021) examine how sports and specialized physical education programs help kids with special education challenges become more resilient and feel better overall. These studies highlight the need for supportive and

flexible physical education curricula that consider these kids' particular difficulties while promoting their general growth.

Experiences as Parent of Child with Special Needs. Results revealed that the emerging themes in the structured theme are too many demands for his studies, motivate child to do well in school, challenging to adjust college instructor, need to be patient in dealing child with special needs, did research on child's special needs, and did not have any inkling about child's behavior. Parents of children with special educational needs often face a range of unique and demanding experiences. One significant challenge is managing the numerous academic demands placed on their child, which can be overwhelming. These parents are also deeply invested in motivating their child to succeed in school, often going to great lengths to provide encouragement and support. For college instructors, adjusting to the dual role of educator and parent can be particularly challenging, as they must balance professional responsibilities with their child's needs. Patience is a crucial virtue in dealing with a child who has special needs, as these parents must navigate various behavioral and developmental issues with understanding and compassion. Many parents undertake extensive research to understand their child's specific needs better, seeking out information and resources to provide the best possible support. Despite their efforts, some parents may have little understanding of their child's behavior, leading to a steep learning curve as they strive to comprehend and address their child's unique challenges. This abides by the findings of Jacinto et.al (2021) stating that the challenges faced by parents of children with special needs are significant and often overwhelming. These parents frequently experience fatigue and exhaustion, with some encountering issues that can lead to depression. Their opportunities and resources for self-care are notably reduced compared to parents of typically developing children. Over time, there has been a growing awareness of the discrimination faced by children with special needs, driven by the efforts of those directly affected, including relatives, friends, siblings, and especially parents. This increased awareness has led people to be more mindful of their words and actions towards these children, aiming to prevent feelings of sadness, bullying, and alienation.

Moreover, it agreed with Huscroft-D'Angelo et al. (2022) as they explored how parents engage with special education, highlighting the complexities they face in ensuring their child receives appropriate support. Their research indicates that parents frequently seek additional resources to enhance their understanding of special education systems. Similarly, Estojero (2022) examines the academic involvement of parents with special needs, emphasizing their active role in supporting their child's education while managing challenges such as discipline and communication barriers. Lavan et al. (2019) emphasize the experiences of parents whose children have been mainstreamed with special needs, pointing out that even if school responsibilities can lead to increased stress, these parents are nonetheless dedicated to their child's educational path. These findings highlight how important it is to set up organized support systems to assist parents in navigating the educational system for kids with special needs.

Benefits in Guiding Child with Special Needs. Results revealed that the emerging themes in the structured theme are happy with having a child, able to provide help despite the child's condition, therapy sessions offered much-needed help, interaction with people improving, unable to experience a rebellious child, and the child remains gentle. There are several positive aspects of raising a child with special educational needs. Firstly, parents often feel a deep sense of happiness and fulfillment from having their child, appreciating the unique joy they bring to their lives. Despite the child's condition, parents find satisfaction in being able to provide the necessary support and assistance, which strengthens their bond and sense of purpose. Therapy sessions are crucial, offering much-needed help and guidance, which significantly benefits the child and the family. These sessions often lead to noticeable improvements in the child's interactions with others, enhancing their social skills and relationships. Additionally, parents may find that their child does not exhibit typical rebellious behaviors, which can make the parenting experience less stressful in certain aspects. The child often remains gentle and kind-hearted, bringing a sense of calm and warmth to the family environment. This is related to the findings of Bariroh (2018), stating that some children with special needs encounter various challenges such as burdens, distractions, interruptions, tardiness, or other risk factors that hinder their optimal growth without specialized treatment or intervention. This study aimed to explore the impact of parental involvement on the learning motivation and academic achievement of children with different abilities. The findings indicate that parental involvement significantly influences children's academic success. Therefore, it is recommended that parents should be more actively

involved in assisting, accompanying, and guiding their children, particularly those with special needs, to enhance their motivation and academic performance.

Moreover, this agrees with Beighton and Wills (2019), highlighting how parents describe their journey as personal growth, resilience, and a deepened appreciation for life. Similarly, Huscroft-D'Angelo et al. (2022) explore parental engagement in special education, noting that actively supporting their child's learning fosters a strong sense of purpose and satisfaction. Additionally, Solomon et al. (2001) examined the advantages of mutual support groups for parents of disabled children, stating that quantitative data (derived from 56 parents in 6 groups) showed that participants found the groups to be very beneficial and were extremely happy with the support they received; they also characterized the groups as having high levels of self-discovery, task orientation, cohesion, and expressiveness.

Drawbacks in Guiding Child. Results revealed that the emerging themes in the structured theme are making resources available for the child, putting a child in difficult situations, regular therapy to control behavior, becoming unruly if not attended to, worrying about the child's future, and losing patience in dealing with the child. One major drawback is the constant effort required to make resources available for their child, which can be time-consuming and financially demanding. Additionally, parents may find themselves placing their child in difficult situations to encourage growth or due to unavoidable circumstances, which can be stressful for both the child and the parent. Regular therapy sessions are often necessary to help manage and control the child's behavior, requiring a substantial commitment of time and energy. If the child is not given adequate attention, they may become unruly, adding to the parents' stress and frustration. Parents also frequently worry about their child's future, concerned about their ability to lead an independent and fulfilling life. This anxiety can be overwhelming and persistent. Moreover, the constant demands of caring for a child with special needs can lead to moments of losing patience, which can strain the parent-child relationship. This is relevant to the findings of Burke (2013), stating that parents of students with disabilities face numerous barriers and challenges within the special education system. They often struggle to find reliable support and guidance, making accessing information about specific special educational services difficult. Additionally, their information about special education support and funding is sometimes insufficient. Navigating the process of obtaining disability funding and support services can be particularly challenging when parents do not fully understand the procedures involved. Moreover, finding appropriate funding for special equipment and support tailored to their child's specific disability is a significant hurdle. Without the necessary information, parents are unable to advocate for their children with disabilities effectively.

Additionally, it agrees with Allam and Martin (2021) as they highlighted the challenges educators and parents face in special education, emphasizing that financial limitations and resource constraints often obstruct effective support systems. Similarly, Cullen and Lindsay (2019) examined conflicts among parents regarding special education, noting that delays in accessing essential services and differing parental expectations contribute to increased stress levels. Merello (2021) investigated the difficulties children with special educational needs encountered during the COVID-19 pandemic, revealing that parents had to make significant adjustments to maintain their child's therapy and academic progress, often requiring substantial personal sacrifices. Furthermore, Bujnowska et al. (2019) studied the future anxiety of parents of children with special educational needs. They stated that severe anxiety about the future causes people to have difficulty making vital decisions, and their functioning in everyday life can be subject to considerable disorganization. Mothers of children with intellectual disabilities (ID) were significantly less happy, and parents of children with autism spectrum disorder experienced higher levels of anxiety and stress. These studies emphasize the importance of implementing structured interventions and financial assistance to alleviate the pressures experienced by families involved in special education.

Experiences Interacting with Schools about Child's Needs. Results revealed that the emerging themes in the structured theme are enrolling the child in SPED, the child not being accepted for enrollment, the problem of where to enroll the child, and the child being welcomed by teachers. Parents of children with special educational needs often have varied experiences when interacting with schools. One common experience is enrolling their child in special education programs, which can be both a relief and a challenge. Some parents find that their child is not accepted for enrollment in certain schools, leading to frustration and uncertainty about

where to find appropriate educational settings. Moreover, finding the right school for their child can be a significant challenge, as parents must navigate various options and determine which institution can best meet their child's needs. This process can be time-consuming and stressful, as they seek a supportive and inclusive environment. On a positive note, many parents experience a warm welcome from teachers who are dedicated to supporting their child's educational journey. These teachers often play a crucial role in creating a positive and nurturing learning environment, which can significantly impact the child's academic and social development. This is in parallel to the statement of Kunwar (2019), disability children with disabilities have very difficulty in getting an education as they cannot perform and do every work by themselves. So, an educational achievement among children with disability is found to be less than that of normal healthy children.

It additionally relates to Lipkin and Okamoto (2019), who examined how the Individuals with Disabilities Education Act (IDEA) influences enrollment policies and parental experiences in special education. Their study emphasizes the importance of ensuring parents are well-informed about their rights and available educational opportunities. For children with disabilities deemed eligible, an individualized education program (IEP) is developed, detailing their specific educational and service needs, with active parental involvement in the IEP team. Additionally, individualized family service plans (IFSPs) are implemented for infants and toddlers, ensuring early intervention support. Schools must collaborate with parents and students with disabilities in designing and implementing special education services, incorporating their perspectives into IEP goals, related services, and placement decisions. This framework highlights the significance of shared decision-making in fostering a supportive educational environment. Furthermore, the findings relate to Berridge et al. (2021), as they examined the school experiences of needy children. Their study emphasizes that Children in Need (CIN) have received little attention in education circles. These are children who are usually living at home, but where there are concerns over their health or development due to abuse or neglect, or they are disabled. In addition, Medina and Luna (2004) explored the experiences of Mexican-American students enrolled in special education and reported negative educational and personal/social outcomes. The students reported feeling disrespected by teachers, indicated that teachers did not notice derogatory comments directed at them by their peers without disabilities, and reported that they did not believe that their teachers cared about them.

Challenges Encountered with Child. Results revealed that the emerging themes in the structured theme are a child growing up without a father, challenges in sending a child to school, finding the right mentor for a child, worries about a child's socialization, problems in teaching basic concepts, financial problems, and bullying from people. One significant issue is raising a child without a father, which can add emotional and practical difficulties to their parenting journey. Additionally, these parents encounter obstacles in ensuring their child receives an appropriate education, including the complexities of enrolling their child in school and finding the right mentor or teacher who can effectively support their child's unique needs. Concerns about their child's socialization are also prevalent, as parents worry about their child's ability to form friendships and interact positively with peers. Teaching basic concepts can be particularly challenging, requiring patience and specialized strategies to help children grasp fundamental skills. Financial difficulties are another major concern, as the costs associated with special education, therapy, and necessary resources can be substantial. Furthermore, parents often have to deal with bullying and negative attitudes from others, which can be distressing and isolating.

This subsequently agreed with the study of Young et al. (2020), who stated that families play a crucial role in supporting children with disabilities, taking on additional demands related to time, emotional, and financial resources. Despite these challenges, families often experience personal and spiritual growth from having a member with a disability. However, much of the research over the past thirty years has focused on the negative impacts, such as increased stress and parental depression, associated with raising a child with intellectual or developmental disabilities. Parents experienced both positive and negative effects from their caregiving roles, noting ongoing distress alongside personal development. This growth, often referred to as post-traumatic growth, emerged mainly from coping mechanisms developed after initial periods of anguish and grief. Although the intensity of suffering and distress diminished over time, parents still faced these emotions intermittently. They employed various coping strategies and resources to handle the demands and maximize opportunities for personal growth. It aligned with findings of Koch et al (2021), indicating that parents of children with complex lifelong health conditions (CLTCs) take on multiple responsibilities, acting as both informal nurses and care coordinators while simultaneously fulfilling their roles as parents and family providers. Their caregiving

experiences are significantly influenced by the expectations set by healthcare professionals and the limited support available to them. These challenges often result in role strain, interpersonal conflicts, and an overwhelming burden, sometimes leading to withdrawal from specific caregiving responsibilities.

Furthermore, this is related to the findings of Okeke & Mazibuko (2014), which state that parents of children with special education needs have challenges in meeting their expected role in educational decisions, as demonstrated in this study. Despite the overwhelming nature of these challenges, most parents appear ill-prepared to meet their children's special needs. The results of training lessons also showed that parents were not prepared to include their children with special education needs in mainstream classrooms. In addition to that, according to the findings of Tali (2002), one of the significant challenges for parents of disabled children is money because there is typically insufficient assistance from the government or other external organizations.

Challenges Faced Regarding Child's Educational Needs. Results revealed that the emerging themes in the structured theme are problems with the child's treatment, looking for means to support the child's educational needs, fairly treating each child, and financial problems. One significant issue is ensuring their child receives appropriate treatment and support within the educational system. This often involves advocating for their child's needs and navigating complex processes to secure necessary services and accommodations. Additionally, parents must constantly seek out resources and means to support their child's educational requirements. This can include finding specialized programs, therapies, and educational materials that cater to their child's unique needs. Another challenge is ensuring that each child is treated fairly and equitably within the school environment. Parents often worry about their child being misunderstood or not receiving the same opportunities as their peers, leading to frustration and concern. Financial difficulties are also a major concern, as the costs associated with special education, therapies, and additional resources can be substantial. Parents may struggle to afford the necessary support for their child's education, adding to their overall stress and burden. This is related to the findings of Joaquin (2002), who studied the parents' concerns and problems with autism. He stated that financial concerns further exacerbated their situation due to the Chinese government's perceived lack of financial support. This additionally supports the findings of Jambekar et al. (2018), who conducted a cross-sectional study examining the impact of having a child with special needs. Their findings revealed that finances were a cause of concern for most of the families. Raising a child with mental retardation may be more expensive affecting family's economic stability than raising a typical child. These expenses can arise from medical equipment and supplies, medical caregiving expenses, private education tutoring, adaptive learning equipment, or specialized transports. Similarly, according to Girdler and Brian (2012), the expense for a child with autism is more than triple that of a child without autism. It is also aligned with the study of Jarbrink et al. (2003). According to their findings, families of children with ASD may have negative consequences in their lives as a result of the high expenses of raising a child with the disorder.

Effect to Emotional Well-being. Results revealed that the emerging themes in the structured theme are worried about the child's condition, affected by people's comments, hurt by the lack of attention given to children with special needs, and affected due to the child being unwanted. Various factors significantly impact the emotional well-being of parents with children who have special educational needs. They often experience constant worry about their child's condition and future. Negative comments from others can profoundly affect them, leading to feelings of isolation and distress. Additionally, parents may feel hurt and frustrated by the lack of attention and resources provided to children with special needs, which can exacerbate their sense of helplessness. Furthermore, the perception that their child is unwanted or not entirely accepted by society can be particularly painful, adding to their emotional burden. These challenges highlight the need for greater societal support, understanding, and resources to help these parents navigate their unique circumstances and promote their emotional well-being. This agreed with the findings of Jambekar et.al (2018) that dependency, communication, behavioral problems, and tendency to worry about their wards were some of the common issues that the parents faced. Review of literature indicated numerous national as well as international studies indicating increased levels of stress due to various reasons among parents of children with special needs. Managing such problems requires more effort and skills than parents with normal children.

The emotional struggles encountered by parents of children with special needs are widely recognized in academic literature, particularly about feelings of frustration, helplessness, and social exclusion. Woodgate et.al (2008) found that many parents experience significant emotional strain due to insufficient support and resources for

their children. Their research revealed that parents often feel overwhelmed and isolated, especially when they believe that educational and healthcare systems are not adequately addressing their child's needs. This lack of institutional support can deepen their helplessness and emotional exhaustion.

Similarly, Kyzar et al. (2020) highlighted how important social support is to families with disabled children. According to their research, parents' mental well-being suffers when they believe society does not understand or appreciate them. Feelings of social isolation and emotional strain might result from the particularly upsetting conviction that their child is undesirable or rejected. This research emphasizes how crucial it is to create welcoming and encouraging communities. Furthermore, Resch et al. (2010) studied the psychological effects on parents of disabled children and found that many of them struggle with chronic stress, sadness, and frustration. These emotional difficulties are frequently exacerbated by the belief that society does not completely accept their child, which can undermine optimism and heighten emotional stress. To lessen these responsibilities and improve the emotional health of impacted families, their study advocates for stronger support networks and increased public awareness.

Ways Used to Handle Challenges Encountered. Results revealed that the emerging themes in the structured theme are finding ways to look for money, constantly understanding the child's condition, accepting everything about the child, offering everything to God, being happy with the support of parents, and offering the child food. Parents of children with special educational needs employ various strategies to manage their challenges. They often seek financial resources to support their child's needs, continuously strive to understand their child's condition, and fully accept their child as they are. Many parents find solace in their faith, offering their struggles to a higher power. They also express gratitude for the support they receive from their parents and ensure their child is well-nourished by providing them with food. These approaches help parents navigate the complexities of raising a child with special needs, fostering resilience and a positive outlook. This relates to the findings of Jacinto et.al (2021), highlighting that few people truly grasp the immense demands of raising a child until they become parents themselves. However, the challenge becomes even more daunting and complex when raising a child with special needs. Parents often find themselves on the brink of emotional exhaustion. Despite the difficulties, family support can significantly reduce stress and make the journey more manageable. Providing moral support encourages parents and greatly benefits individuals with special needs. In addition, Borah and Gogoi (2021) found that many parents adopt active coping strategies, such as seeking financial assistance, adjusting their lifestyles, and acquiring knowledge about their child's condition. These strategies help them manage the stress associated with caregiving and contribute to a healthier parent-child relationship. Moreover, Cheng and Lai (2023) conducted a systematic review identifying key protective factors for parental stress, including strong family support systems, access to professional services, and effective coping mechanisms. Their findings emphasized that parents often rely on extended family—such as their parents—for emotional and practical support. Additionally, the review noted that faith and spirituality are important sources of strength, helping parents maintain a positive outlook despite ongoing challenges. Lastly, Estella (2024) also explored how parents build resilience while raising children with special needs. Her work highlighted that acceptance of the child's condition, gratitude for available support, and spiritual beliefs are central to many parents' coping processes. These elements foster emotional stability and empower parents to advocate for their children and maintain a nurturing environment.

Coping Strategies being Developed for Child's Behavioral Changes and Learning. Results revealed that the emerging themes in the structured theme are asking for help from other people, motivating the child not to be shy, training the child proper behavior, controlling the use of the cellphone, and the father's responsibility in disciplining the child. Parents of children with special educational needs develop various strategies to manage their child's behavioral changes and support their learning. They often seek assistance from others, such as family members, friends, or professionals, to provide additional support and guidance. Encouraging their child to overcome shyness and build confidence is another key approach. Furthermore, parents also focus on teaching their child appropriate behavior through consistent training and positive reinforcement. Managing electronic devices, like cellphones, is crucial to ensure that the child remains focused on learning and development. Additionally, fathers often take on the disciplinarian role, helping establish and maintain behavioral boundaries. These strategies help parents create a supportive and structured environment for their child's growth and well-being. This agrees with the findings of Zulfia (2020) that the impact of parenting children with special needs is

particularly significant for mothers, who often serve as the primary caregivers and main sources of support. It is crucial to anticipate and establish acceptance and support systems for mothers to ensure that children with special needs can reach their full potential and enjoy a high quality of life. This literature review explores mothers' experiences in their caregiving roles for children with special needs. Key experiences include the period following diagnosis, emotional and physical health challenges, the heavy caregiving burden, social isolation, specific maternal care needs, obstacles in caregiving, and the positive aspects of caring for children with special needs. This is also congruent with recent research highlighting the various strategies parents of children with special educational needs (SEN) use to manage behavioral issues and support their learning. Cheng and Lai (2023) found that parents often turn to family, professionals, and social networks for support, which helps them cope with caregiving demands and maintain emotional balance, especially when consistent behavioral guidance is required. Similarly, Ma et al. (2023) highlighted the value of family engagement in supporting kids' intellectual and emotional development, pointing out that parents are crucial in establishing behavioral norms, boosting confidence, and reinforcing learning. According to their study, fathers often adopt a disciplinarian role to ensure consistency, and regular routines, screen time control, and positive reinforcement are helpful strategies. Research published by Tso et al. (2023) has identified a connection between behavioral challenges in children with special educational needs (SEN) and heightened parental stress. However, the study also demonstrated that proactive strategies—such as emotional coaching, behavior modeling, and fostering confidence—can substantially enhance children's and their families' well-being.

Coping Strategies Developed Related to Parenting a Child with Special Needs. Results revealed that the emerging themes in the structured theme are stay away from relatives, be optimistic, expose child outside of the house, give balanced attention to children, pause for a while, and share problems with husband. Some parents may choose to distance themselves from relatives who do not understand or support their situation, creating a more positive and less stressful environment. Maintaining an optimistic outlook is crucial, as it helps parents stay resilient and hopeful about their child's future. Another important strategy is encouraging their child to engage in activities outside the home. This exposure helps the child develop social skills and gain confidence in different settings. Balancing attention among all their children ensures that each child feels valued and supported, preventing feelings of neglect or resentment. Taking breaks is essential for parents to recharge and avoid burnout. These pauses allow them to return to caregiving duties with renewed energy and patience. Additionally, sharing their concerns and challenges with their spouse fosters a supportive partnership, enabling both parents to work together effectively in raising their child. This is congruent to the findings of Gull et.al (2024) that parents employ a variety of coping strategies, including problem-focused and active coping, seeking help and social support, disengagement, avoidance, escapism, denial or self-distraction, self-blame, spirituality or religiosity, positive reappraisal or reframing, venting, humor, acceptance, and substance use. The findings from this systematic literature review (SLR) highlight the importance of these coping strategies when parents encounter stressful situations related to their children's education, which they highly value.

This is concerning Sergienko and Kholmogorova (2019), who examined the effects of coping mechanisms on the post-traumatic development of parents of disabled children. According to their research, obtaining social support, reevaluating circumstances positively, and sharing responsibilities—like talking to a spouse about difficulties—greatly enhanced emotional resilience and family dynamics. Similarly, Arif et.al (2021) identified that parents often rely on practical strategies like problem-solving and cognitive restructuring to manage stress. Their findings also highlighted the importance of social contact and taking breaks to prevent burnout, which aligns with the theme of parents pausing to recharge and maintain their well-being. Moreover, the study emphasized that parents strive to balance attention among all their children to avoid feelings of neglect, and they actively encourage their children with SEN to engage in social activities outside the home. Moreover, Staats et.al (2025) showed that having a positive mindset helps some parents who are raising disabled children deal with the difficulties they encounter. Being more focused on their child assists parents in changing and refocusing their lives. Having a kid with a disability has often provided parents with empathy, hope, love, care, compassion, and a sense of worth, according to these parents. They usually attribute their personal development to both their children and disabled people.

Insights in Dealing with Child with Special Educational Needs. Results revealed that the emerging themes in the structured theme are acceptance of the child's condition, which makes life easy, trying to help until the

child knows how to respond, and research that helps understand the child's condition. Parents of children with special educational needs have shared valuable insights on effectively managing their unique challenges. Firstly, accepting their child's condition is crucial, as it significantly eases the emotional burden and allows parents to focus on providing the best possible support. This acceptance fosters a more positive and proactive approach to caregiving. Additionally, parents emphasize the importance of persistent assistance, helping their child until they can independently respond to various situations. This continuous support is vital for the child's development and confidence. Moreover, parents find conducting research and educating themselves about their child's condition incredibly beneficial. This knowledge empowers them to understand their child's needs better, seek appropriate interventions, and advocate effectively for their child's well-being. This is parallel to the findings of Bariroh (2018) that for parents to foster practical cooperation with schools and ensure an optimal educational process, it is essential to focus on their child's overall development as an individual, rather than solely on academic achievements. Parental involvement is particularly crucial for students with disabilities. In Canada, the active participation of parents in creating Individual Program Plans (IIP) is vital for the success of the child's education and the plan's effectiveness. It also emphasizes that parents must respect, understand, and value their children during educational decision-making to help them reach their full potential. Increased interactions and education on forming successful partnerships would benefit parents and professionals, including teachers. Additionally, parents must have confidence in the school's ability to understand and effectively educate their children with special needs.

This is also congruent with recent studies emphasizing the importance of parental acceptance and persistent support in raising children with special educational needs (SEN). Karaman and Efiliti (2019) found that parents who accept their child's condition and maintain high levels of self-esteem and perceived social support tend to exhibit greater psychological resilience. This acceptance allows them to shift their focus from emotional distress to proactive caregiving, fostering a more stable and supportive environment for their child. Similarly, Sharma (2019) highlighted that parental involvement, particularly when rooted in acceptance and understanding of the child's unique needs, is crucial in enhancing the child's academic and social development. Parents who embrace their child's condition are more likely to engage in consistent support strategies, including helping their child navigate everyday challenges until they can respond independently. A study by Poulson et.al (2016) in Australia examined the experiences of parents of children with intellectual disabilities, highlighting the importance of providing adequate information and support to parents to promote acceptance and positive attitudes toward their child's disability. Parental acceptance of children with intellectual disabilities emphasizes the importance of providing parents with knowledge, resources, and support to help them accept their child's condition and provide appropriate care and assistance.

Vision for Child's Future in Education and Independence. Results revealed that the emerging themes in the structured theme are letting the child finish education, preparing a lot for the child, making the child independent, and worrying about the child's chances for education. From the perspective of parents of children with special needs, their vision for their child's education and independence includes several key aspirations. Firstly, they are committed to ensuring their child completes their education, recognizing the importance of academic achievement for future opportunities. They invest significant effort in preparing their child for various life challenges, providing the necessary support and resources to help them succeed. These parents' major goals are to foster their child's independence, equipping them with the skills and confidence needed to navigate life independently. However, they also harbor concerns about their child's educational prospects, worrying about the availability and accessibility of appropriate educational opportunities that cater to their child's unique needs. These aspirations and concerns highlight parents' dedication and proactive approach in supporting their children with special needs, aiming to secure a bright and self-sufficient future for them.

This relates to the findings of Paseka and Schwabb (2020) that the attitudes towards inclusive education and perceptions of inclusive teaching practices and resources are crucial factors. The results indicated that parents generally had positive attitudes towards including students with physical or learning disabilities. In contrast, their attitudes towards students with behavioral disorders or mental disabilities were more neutral. Parents whose children were in inclusive classes (with at least one student with special educational needs) observed more inclusive practices, such as teachers recognizing and supporting students' strengths, than parents whose children were in regular classes without students with special educational needs. However, parents did not perceive any

resource differences between inclusive and regular classes. Additionally, regression analysis results suggested that predictors of parents' attitudes towards inclusive education vary depending on the specific type of disability. According to Tridonanto (2014), parenting is an interaction between parents and children, where parents encourage their children to form good behavior, knowledge, education, and values that are considered reasonable and appropriate so that later the child becomes an independent, growing and develop optimally while being healthy, have self-confidence, intense curiosity, and success-oriented.

Subsequently, it aligned with the recent literature emphasizing the aspirations of parents of children with special educational needs (SEN) regarding their children's education and independence. Schörner and Bittmann (2024) found that parents play a central role in shaping their children's educational goals, often driven by a strong desire to see them complete their education and achieve academic success. Their study revealed that parental aspirations are influenced by their own expectations and their children's perceived potential, creating a dynamic and reciprocal relationship that fosters motivation and long-term planning. In a related study, Avnet et al. (2019) emphasized how parental participation has a major impact on kids with disabilities' academic performance. According to the study, children are more likely to succeed academically when their parents are actively involved and consistently offer resources, support, and encouragement. This involvement frequently results from a strong desire to equip their kids with the skills necessary for independence and prepare them for future obstacles.

Hopes and Aspirations for Parents and Child. Results revealed that the emerging themes in the structured theme are long life, becoming intellectually mature, being able to communicate, learning about the basics in life, and supporting the child. Parents of children with special educational needs have a range of hopes and aspirations for their child's future. They wish their child to live a long and healthy life and develop intellectual maturity, enabling them to think critically and make informed decisions. Effective communication skills are also a priority, essential for social interaction and self-expression. Additionally, parents hope their child will learn the fundamental skills necessary for daily living, such as personal care, basic academics, and social etiquette. They are committed to ongoing support to help their child achieve these goals, ensuring they have the resources and encouragement needed to thrive. These aspirations reflect parents' deep love and dedication for their children, as they strive to create a fulfilling and independent future for them. This is congruent with the findings of Chen et al. (2019), who state that the parents' hopes and expectations for their children with special educational needs are centered around eight key areas. These areas often include aspirations for their child's health, education, social skills, independence, communication abilities, emotional well-being, life skills, and future opportunities. However, parents frequently temper these hopes with expressions of fear and uncertainty about their child's future. They also maintain realistic expectations, acknowledging the challenges their child may face. Additionally, many parents feel a lack of guidance and support in navigating their child's needs, which can add to their concerns and uncertainties.

Moreover, it agreed with the recent research that highlights the deep commitment parents of children with special needs have toward equipping their children with essential life skills to foster independence and well-being. Yakubova et al. (2024) conducted a systematic review on family-mediated interventions. They found that involving parents in teaching daily living skills—such as personal hygiene, basic academics, and social behaviors—significantly improves children's independence and reduces caregiver stress. These interventions enhance the child's autonomy and boost parental confidence and satisfaction in their caregiving role. Similarly, Burns et al. (2019) reviewed decades of interventions to improve daily living skills in individuals with intellectual disabilities. Their findings emphasized that behavioral strategies, especially those involving caregiver training, are effective in helping children acquire and maintain essential life skills.

Teaching Strategies for Students with Special Educational Needs (SEN). Teachers play a fundamental role in creating inclusive and supportive classrooms, particularly for children with special educational needs (SEN). This study explored and recommended various effective teaching strategies to support children with special educational needs. The study aimed to enhance these students' academic experiences and outcomes by identifying practical approaches that address diverse learning styles and challenges. The strategies proposed are grounded in inclusive education principles and emphasize the importance of adapting instruction to meet individual needs. Their ability to recognize and respond to the unique learning profiles of these students is essential in promoting equity and academic success.

By incorporating strategies such as visual aids, teachers can make abstract concepts more concrete and accessible, especially for visual learners or students with processing difficulties. Hands-on activities further enhance learning by engaging multiple senses, allowing students to explore and internalize content through direct experience. These methods support comprehension and make learning more engaging and enjoyable. Structured routines and breaking tasks into smaller steps are other key strategies that benefit students with SEN by providing consistency and reducing anxiety. Predictable classroom environments help students feel secure and better prepared to focus on learning tasks. For example, children with autism spectrum disorder often thrive in settings where transitions and expectations are communicated. In addition, individualized accommodations—such as modified assignments, alternative assessment formats, optimal seating arrangements, or assistive technology—ensure that students can access the curriculum in ways that align with their strengths and needs. Furthermore, peer support and social interaction foster a sense of community for students with autism and mobility difficulties, as they provide practical assistance and develop communication skills. These personalized supports are vital in helping students overcome barriers and participate fully in classroom activities. Additionally, recognizing students' strengths and weaknesses fosters a positive learning environment, such as students with intellectual disability and developmental delay who struggle to understand complex instructions so that educators may use clear and straightforward language. Lastly, the use of positive reinforcement for these students encourages desired behaviors.

Ultimately, the thoughtful implementation of these teaching strategies fosters a learning environment where all students feel valued and capable regardless of ability. When teachers prioritize inclusivity, they support the academic growth of students with SEN and cultivate a classroom culture of empathy, collaboration, and mutual respect. This inclusive approach benefits the learning community by encouraging diverse perspectives and promoting social-emotional development. Teachers become powerful advocates for equity and lifelong learning through their commitment and adaptability. These strategies parallel the statement of Ahmed (2024), emphasizing that a structured learning environment is crucial for students with special needs. Clear routines and visual schedules help reduce anxiety and confusion, allowing students to focus better and feel more secure in their learning environment. Every student possesses a distinct combination of strengths, challenges, and preferred ways of learning, which makes it crucial for educators to tailor their instructional approaches accordingly. For students with special educational needs, a well-structured classroom environment can provide safety and stability. Establishing consistent routines and clearly defined expectations helps reduce uncertainty and anxiety. Visual schedules, labeled areas, and instructional charts contribute to this structure, offering students visual cues that support understanding and predictability. An organized and thoughtfully arranged classroom enhances focus and encourages students to develop independence and confidence in their learning journey. Similarly, Villardón-Gallego et.al (2018) stated that it has been demonstrated that introducing interactive learning settings helps primary kids behave more prosocially. In addition, Jenkins et.al (2003) emphasized that promoting engagement in cooperative learning positively affects learning and social acceptance. This includes better learning outcomes, a safer learning environment, and increased self-esteem for special education kids.

Implications for Practice

The findings indicate several practical implications.

On Strengths of the Child in terms of Cognitive Skills. Results revealed that the child's specific strengths in terms of cognitive skills are normal thinking ability, ability to listen, no definitive cognitive skills, and artistic and literacy skills. This implied that the child demonstrates several cognitive strengths and that while the child has a broad range of abilities, there may not be a particular area of cognitive strength that stands out. Based on these findings, it is recommended that educators and caregivers adopt a holistic approach to learning by nurturing the child's broad cognitive abilities, including listening, artistic, and literacy skills, rather than focusing on a single area of strength. Additionally, individualized learning plans should be flexible and responsive, allowing the child to explore and develop multiple cognitive domains at their own pace.

On Weaknesses of the child in terms of Cognitive Skills. Findings revealed that the weaknesses are hating writing, being feeble-minded, and difficulty following instructions. This implies that these observed weaknesses suggest areas where targeted interventions and support may be necessary to help the child improve their cognitive abilities and overall academic performance. It is recommended that educators implement targeted interventions focused on

improving the child's writing skills and ability to follow instructions through structured, engaging, and supportive activities. Additionally, individualized support plans should be developed to address cognitive challenges, ensuring that learning strategies are adapted to the child's needs and pace.

On Strengths of the Child in terms of Emotional Aspects. Findings revealed that the strengths in emotional aspects are more understanding, decisive, tender, and loving. This implies that these emotional strengths contribute to their personal growth and positively impact the lives of those they interact with. Based on these findings, it is recommended that educators and caregivers leverage the child's emotional strengths—such as being understanding, decisive, and affectionate—to foster positive relationships and create a supportive learning environment. These qualities can also be nurtured through collaborative activities and social-emotional learning programs, enhancing the child's personal development and ability to influence others positively.

On Weaknesses of the Child in Terms of Emotional Aspects. Findings revealed that the weakness in a child's emotional aspects is easily getting mad, stood firm to a 'no' answer, showed extreme emotional manifestations, stuck to what he wanted, barely distinguish emotions, and uncontrollable emotional outbursts. This implies that by addressing these challenges, parents and educators can work together to create a more supportive and understanding environment for these children.

On Strengths of the Child in Terms of Social Skills. Findings revealed that children's strengths in terms of social skills are socializing with both young and old, sometimes sociable, aloof, overly friendly, and playing with friends. This implies that children with special educational needs exhibit a broad spectrum of social behaviors, ranging from strong interpersonal skills to challenges in social engagement. Such diversity highlights the need for individualized and adaptive support strategies catering to each child's unique social profile. Tailored interventions by educators—such as social skills training, peer interaction opportunities, and guided communication exercises—can help these children build confidence and competence in navigating social situations. Recognizing and responding to these varied social behaviors is essential for fostering inclusive environments where all children can thrive socially and emotionally.

On Weaknesses of the Child in Terms of Social Skills. Findings revealed that the children's weaknesses in terms of social skills are temperamental when triggered, dislike being fooled around, have problems socializing, are intimidated in unfamiliar situations, and have problems dealing with people not their age. This implies a need for targeted interventions to enhance their social skills and improve their overall social functioning. Based on these findings, it is recommended that educators and caregivers implement targeted social skills training programs that address specific challenges such as emotional regulation, peer interaction, and adaptability in unfamiliar settings. Additionally, structured opportunities for guided social engagement—especially with peers of varying ages—can help children build confidence, reduce anxiety, and develop more effective interpersonal skills.

On Strengths of the Child in Terms of Physical Aspects. Results showed that children's physical strengths are hyperactive children, trying hard to work, needing help with physical activities, and being physically okay. This implies that it is essential to recognize and nurture their unique strengths while providing the necessary assistance to address their specific needs. Based on these findings, it is recommended that educators and caregivers recognize the child's physical energy and determination as strengths, using them to encourage active participation in learning and play. At the same time, providing appropriate physical support and accommodations when needed will help ensure the child can engage safely and confidently in various activities.

On Weaknesses of the Child in Terms of Physical Aspects. Results revealed that the children's weaknesses in terms of physical aspects are having a heart ailment, not all body parts are doing well, the child's extra/involuntary movement, a lack of control of their movement, and the child's speech. Understanding these implications is crucial for developing appropriate support strategies, such as tailored physical education programs, regular health monitoring, and individualized care plans to ensure these children can thrive despite their health challenges. Based on these findings, it is recommended that educators and healthcare providers develop individualized care plans that address each child's specific physical limitations, including mobility challenges, involuntary movements, and speech difficulties. Regular health monitoring and adapted physical activities should be integrated into daily routines to promote safety, participation, and overall well-being.

On Experiences as Parent of Child with Special Needs. Results revealed that the experiences as parent of child with special needs are too many demands for his studies, motivate child to do well in school, challenging to adjust college instructor, need to be patient in dealing child with special needs, researched child's special needs, and did not have any inkling about child's behavior. It implied the resilience and dedication of parents who work tirelessly to support their children with special educational needs, often facing significant obstacles. Based on these findings, it is recommended that institutions provide targeted support and flexible accommodations for parents of children with special needs, especially those balancing professional responsibilities, such as teaching, with caregiving. Additionally, offering access to training, counseling, and informational resources can empower parents to understand their child's condition better and build the resilience needed to navigate the complex demands of parenting and advocacy.

On Benefits in Guiding Child with Special Needs. Results revealed that the benefits of parents in guiding the child with special needs are that they are happy with having a child, able to provide help despite the child's condition, therapy sessions offered much needed assistance, interaction with improving people, unable to experience a rebellious child, and child remains to be gentle. It implied that it is rewarding experience of raising a child with special educational needs, emphasizing the positive impact on the child and their family. Based on these findings, it is recommended that practitioners and support networks recognize and reinforce the positive experiences of parents raising children with special needs, as these moments of joy and fulfillment can strengthen family bonds and emotional resilience. Additionally, continued access to therapy, supportive communities, and educational resources can further enhance the child's and their family's well-being, fostering a nurturing and empowering environment.

On Drawbacks in Guiding Child. Results revealed that the drawbacks of parents in guiding the child with special needs are that they are making resources available for children, putting children into difficult situations, requiring regular therapy to control behavior, children becoming unruly if not being attended to, worrying about the child's future, and losing patience in dealing with the child. It implied the need for robust support systems and resources to assist parents in managing the complexities of raising a child with special educational needs. Based on these findings, it is recommended that comprehensive support systems be established to assist parents in managing the emotional, financial, and behavioral challenges of raising a child with special educational needs. Providing accessible resources, regular counseling, and respite care can help reduce parental stress, prevent burnout, and ensure consistent and effective child care.

On Experiences Interacting with Schools about Child's Needs. Results revealed that parents' experiences of children with special needs in interacting with schools are enrolling the child in SPED, the child not being accepted for enrollment, problems with where to enroll the child, and the child being welcomed by teachers. It implied a need for more consistent and inclusive practices across schools to ensure that all children with special needs receive the support and acceptance they deserve. This might involve better training for educators, increased resources for special education programs, and clearer policies to support the enrollment and integration of children with special needs.

On Challenges Encountered with Child. Results revealed that the challenges encountered by parents of children with special needs are a child growing up without a father, challenges in sending the child to school, finding the right mentor for the child, worrying about the child's socialization, problems in teaching basic concepts, financial issues, and bullying from people. It implied the need for comprehensive support systems for families, including accessible educational resources, financial assistance, community support groups, and anti-bullying initiatives. Addressing these issues can help ensure that children with special needs and their families receive the support they need to thrive. Based on these findings, it is recommended that policymakers and service providers develop comprehensive support systems that address the multifaceted challenges faced by parents of children with special needs, including financial aid, accessible education, and mentorship programs. Additionally, strong community-based initiatives—such as anti-bullying campaigns and social integration programs—can help create a more inclusive environment that supports the child's development and the family's well-being.

On Challenges Faced Regarding Child's Educational Needs. Results revealed that the challenges encountered by parents of children with special needs in educational settings are problems with the child's treatment, looking for means to support the child's academic needs, fairly treating each child, and financial difficulties. It implied that there is a need for comprehensive support systems, including financial assistance, accessible educational resources, and community support to help parents navigate these difficulties. Tackling these challenges can ensure that children with special needs get the education and care they need to flourish. Based on these findings, it is recommended that educational institutions and government agencies provide targeted financial assistance and accessible learning resources to support families of children with special needs. Additionally, training programs for educators and caregivers should emphasize equitable treatment and individualized support to ensure that each child receives the education and care necessary for their growth and success.

On Effect to Emotional Well-being. Results revealed that the effect on the emotional well-being of parents of children with special needs in educational settings is that they are worried about their child's condition, affected by people's comments, hurt by the lack of attention given to children with special needs, and affected due to their child being unwanted. It implied the importance of comprehensive support systems. Such systems should provide financial assistance, accessible educational resources, and community support to help parents manage these difficulties and improve their well-being. Based on these findings, it is recommended that emotional support services be integrated into educational and community programs to help parents cope with the psychological impact of raising a child with special needs. Providing access to counseling, peer support groups, and awareness campaigns can reduce stigma, promote understanding, and enhance the emotional well-being of parents navigating these challenges.

On Ways Used to Handle Challenges Encountered. Results revealed that the ways parents of children with special needs used to handle challenges encountered are finding ways to look for money, constantly understanding the child's condition, accepting everything about the child, offering everything to God, being happy with the parents' support, and offering the child food. It implied the resilience and resourcefulness of parents in managing the complexities of raising a child with special needs. They also underscore the importance of providing additional support and resources to help these families navigate their challenges more effectively. Based on these findings, it is recommended that support programs recognize and build upon the resilience and resourcefulness of parents by offering practical assistance such as financial aid, parenting workshops, and emotional support services. Strengthening community networks and faith-based support systems can empower families to manage better the emotional and logistical challenges of raising a child with special needs.

On Coping Strategies being Developed for Child's Behavioral Changes and Learning. Results revealed that the coping strategies of parents with special needs when strategies for a child's behavioral changes and learning include asking for help from other people, motivating the child not to be shy, training the child in proper behavior, controlling the use of the cellphone, and the father is responsible in disciplining child. It implied that by integrating these strategies into practice, parents can create a supportive and nurturing environment that fosters their child's growth and development. Additionally, professionals working with these families can offer tailored guidance and resources to help parents implement these strategies effectively.

On Coping Strategies Developed Related to Parenting a Child with Special Needs. Results revealed that the coping strategies of parents with special needs, when developed related to parenting a child with special needs, are staying away from relatives, being optimistic, exposing the child outside of the house, giving balanced attention to children, pausing for a while, and sharing problems with the husband. It implied that maintaining a positive outlook can significantly impact both the parents and the child's well-being. Professionals can provide resources and training on positive thinking and resilience-building techniques.

On Insights in Dealing with Child with Special Educational Needs. Results revealed that the insights of parents in dealing with a child with special educational needs are acceptance of the child's condition, which makes life easy, trying to help until the child knows how to respond. Research helps in understanding the child's condition. It implied the importance of persistent and patient assistance. Parents should be encouraged to help their child until they learn how to respond effectively. This can involve tailored educational programs, therapy sessions, and consistent reinforcement of skills at home.

On Vision for Child's Future in Education and Independence. Results revealed that the vision of parents of children with special educational needs for their child's future in education and independence is for the child to finish their education, prepare a lot for the child, making the child independent, and worry about the child's chances for education. It implied that parents and teachers should advocate for inclusive policies and practices that ensure children with special needs have equal educational opportunities. This can involve raising awareness, lobbying for policy changes, and creating partnerships with organizations that support special education.

On Hopes and Aspirations for Parents and Child. Results revealed that the hopes and aspirations parents of child with special educational needs for themselves and child are long life, become intellectually mature, to be able to communicate, learn about the basics in life, and continue to support the child. It implied the importance of creating a network of support that includes family, educators, therapists, and community resources. Encourage parents to seek out support groups and counseling services to help them navigate the challenges of raising a child with special needs.

On Teaching Strategies for Children with Special Education Needs. Teachers play a crucial role in fostering an inclusive and supportive learning environment for children with special educational needs; implementing strategies such as visual aids, hands-on activities, structured routines, and individualized accommodations can significantly enhance student engagement, comprehension, and overall success. Implementing these teaching strategies for children with special educational needs fosters an inclusive and supportive learning environment that enhances engagement, understanding, and skill development. Visual aids and hands-on activities cater to diverse learning styles, reinforcing concepts tangibly. Individual accommodations ensure that each student receives personalized support tailored to their strengths and challenges. At the same time, a structured environment and consistent routines provide stability and predictability, reducing anxiety and improving focus. Peer support and opportunities for social interaction cultivate confidence and communication skills, promoting collaborative learning. Breaking tasks into smaller steps makes learning more manageable, ensuring gradual progress without overwhelming students. Optimal seating arrangements and assistive technology further facilitate accessibility, enabling learners to participate actively. Educators build motivation and self-efficacy by recognizing their strengths and using clear, simple language, while consistent routines and positive reinforcement reinforce desired behaviors and foster resilience. By holistically integrating these strategies, the educators create a classroom dynamic where children with special educational needs can thrive academically and socially.

Conclusion and Recommendations

Addressing the educational needs of children with exceptionalities requires a collaborative and compassionate approach from parents, teachers, and education authorities. Parents play a crucial role in advocating for their children and providing the necessary support at home. By embracing their child's unique strengths and challenges, parents can create a nurturing environment that fosters growth and development. Open communication with educators and active participation in their child's education can help ensure their needs are effectively met. Additionally, seeking support networks and resources can empower parents to navigate the complexities of raising a child with special needs. Teachers and education authorities must work together to create inclusive and supportive learning environments. This involves providing educators with ongoing professional development opportunities to enhance their skills in inclusive education practices, behavior management, and communication strategies. Schools should implement policies that promote equity and accessibility, ensuring that all students receive the support they need to succeed. Education authorities can help break down barriers and create a more inclusive society where every child can thrive by fostering a culture of understanding and acceptance. Through collaboration and dedication, we can make a meaningful difference in the lives of children with exceptionalities and their families.

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