Journal of Health Research and Society
2025, 4(2), 145-160. https://doi.org/10.34002/jhrs.v4i2.134
ISSN: 2599-4387 | e-ISSN: 2651-8279

Research Article

Parenting Beyond Limits: Exploring the Multifaceted Experiences of Parents with Learners with Disability

Rowena Bongolto*, Janabeth Soguilon, Cassandra O. Nuñez

Mindanao State University, General Santos City, College of Education

*Corresponding author: rowena.bongolto@msugensan.edu.ph

Received: February 1, 2025 | Accepted: December 25, 2025 | Published: July 31, 2026

Abstract

Within the complex structure of society, the family functions as a fundamental institution that significantly shapes individual identity. Yet, for parents raising learners with special needs, the journey is unique and filled with unpredictable challenges. This qualitative study utilized a phenomenological design to explore the lived experiences of five parents from an elementary school in South Cotabato through in-depth interviews and thematic analysis. The study uncovered four major themes: (1) challenges faced, including limited resources, societal stigma, and communication barriers; (2) mechanism employed, such as seeking professional help, practicing patience, and drawing strength from faith and family; (3) insights gained, highlighting self-growth, resilience, and unconditional love; and (4) guiding principles embraced, such as early intervention, empathy, and consistent support. Despite the adversities, the participants revealed a deep commitment to their children's growth and well-being. The study recommends the implementation of structured parent training, sustained support programs, and inclusive awareness campaigns to foster a nurturing environment for families raising children with disabilities.

Keywords: *parents supporting LWD, challenges, mechanism, realizations, values*

How to Cite:
Bongolto, R., Soguilon, J., & Nuñez, C.O. (2026). Parenting Beyond Limits: Exploring the Multifaceted Experiences of Parents with Learners with Disability. *Journal of Health Research and Society,* 4(2), 145-160. https://doi.org/10.34002/jhrs.v4i2.134

Introduction

Parental support and participation serve as the vanguard in crafting an inclusive and supportive learning environment for unique learners. Active engagement in the educational journey is crucial for program success, facilitating the seamless integration of interventions between school and home. Schools acknowledge the crucial role of parental involvement in the education of learners with special needs (Blok et al., 2007). Active participation allows parents to better understand their child's situation, access support materials, and collaborate with experts and other parents, empowering them to address their child's needs effectively. However, many parents feel ill-equipped to take on a more active role (Gerry, 1987), especially given the additional challenges related to their child's disabilities (Simpson, 1992). These parents may feel alienated by the technical and legalistic special education process (Spinelli, 1998). Researchers have documented that approximately 20% of parents do not participate in this process (Katsiyannis & Ward, 1992). Hence, it is crucial to explore the challenges, mechanism, insights, and values of parents with learners with special needs to establish a robust support system bridging school and home, ensuring that parents and students receive essential support.

Learners with "special needs," also referred to as learners with diverse abilities, are those who face challenges in their behavioral development

(Bariroh, 2018). According to Handoyo (2001), behavior encompasses all actions, whether minor or major, that are observable, audible, and detectable by the senses, excluding emotions. This includes speech, movements, both purposeful and unintentional, and their utility. In its most recent study, UNICEF (2022) identified 240 million cases of special needs worldwide. UNICEF estimates that 28.9 million (4.3%) learners aged 0-4 years, 207.4 million (12.5%) learners aged 5-17 years, and 236.4 million (10.1%) learners aged 0-17 years have moderate-to-severe disabilities based on household surveys of child functional status. With a projected prevalence rate of 10.1%, approximately 266 million learners aged 0-19 years are anticipated to have moderate-to-severe disabilities. Conversely, GBD 2019 estimates that 49.8 million (7.5%) learners under five years old, 241.5 million (12.6%) learners aged 5-19 years, and 291.3 million (11.3%) learners under 20 years old have mild-to-severe disabilities. In both datasets, Sub-Saharan Africa and South Asia accounted for more than half of learners with disabilities.

In the Philippines, recent data from UNICEF (2022) suggests that around 1.6 million Filipino learners live with disabilities. According to the Department of Education (2019) for the school year 2016-2017, 232,975 learners with disabilities or learning exceptionalities were integrated into regular classes, representing approximately 15% of the total student population. Notably, intellectual disability was the most prevalent diagnosed condition among elementary-level learners, with 20,377 cases, constituting about 8.8% of mainstreamed students, while visual impairment topped the list among secondary-level learners, with 13,828 cases, or roughly 6% of mainstreamed students. Additionally, manifestation-based exceptionalities, such as difficulty seeing, remembering, concentrating, paying attention, and understanding, were prevalent among both elementary and secondary-level learners, collectively accounting for around 18% and 28% of mainstreamed students, respectively. Region IV-A and the National Capital Region (NCR) recorded the highest numbers of mainstreamed learners with exceptionalities, with 34,644 (14.9%) and 33,977 (14.6%) respectively, while regions like BARMM and CARAGA had the lowest numbers, with 2,568 (1.1%) and 4,227 (1.8%) learners, respectively.

Given the increasing number of learners with disabilities worldwide, various studies have explored parental challenges and needs. In Turkey, Özaydın (2021) surveyed 674 parents and found that 88% needed information about available services, while only 28% felt confident communicating their child's condition. Additionally, many parents reported difficulty accessing care services and lacking social support. In Taiwan, Liao (2019) examined the priorities and participation patterns of learners with disabilities and their parents, revealing significant challenges in areas such as household chores, school-based activities, and community engagement. Parents often relied on practical mechanism like cleaning routines, while learners used companionship or animal care as stress relief. Locally, Santos (2019) studied parents in Quezon City and highlighted common issues such as speech delays, health concerns, sibling rivalry, and the urgent need for financial and therapeutic support. Communication barriers, aspirations for independent living skills, and the importance of education were emphasized. Catoto (2023) further explored the experiences of mothers in Cotabato caring for children with physical disabilities, underscoring the importance of government support. Other studies (Herman, 1991; Meyers & Marcenko, 1989) affirmed the positive impact of financial aid on family stability, while Roudabush (2019) highlighted emotional resilience through love and care. Despite the insights offered by these studies, most focus on isolated challenges or service needs without offering an integrated view of parents' emotional, practical, and developmental experiences. There remains a significant gap in the literature concerning the holistic and multifaceted lived experiences of parents supporting learners with disabilities particularly in terms of how they cope, what realizations they form, and what values sustain them. This study aims to address that gap by exploring not only the challenges but also the adaptive strategies, personal insights, and guiding beliefs of such parents in the Philippine context.

The objective of this research is to explore the multifaceted experiences of parents, emphasizing their 1.) navigation of educational challenges, 2.) employment of adaptive mechanism, 3.) insights and epiphanies, and 4.) the core principles and beliefs that guide parents of learners with disabilities.

Research Questions

The purpose of this research is to explore the lived experiences of parents of learners with disabilities as they navigate educational challenges and support their children. Specifically...

1. What challenges and mechanisms do parents of learners with disabilities employ to cope with the challenges they face?

2. What insights and values emerge from the experiences of parents of learners with disabilities?

3. How do the beliefs and guiding principles of parents of learners with disabilities

shape their lived experience?

Methodology

2.1 Research Design

This study used a phenomenological qualitative research design, which focuses on describing and understanding how individuals make sense of their lived experiences. Phenomenology is appropriate for this research because it allows the researchers to deeply explore the challenges, coping mechanisms, realizations, and values of parents supporting learners with disabilities, giving voice to their personal stories and meanings (Creswell, 2013).

2.2 Participants

The research was conducted in an elementary school in South Cotabato, Philippines, with five parents who voluntarily participated in the study. These parents were selected based on their active role in supporting their children's educational and developmental needs. The participants in this study were selected through a purposive sampling, narrowing on the parents who had direct and active involvement in providing support for their children's learning and development. Inclusion criteria was also employed selecting those parents of learners officially diagnosed with disabilities and are considered as their primary caregivers.

2.3 Research Instrument

A semi-structured interview guide served as the main instrument for this study. It was designed to elicit detailed accounts of the participants' lived experiences. To ensure relevance, clarity, and content validity, the interview guide was reviewed and validated by two special education teachers and one master teacher. Their feedback helped refine the questions to ensure they were appropriate for parents of learners with disabilities.

2.4 Data Collection Procedures

Data were gathered through face-to-face semi-structured interviews conducted in a private setting to create a comfortable and open environment for participants. Each interview lasted approximately 45 to 60 minutes. Open-ended questions guided the conversations, allowing participants to freely share their insights and experiences, while follow-up questions were asked when clarification or elaboration was needed. With the informed consent of each participant, interviews were audio-recorded, and field notes were taken to capture additional observations and contextual details.

2.5 Data Analysis

In addition, thematic analysis was employed to analyze the data gathered from the interviews. This study abides to the six-phase framework for thematic analysis conceptualized by Braun and Clarke (2006). This framework is composed of six phases that includes; (1) familiarization with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report.

In starting this study, the researchers conducted semi-structured interview with the five participants and the recordings from these interviews were then transcribed verbatim and read thoroughly to filter relevant data which satisfy the first phase of the framework. After carefully examining the data, significant statements were then highlighted and systematically labeled under the coding phase. In the reviewing phase, themes were distinguished vividly by conducting data comparison across all sources and utilizing field notes to ensure clarity and distinctiveness of each theme. This was then followed by clearly defining each theme to accurately represent the shared experience of all the participants. In the producing the report phase, the themes were then synthesized to capture the identified challenges, mechanism, and realization of the parents' supporting children with disability.

The study employed a purposive sample of five parents, which is methodologically appropriate for phenomenological research that prioritizes in-depth exploration of lived experiences rather than statistical generalization. Phenomenology intentionally uses small, focused samples to allow the researcher to engage deeply with each participant's narrative and extract rich, nuanced meaning (Polkinghorne, 1989). Methodological guidance indicates that sample sizes for phenomenological inquiry commonly range from about five to twenty-five participants, depending on the study's scope and the depth of analysis required (Smith et al., 2009).

Empirical examples further support this practice. For instance, an interpretative phenomenological study exploring the lived experiences of individuals with diabetes used a sample of five participants, generating rich thematic findings about how they manage and make sense of their condition (Memmolo & Willis, 2023). Similarly, another IPA study exploring adolescents with Turner syndrome included five girls and their parents, demonstrating that small, purposive samples can yield meaningful insights into the lived experiences of health-related phenomena (Nisbet et al., 2022). When participants are carefully selected for their firsthand experience

with the phenomenon, even a small sample can provide comprehensive and credible findings in phenomenological research.

Member checking was also conducted by allowing participants to review their transcribed responses and the emerging themes. This process further enhances credibility by ensuring that the results accurately reflect participants' intended meanings (McKim, 2023).

2.6 Ethical Considerations

In line with that, ethical considerations were prioritized throughout the research process. Participants were fully informed about the purpose and scope of the study and assured of their right to withdraw at any point without repercussions. Anonymity and confidentiality were strictly maintained to protect their identities and responses. While no formal ethical clearance was secured, ethical standards were still upheld. Informed consent was obtained, anonymity was preserved through the use of pseudonyms, and member checking was conducted to ensure the accuracy and integrity of participants' responses.

Results and Discussions

This study aims to explore the educational challenges faced by parents of learners with disability. Thus, to manage with the challenges, there are adaptive mechanism by parents of learners with disability. While, supporting their learners who have disabilities, they have insights and epiphanies to help them achieve their full potential. Lastly, aside from their reflection, core principles and beliefs guiding parents of learners with disabilities were formed. The results are logically presented as follows.

1. Challenges Faced by Parents of Learners with Disability

The parents supporting learners with disability acknowledged that they experienced different challenges. From the narratives, three themes were generated, these are: insufficient information and resource accessibility, societal stigma and deficient acknowledgment, and communication and behavioral regulation issues.

Theme 1.1. Insufficient Information and Resource Accessibility

Parents supporting learners with disabilities face significant challenges in accessing information and resources to meet their needs. These challenges include financial constraints, difficulties in obtaining individualized education and specialized care, and a lack of understanding of the learners' specific needs. Although information is available, it may not always address these

Table 1.

Thematic Analysis of Challenges Faced by Parents of Learners with Disabilities

Theme	Subtheme	Codes	Narratives
Theme 1: Challenges Faced by Parents of Learners with Disabilities	1.1 Insufficient Information and Resource Accessibility	• Lack of information on child's condition • Difficulty locating support services • Limited access to specialists • Financial constraints • Stress and emotional burden	"First, the information kay the time that we knew her limitation we don't know where to get the information to help her… where to get help and support groups… availability of support providers like speech therapies, tutorial centers, occupational therapists, school and educator and of course our financial resources." (Maria) "We need to look into some resources so that we can support them." (Angela)
	1.2 Societal Stigma and Deficient Acknowledgment	• Lack of understanding from others • Social stigma and labeling • Bullying and exclusion • Emotional pain and social isolation • Need to educate others	"Other people are not capable of understanding the situation that our child has special needs… a culture of acceptance is not yet prevalent… he also experiences bullies or not feeling involved in group activities." (Jose) "As a parent sometimes it really hurts if other people cannot understand how your child behaves." (Angela)
	1.3 Communication and Behavioral Regulation Issues	• Tantrums and emotional outbursts • Difficulty expressing needs • Non-compliance with routines • Aggressive behaviors • Emotional distress of parents	"I can still remember the days that he always has tantrums, hurting us, his classmates, and teacher, and his therapist… he only wants home." (Ramon) "There are times that he would cry if we will not let him go out of the room… It hurt on the part of the parent to see your child crying but doing it helps him a lot." (Angela)

learners' unique requirements, leading to heightened stress and mental discomfort.

Maria reported significant challenges in accessing relevant information and services for a child with special needs. Initial struggles included identifying support groups, treatments, educational programs, and financial resources. The participant explained the difficulty of determining where to seek assistance, stating: “First, the information kay the time that we knew her limitation we don’t know where to get the information to help her. Pieces of information like what to do and how to help her, where to get help and support groups availability of support providers like speech therapies, tutorial centers, occupational therapists, school and educator and of course our financial resources.” Similarly, Angela emphasized the necessity of both emotional and financial preparedness for parents of learners with disabilities, highlighting the importance of exploring various resources to provide adequate support: “We need to look into some resources so that we can support them.”

Parents of learners with disabilities encounter various challenges, particularly the lack of information and resources caused by limited access to both physical and virtual information channels. The result of this finding aligns with the study of Buteau-Poulin et al. (2020) and Taderera and Hall (2017), who highlighted that parent of children with disabilities usually experience systemic challenges in accessing adequate services and support for their children. They found that a lack of national and local information channels hinders their understanding of their children’s needs, which causes them mental and emotional distress. One gap that the researchers would like to point out is that, unlike their study which focused mainly on highly urbanized demographics, the participants in this study highlighted challenges unique to their local context, revealing socio-cultural problems such as the absence of nearby specialists and limited government support. This shows the imbalance in the quality of services, especially in rural areas. These limitations often cause struggles in different aspects of life, increasing stress levels and putting mental and emotional health at risk. This affects parents' ability to manage their child’s challenges effectively.

Theme 1.2. Societal Stigma and Deficient Acknowledgment

Social stigma and lack of acceptance are common dilemmas faced by parents supporting learners with disabilities. This issue persists in society, where derogatory labels, unkind comments, and misplaced blame for a child's disability remain prevalent. Such experiences often lead to feelings of inadequacy, social isolation, and poor mental health. There is a prevailing notion that parents face a more challenging life due to their child's condition. These societal beliefs also affect parent-teacher relationships.

Jose provided insights into the struggles stemming from a lack of understanding regarding a child's specific needs and the absence of an inclusive culture. The participant highlighted the importance of educating others about the child's condition and addressing issues such as bullying while promoting social inclusion: “One of the challenges we are facing every day is other people are not capable of understanding the situation that our child has special needs. A culture of acceptance is not yet prevalent which is why we tend to educate other parents/students about special concerns that my son has… he also experiences bullies or not feeling involved in group activities.” Angela expressed the emotional impact of encountering individuals who fail to comprehend a child's situation: “As a parent sometimes it really hurts if other people cannot understand how your child behaves.”

These findings align with the works of the Heller School for Social Policy and Management (2024), McLean and Halstead (2021), and Čolić et al. (2022), who emphasized the ongoing stigma and misunderstanding that parent of children with disabilities endure. Their studies confirm that parents often experience social rejection, judgment, and exclusion, which negatively affect their mental well-being and limit their children’s social participation. What emerges uniquely in this study is the active role that parents take in educating others and advocating for inclusion in their communities, a dynamic not deeply emphasized in prior literature. This reveals a shift from passive endurance to active engagement, suggesting that parent-led awareness efforts could be key in challenging societal stigma at the grassroots level.

Parents frequently face societal challenges, including stigma, lack of understanding, bullying, and exclusion. These factors significantly impact both parents and learners, underscoring the importance of fostering a supportive community to raise children with disabilities.

Theme 1.3. Communication and Behavioral Regulation Issues

Parents frequently encounter stress, worry, and frustration when addressing communication and behavioral regulation issues associated with learners with disabilities. Learners often experience mood swings, tantrums, and difficulties following routines or expressing their feelings. These challenges require parents to adapt their parenting responsibilities and expectations (Cheng & Lai, 2023; Estojero, 2022; Heiman, 2021). Maria and

Jose discussed the emotional and behavioral struggles faced by both parents and children on a daily basis. Instances of tantrums, violent outbursts, and refusal to attend school were highlighted as recurring challenges. Seeking expert assistance and implementing behavioral modification strategies were identified as helpful approaches. Ramon recalled: "I can still remember the days that he always has tantrums, hurting us, his classmates, and teacher, and his therapist. Because he doesn't want to go to school or other places, he only wants home." Liza shared similar experiences, detailing the challenges of managing tantrums and supporting the child in understanding various situations. Angela further elaborated on the child's communication difficulties, behavioral concerns, and emotional expression, emphasizing the efforts made to help the child overcome these challenges: "...There are times that he would cry if we will not let him go out of the room or go out of the house without telling open the door. He would cry if we will not give him the things that he wanted to have. If he will not say the word or even, he will not follow the word that we say. It hurt on the part of the parent to see your child crying but doing it helps him a lot." These accounts echo the findings of Cheng and Lai (2023) and Heiman (2021), who noted that parents must constantly adjust their

Table 2.

Thematic Analysis of Mechanism Used by Parents of Learners with Disabilities

Theme	Subtheme	Codes	Narratives
Theme 2: Mechanism Used by Parents of Learners with Disabilities	2.1 Seeking Professional Assistance and Therapy Interventions	• Seeking professional guidance • Occupational therapy intervention • Speech therapy support • Behavioral management assistance • Enrollment in special education programs • Improved emotional and behavioral control	"He is actually seeking professional help for an occupational therapist and behavioral management on how to deal with anger management issues. We seek help from them to be able to guide our son for the next school year." (Jose) "After many sessions of speech therapy, he was able to develop his communication skills… He belongs to the high honor group, and for me, it's a very remarkable milestone in his life." (Angela) "The therapist is a big help to us because he can already handle his anger and lessen the behavior… Also, special education helps a lot in terms of managing their behavior." (Ramon)
	2.2 Nurturing Parental Empathy	• Practicing patience and understanding • Emotional support and reassurance • Allowing emotional expression • Teaching self-regulation strategies • Parental acceptance and resilience	"We teach him to use his fidget toys when he is angry… giving some signal for time out especially when he is stressed." (Jose) "It hurt on the part of the parent to see your child crying, but doing it helps him a lot." (Angela) "Providing full support is very important when raising a child with disability." (Liza)
	2.3 Persisting in Behavioral Adaptation and Adjustment	• Consistent behavioral follow-up at home • Reinforcing therapy strategies • Positive reinforcement • Structured routines • Monitoring progress and adjustment • Behavioral improvement and social maturity	"Behavioral modification is followed at home and in school." (Ramon) "Even buying things that are used during the therapy session so that we can continue the sessions at home." (Angela) "He was able to accept defeat—that's the most important thing." (Angela) "He respectfully answered his classmate without shouting." (Liza)

expectations and develop strategies to handle these behaviors.

Parents supporting learners with disabilities encounter complex emotional and behavioral management issues. They often face difficulties in helping learners regulate their behaviors and emotions, which require significant understanding and support from caregivers. One of the prevalent challenges faced by parents supporting learners with disabilities is the lack of information and resources, which limits access to social assistance, individualized programs, and expert care. Social stigma and a lack of understanding within the community further compound these difficulties, often leading to misunderstandings about the status of both parents and learners. These societal misconceptions hinder their potential to achieve success, which can only be realized with the help of a supportive community. Additionally, learners with disabilities experience communication and behavioral management issues that are inevitable due to developmental delays and socio-emotional difficulties. These observations are supported by Estojero (2022), who emphasized the importance of proper resources and access to support systems to ease the burden on families.

2. Mechanism by Parents of Learners with Disability

Parents supporting learners with disabilities adopt various mechanism to overcome the challenges they face. From the narratives, three themes were generated: enhanced professional assistance and therapy interventions, nurturing parental empathy, and persistent behavioral adaptation and adjustment.

Theme 2.1. Seeking Professional Assistance and Therapy- Interventions

Professional help and therapy are crucial mechanism for parents of learners with disabilities. Educational consultants, therapists, psychologists, and counselors offer essential advice, support, and techniques to help parents navigate the challenges associated with supporting a child with a disability (Hookway, 2023; National Academies of Sciences, Engineering, and Medicine et al., 2016; SAMHSA, 2023). Jose highlighted the effectiveness of professional intervention in managing a child's anger issues: “He is actually seeking professional help for an occupational therapist and behavioral management on how to deal with anger management issues. We seek help from them to be able to guide our son for the next school year.” These insights echo the findings of SAMHSA (2023) and Hookway (2023), who emphasized how expert-led interventions provide families with the tools and knowledge to address behavior regulation effectively.

Occupational and speech therapy play significant roles in promoting skill development and overcoming barriers to academic and social success for learners with disabilities. These therapies teach self-calming, emotional management, and social skills, ultimately improving occupational performance and emotional well-being for both learners and parents (Noguera, 2017; Conway et al., 2015; Capanna-Hodge, 2018; Raising Children Network (Australia), 2018). Angela discussed efforts to facilitate communication skills through exposure to challenging environments, therapeutic tools at home, and consistent therapy sessions. She celebrated progress, stating: “After many sessions of speech therapy, he was able to develop his communication skills... He belongs to the high honor group, and for me, it’s a very remarkable milestone in his life.” Ramon emphasized the positive impact of therapists and special education programs, remarking: "The therapist is a big help to us because he can already handle his anger and lessen the behavior... Also, special education helps a lot in terms of managing their behavior at school and places that are new to him.” These testimonials strongly align with the literature, particularly the studies of Capanna-Hodge (2018) and Conway et al. (2015), which affirm the effectiveness of targeted therapies in improving learners’ behavior and parent-child interactions.

Professional support, such as occupational therapy, speech therapy, and special education, proves vital in assisting parents and learners in coping with various challenges and improving their overall quality of life.

Theme 2.2. Nurturing Parental Empathy

Some learners with disabilities experience developmental delays that limit their functionality in various aspects of life. The more challenging their situation becomes, the more patience and understanding they require from those around them, particularly their parents. Emotional support from parents plays a crucial role in fostering a nurturing environment. Patience, empathy, and understanding are essential strategies in addressing the daily challenges associated with raising learners with disabilities.

Jose shared effective mechanism, including teaching the child to use fidget toys, seek moments of silence, employ time-out signals, and respond appropriately to bullies. The participant explained: “We teach him to use his fidget toys when he is angry, not talking to anyone else when he is angry or upset, giving some signal for time out especially, he is stressed with his lessons or classmates. Also,

teach him to deal with bullies like answering back not in a rude manner like saying the correct use of words not to hurt others." Angela discussed the emotional impact of witnessing a child's frustration and the decision to allow the child to cry when necessary, as it ultimately proved beneficial: "It hurt on the part of the parent to see your child crying, but doing it helps him a lot." Liza emphasized the importance of providing full support when raising a child with a disability.

These findings echo the studies of Alós et al. (2022), Jaiswal et al. (2018), Cauda-Laufer (2017), Reid (2024), and Bujnowska (2021), who collectively emphasized the role of emotional support and adaptive mechanism in the well-being of children with disabilities. Similar to the participants in this study, previous research highlighted that empathy, consistent emotional presence, and tailored strategies such as time-out cues and emotional expression help reduce behavioral issues and emotional stress. What this study adds, however, is a deeper look into how these coping methods are practiced within the family context, especially in the absence of professional psychological guidance, demonstrating the vital role of parental intuition and resilience.

Patience and empathy are essential mechanism for parents supporting learners with disabilities. Emotional support from the immediate family significantly contributes to both the parents' and learners' ability to navigate challenges effectively.

Theme 2.3. Persisting in Behavioral Adaptation and Adjustment

Persistent use of behavioral modification strategies is a significant coping mechanism for parents of learners with disabilities. Follow-up at home—such as positive reinforcement, structured routines, and consistent discipline—helps regulate the child's behavior (National Academies of Sciences, Engineering, and Medicine et al., 2016; SAMHSA, 2023; Scott et al., 2023; National Center on Birth Defects and Developmental Disabilities, 2023). It is essential for parents to contextualize therapy activities at home, connect effectively with their children, monitor progress, and adjust techniques based on expert guidance. Regular application of behavioral modification not only reinforces learning but also establishes a sense of stability for both the child and the family.

Ramon emphasized the importance of continuity between therapy and home life, stating, "Behavioral modification is followed at home and in school." Similarly, Angela reinforced therapy outcomes by purchasing materials used during sessions, ensuring consistency and familiarity: "Even buying things that are used during the therapy session so that we can continue the sessions at home—we did that. If there are times that I could travel outside our municipality, I would go to bookstores and other stores to buy those things that are being used by the therapist so that we can continue doing the things done by the therapist so that he would really improve little by little." She further noted a milestone in her child's emotional development: "He was able to accept defeat—that's the most important thing so that he will not be frustrated or depressed later on if there are some challenges or failure that may happen in his growing up or during his childhood or even adolescence age." Liza also recalled a significant moment of progress: "One time in school, he was doing his activity alone and his classmate asked what the instruction of the teacher was, then he respectfully answered his classmate without shouting." She credited the improvement to consistent behavioral plans and therapist support.

Overall, it is crucial that behavioral interventions extend beyond therapy sessions and the special education classroom. Caregivers must reinforce these routines at home, with patience, consistency, and modeling of appropriate behaviors.

In conclusion, parents of learners with disabilities adopt a range of mechanism to manage everyday challenges. Professional support and therapy provide foundational assistance in shaping desired behaviors. Patience and understanding allow parents to nurture their child's unique needs while aiming for their fullest potential. Consistent behavioral modification ensures that positive changes are reinforced both in school and at home, supporting the holistic development of the learner.

3. Insights and Epiphanies Experienced by Parents of Learners

The parents supporting learners with disability have variety of realizations and reflections in their journey towards raising learners with special needs. From the narratives, three themes were generated, these includes proactive early intervention and implementation of strategies, cultivating vital survival and adaptive competencies, and emphasizing the significance of parental guidance and acceptance.

Theme 3.1. Implementing Proactive Early Intervention and Strategies

Early Intervention programs are vital for parents of learners with disability, in which these provide crucial support and early help for infants and toddlers to develop essential skills and overcome challenges brought by a certain disability. These programs include wide range of

Table 3.

Thematic Analysis of Insights and Epiphanies Experienced by Parents of Learners with Disabilities

Theme	Subtheme	Codes	Narratives
Theme 3: Insights and Epiphanies Experienced by Parents of Learners with Disabilities	3.1 Implementing Proactive Early Intervention and Strategies	• Importance of early intervention • Enrolling in therapies early • Development of independence in daily tasks • Social and emotional growth • Family involvement in intervention	"Do it as early as possible. Because early intervention is very important." (Maria) "She can already wash dishes, prepare meals, and go shopping on her own." (Maria) "She realized that she is older than her brother despite their mental differences and capability." (Maria) "Enroll them in special education, occupational therapy, and speech therapy as early as possible." (Liza)
	3.2 Cultivating Vital Survival and Adaptive Competencies	• Teaching life and survival skills • Developing independence at home • Assigning household responsibilities • Financial management skills • Motor skill development • Coping and self-help skills	"It is very important to always set a reminder for them and let them master the skills so that they will be able to help themselves when they grow up." (Participant 2) "He also does household chores independently… washing dishes, washing his clothes, and watering the plants." (Ramon) "Her child needs to practice how to handle money because her child spends all the money when given ample amount of cash." (Ramon) "We are trying to practice him catching balls and do other activities that would improve his grasp and some motor skills." (Angela)
	3.3 Emphasizing the Significance of Parental Guidance and Acceptance	• Parental acceptance and understanding • Emotional and moral support • Creating a supportive home environment • Encouraging independence • Long-term commitment to child's growth	"Being a parent of a child with special needs is very challenging and you really need patience, acceptance, and understanding." (Angela) "The support system at home is very important for your child to really develop different skills." (Angela) "Giving full-hearted support to our children will help them develop their skills… emotional and behavioral aspects." (Liza) "Little by little he knows how to buy and count the remaining money… I let him buy on his own." (Liza)

specific and appropriate intervention, including different therapies like occupational therapy, speech therapy, physical therapy, and other medical care that are tailored to meet the targeted skills for both the child and the parents. Family involvement is one of the important considerations of these programs since they are going to collaborate with the multidisciplinary team---clinical doctors, social workers, teachers, and therapists (National Academies of Sciences, Engineering, and Medicine, et. al. 2016; Center for Parent Information and Resources, 2021; National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention, 2023; Sapiets, et. al., 2023).

As emphasized by Maria, early intervention is paramount: "...do it as early as possible. Because early intervention is very important." Maria further elaborated on the significant progress her child has made through interventions, highlighting newfound independence in daily tasks like washing dishes, preparing meals, and shopping independently. Moreover, Maria noted the positive social and emotional growth her child has experienced, recognizing her role as an elder sibling despite mental differences: "She realized that she is older than her brother despite

their mental differences and capability." Additionally, Liza emphasized the importance of early support, advocating for enrolling learners in special education, occupational therapy, and speech therapy as soon as possible to foster progress and development.

In the essence, early intervention programs help both the child and parents to achieve the developmental needs and the family's requirements. Through early identification, individualized educational plan, and active engagement among family members, interventions are meant improve the different skills of the child such as socio-emotional skills that are necessary when dealing with the community that the child has, to improve the life of the child and empower the parents.

Theme 3.2. Cultivating Vital Survival and Adaptive Competencies

Life skills is crucial for independence and success in life of the learners with disability.

Parents play a role in teaching survival and life skills to their learners such as math, leisure, self -care, safety, communication, self-confidence, and morality. These things should start at home to empower their learner in dealing with the future educational and job opportunities. Special education and individualized educational plan are significant to plan the necessary skills that should be improved and mastered (Stumbo, 2020; US Department of Education, 2015).

To connect, Participants 2 emphasized the importance of emotional support and teaching survival skills to learner with special needs, asserting, "It is very important to always set a reminder for them and let them master the skills so that they will be able to help themselves when they grow up." They emphasized the necessity for these learner to develop coping mechanisms to handle life's challenges effectively. Moreover, Ramon, echoing this sentiment, highlighted the significance of pre-task assignments and training in fostering independence, stating, "He also does household chores independently... I will assign pre-tasks like washing dishes, washing his clothes, and watering the plants." Additionally, they emphasized the importance of instilling positive self-concept and financial management skills in their child, noting, "Her child needs to practice how to handle money because her child spends all the money when given ample amount of cash, then the next day, no money is left in his pocket." These approaches aim to equip the child with practical life skills and responsible behavior management. Further, Angela discussed their child's motor skill challenges and efforts to address them, explaining, "We are trying to practice him catching balls and do other activities that would improve his grasp and some motor skills." This demonstrates their commitment to enhancing their child's physical abilities despite challenges.

In general, teaching learners with disability is needed to be functional in the community. Parents' assistance and guidance are needed to achieve the necessary skills and exposure that learner need to be independent in life. Besides, parents alongside with special education make a child's functional skills be achieved through consistent collaboration and patience.

Theme 3.3. Emphasizing the Significance of Parental Guidance and Acceptance

Parental support and acceptance have positive impact on the well-being of the child and family harmony especially to learners with disability. This has a positive impact in the growth of the child. Spending time, expressing affection, and patience in communication is important. Addressing challenges, discussing future goals, and spending time with cheerfulness allow them in their journey (Wexler, 2022; UNICEF, n.d.; Logsdon, 2022; Junaidi and Dewantoro, 2020; Hookway, 2022; Koolen, J., van Oorsouw, et. al., 2020).

As accentuated by Angela, the challenges of parenting a child with special needs, stating, "Being a parent of a child with special needs is very challenging and you really need patience, acceptance, and understanding." They also emphasized the importance of a supportive home environment, adding, "...the support system at home is very important for your child to really develop different skills." Similarly, Liza shared their insights, highlighting the transformative impact of wholehearted support on learners' development. They stated, "I realized that giving full-hearted support to our children will help them develop their skills not only but also their emotional and behavioral aspects." Additionally, Liza described the positive progress their child made due to their support, saying, "Little by little he knows how to buy and count the remaining money. I also let him buy on his own when we went to 7/11. And it is a good job for him because at least he practices to be independent." Parents show their support and acceptance in different ways towards learners with disability. This should be done with optimism to let the child feel that he/ she is accepted, especially by his own family. Thus, support is not linear and relative depending on the needs and status of the family.

In conclusion to the realizations of the parents supporting their learners with disability, their reflection varies depending on the skills that are needed by the child and the support that can be given by the parents. Early Intervention programs

provide necessary support that enable the child to overcome struggles and develop specific skills to be mastered. On the other hand, teaching survival skills and life skills prepares the child to be functional and be independent for future opportunities, both educational and job which can be achieved with the support of the family. Lastly, parental support and acceptance does not only start and end with learning a certain specific skill, this is a lifetime commitment to their learners which require their involvement to nurture the growth and to achieve their fullest potential as an individual with abilities.

4. Core Principles and Beliefs Guiding Parents of Learners with Disabilities

While supporting learners with disabilities, parents demonstrated key values that shaped their approach, which included fostering unconditional love and personal growth, showing resilience and adaptability, and embracing gratitude and appreciation.

Theme 4.1. Fostering A Culture of Unconditional Love and Personal Growth

Parents supporting learners with disabilities demonstrated how unconditional love and personal growth shaped their parenting approach. Maria emphasized the importance of embracing her child's limitations, noting the growth that comes with acceptance. She shared, "We intend to embrace her limitations, and as a parent, we also grow with it." Optimism about the child's potential was also expressed when she said, "We really believe that if we will work as a family, she will be more than what we dream of." Angela, another parent, highlighted the significance of instilling values in their children, stating, "Parents should always value those things and teach the value of love, respect, and concern for others."

These reflections reveal how parents prioritize unconditional love by appreciating their children's unique qualities and providing unwavering support. They foster acceptance while also encouraging personal development in themselves and in their children. This aligns with the findings of Maxwell (2021), Heyworth (2024), and Linton (2017), who emphasize the importance of inclusive environments that promote mutual growth. Such environments not only help children

Table 3.

Thematic Analysis of Insights and Epiphanies Experienced by Parents of Learners with Disabilities

Theme	Subtheme	Codes	Narratives
Theme 4: Core Principles and Beliefs Guiding Parents of Learners with Disabilities	4.1 Fostering a Culture of Unconditional Love and Personal Growth	• Unconditional parental love • Acceptance of child's limitations • Family optimism and hope • Parental self-growth • Teaching values of love and respect	"We intend to embrace her limitations, and as a parent, we also grow with it." (Maria) "We really believe that if we will work as a family, she will be more than what we dream of." (Maria) "Parents should always value those things and teach the value of love, respect, and concern for others." (Angela)
	4.2 Unveiling Resilience and Adaptability	• Parental resilience • Patience and perseverance • Continuous adjustment • Unwavering parental support • Learning through daily challenges	"I learned to become resilient and patient and extend love unconditionally for my son." (Jose) "Whatever the child is experiencing outside the home, parents should be there to extend support without question." (Jose) "Every day is a discovery and adjustment for us parents because every day there is progress." (Liza)
	4.3 Embracing Gratitude and Appreciation	• Gratitude for child's progress • Appreciation of small milestones • Positive meaning-making • Emotional fulfillment despite challenges • Strengthened family bonds	"The value of thanks, the value of love and understanding. I am so much thankful for all the support given to him." (Ramon) "It is always a long process, but everything is worth it." (Liza)

thrive but also empower parents to grow in resilience, compassion, and purpose.

Theme 4.2. Unveiling The Resilience and Adaptability

Resilience, including patience and continuous support, plays a crucial role in the lives of parents of learners with disabilities. Research underscores the significance of parental resilience, encompassing awareness, social support, and a positive outlook, in fostering a supportive environment (Bolbocean et al., 2022; Widyawati et al., 2023; Wigley et al., 2021). Social support and constructive interpretations of challenges help parents effectively cope and nurture resilience.

Jose highlighted the value of resilience and patience, stating, "I learned to become resilient and patient and extend love unconditionally for my son." She also emphasized the importance of providing unwavering support: "Whatever the child is experiencing outside the home, parents should be there to extend support without question." Liza expressed the need for constant adjustment and learning, stating, "Every day is a discovery and adjustment for us parents because every day there is progress."

These experiences demonstrate that resilience, patience, and support are foundational values that empower parents to navigate the complexities of supporting learners with disabilities. These qualities foster a nurturing environment that benefits both parents and their children, highlighting the importance of continuous progress and adaptation.

Theme 4.3. Exploring The Importance of Gratitude and Appreciation

Gratitude plays a significant role in parental support for learners with disabilities. Research indicates that parents often express gratitude for various aspects of their child's condition and the care they receive. Appreciation of milestones, whether big or small, contributes to positive family dynamics and enhances the psychological well-being of parents and learners alike (Pursitarasi et al., 2020; Stumbo, 2017; Beighton & Willis, 2017). This sense of gratitude fosters empathy and encourages learners to maintain personal hygiene and boost self-esteem.

Ramon emphasized the value of gratitude, love, and understanding, stating, "The value of thanks, the value of love and understanding. I am so much thankful for all the support given to him." Liza echoed this sentiment, recognizing that despite challenges, the journey is fulfilling: "It is always a long process, but everything is worth it."

Gratitude fosters empathy and personal growth for parents and learners alike. By appreciating both the joys and challenges of raising children with disabilities, parents nurture positive family relationships and resilience.

In conclusion, the values of unconditional love, growth, resilience, patience, and gratitude are foundational principles guiding parents of learners with disabilities. These values not only contribute to the learners' well-being but also create a nurturing and inclusive family environment.

Conclusion

This study explored the educational challenges, coping mechanisms, insights, and core guiding principles of parents raising learners with disabilities. Findings revealed that parents encounter multiple challenges, including insufficient access to information and resources, societal stigma and lack of acknowledgment, and communication and behavioral regulation difficulties. To address these challenges, parents employ various coping mechanisms such as seeking professional assistance and therapy interventions, nurturing empathy and emotional support, and persistently adapting behavioral strategies at home and in school. Alongside these practices, parents gained important insights emphasizing the value of early intervention, the development of survival and adaptive life skills, and the necessity of parental guidance and acceptance. These experiences are anchored in core parental values that include unconditional love and personal growth, resilience and adaptability, and gratitude and appreciation, which collectively guide parents in fostering their children's development and well-being.

The findings contribute to both theory and practice by deepening understanding of parental resilience and adaptive strategies within the framework of phenomenological inquiry. Theoretically, the study reinforces existing models of parental coping and resilience, showing that emotional strength and social support are essential to positive parenting outcomes. Practically, the insights emphasize the importance of collaboration among parents, schools, and communities to build inclusive environments that empower both learners with disabilities and their families.

Recommendation

In light of the findings, this study recommends that schools and educators establish structured parent-training programs that equip caregivers with practical skills in behavioral management, communication, and home-based therapy support. Schools should also develop parent-support groups and inclusive awareness

campaigns to help reduce stigma and strengthen understanding within the community. Policymakers and local government units are encouraged to implement sustainable programs that provide financial assistance, professional counseling, and therapy subsidies for families of children with disabilities, with particular attention to those in rural or underserved areas. Likewise, parents and families are encouraged to foster strong emotional bonds, open communication, and shared responsibility in supporting their children's development, while maintaining active collaboration with teachers and professionals. Finally, future researchers may consider expanding this study to include participants from various cultural and socioeconomic backgrounds or employing mixed-method approaches to further validate and enrich the understanding of the lived experiences of parents supporting learners with disabilities.

Reference

Alós, F. J., García, A. G., & Maldonado, M. A. (2022). Mechanism in parents of children with disabilities: A case-control study. Brain and Behavior, 12(8), e2701. https://doi.org/10.1002/brb3.2701

Bariroh, S. (2018). The influence of parents' involvement on children with special needs' motivation and learning achievement. International Education Studies, 11(4), 96–102. https://doi.org/10.5539/ies.v11n4p96

Beighton, C., & Wills, J. (2017). Are parents identifying positive aspects to parenting their child with an intellectual disability or are they just coping? A qualitative exploration. Journal of Intellectual Disabilities, 21(4), 325–345. https://doi.org/10.1177/1744629516656073

Blok, H., Peetsma, T. T. D., & Roede, E. (2007). Increasing the involvement of parents in the education of special-needs children. The British Journal of Development Disabilities, 53 (104), 3–16. https://doi.org/10.1179/096979507799103504

Bolbocean, C., Rhidenour, K. B., McCormack, M., Suter, B., & Holder, J. L. (2022). Resilience and positive parenting in parents of children with syndromic autism and intellectual disability: Evidence from the impact of the COVID-19 pandemic on family's quality of life and parent-child relationships. Autism Research, 15(12), 2381–2398. https://doi.org/10.1002/aur.2825

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative research in psychology, 3(2), 77-101.

Bujnowska, A. M., Rodríguez, C., García, T., Areces, D., & Marsh, N. V. (2021). Coping with stress in parents of children with developmental disabilities. International Journal of Clinical and Health Psychology, 21 (3), 100254. https://doi.org/10.1016/j.ijchp.2021.100254

Buteau-Poulin, A., Gosselin, C., Bergeron-Ouellet, A., Kiss, J., Lamontagne, M. È., Maltais, D., Trottier, C., & Desmarais, C. (2020). Availability and quality of web resources for parents of children with disability: Content analysis and usability study. JMIR Pediatrics and Parenting, 3(2), e19669. https://doi.org/10.2196/19669

Catoto, J. S., Mantawil, B. A., & Doroluman, A. (2023). For the love of teaching: The chronicles of teachers handling students with special educational needs. SSRN. https://doi.org/10.2139/ssrn.4400311

Capanna-Hodge, R. (2018, November 13). 9 reasons therapy for your special needs child is important. https://drroseann.com/9-reasons-therapy-for-special-needs-children/

Cauda-Laufer, N. (2017). Raising a child with a disability: Coping mechanisms and support needs [Doctoral dissertation, Philadelphia College of Osteopathic Medicine]. DigitalCommons@PCOM. https://digitalcommons.pcom.edu/psychology_dissertations/157

Center for Parent Information and Resources. (2021, July). Overview of early intervention center. https://www.parentcenterhub.org/ei-overview/

Čolić, M., Dababnah, S., & Milačić-Vidojević, I. (2022). A model of internalized stigma in parents of individuals with disabilities. International Journal of Developmental Disabilities, 68(6), 924–932. https://doi.org/10.1080/20473869.2021.1924032

Cheng, A. W. Y., & Lai, C. Y. Y. (2023). Parental stress in families of children with special educational needs: A systematic review. Frontiers in Psychiatry, 14, 1198302. https://doi.org/10.3389/fpsyt.2023.1198302

Conway, C. S., Kanics, I. M., Mohler, R., Giudici, M. S., & Wagenfeld, A. (2015, January 28). Occupational therapy's role in mental health promotion, prevention, & intervention with children & youth: Inclusion of children with disabilities. https://www.aota.org/~/media/Corporate/Files/Practice/Children/Inclusion-of-Children-With-Disabilities-20150128.pdf

W John, C. (2013). Qualitative Inquiry And Research Design Choosing Among Five Approaches. Library of Congress Cataloging-in-Publication Data.

DepEd. (2019). DepEd uses the term exceptionality to refer to disability. https://www.deped.gov.ph

Doek, J. E. (2014). Child well-being: Children's rights perspective. In A. Ben-Arieh, F. Casas, I. Frønes, & J. Korbin (Eds.), Handbook of child well-being (pp. 103–130). Springer. https://doi.org/10.1007/978-90-481-9063-8_9

Estojero, M. V. G. (2022). Behavioral challenges of parents to children with special needs. European Journal of Education, 3(2), 279. https://doi.org/10.24018/ejedu.2022.3.2.279

Gerry, M. (1987). Procedural safeguards insuring that handicapped children receive a free appropriate public education. News Digest, (7).

Handoyo. (2001). Peranan ibu bapak mendidik anak. PT. Angkasa.

Heiman, T. (2021). Parents' voice: Parents' emotional and practical coping with a child with special needs. Psychology, 12(5), 695–711. https://doi.org/10.4236/psych.2021.125042

Herman, S. E. (1991). Use and impact of a cash subsidy program. Mental Retardation, 29(5), 253.

Heyworth, M. (2024). The gift of unconditional love. Reframing Autism. https://reframingautism.org.au/the-gift-of-unconditional-love/

Hookway, J. (2022, October 4). How parents of special needs kids can support their children. Brainwave. https://brainwave.watch/how-parents-of-special-needs-kids-can-support-their-children/

Hookway, J. (2023, April 16). Counseling for parents of special needs children: Strategies and support. Special Needs Parents. Brainwave Watch. https://brainwave.watch/counseling-for-parents-of-special-needs-children/

Jaiswal, S. V., Subramanyam, A. A., Shah, H. R., & Kamath, R. M. (2018). Psychopathology and coping mechanisms in parents of children with intellectual disability. Indian Journal of Psychiatry, 60(3), 312–317. https://doi.org/10.4103/psychiatry.IndianJPsychiatry_259_17

Junaidi, A. R., & Dewantoro, D. A. (2020). Parents' perceptions of children with disabilities. In Advances in Social Science, Education and Humanities Research (Vol. 508).

Katsiyannis, A., & Ward, T. J. (1992). Parent participation in special education: Compliance issues as reported by parent surveys and state compliance reports. Remedial and Special Education, 13(5), 50–55.

Koolen, J., van Oorsouw, W., Verharen, L., & Embregts, P. (2020). Support needs of parents with intellectual disabilities: Systematic review on the perceptions of parents and professionals. Journal of Intellectual Disabilities, 24(4), 559–583. https://doi.org/10.1177/1744629519829965

Liao, Y.-T., Hwang, A.-W., Liao, H.-F., Granlund, M., & Kang, L.-J. (2019). Understanding the participation in home, school, and community activities reported by children with disabilities and their parents: A pilot study. International Journal of Environmental Research and Public Health, 16(12), 2217. https://doi.org/10.3390/ijerph16122217

Linton, B. (2017, February 16). Learning unconditional love from special-needs children. Good Men Project. https://goodmenproject.com/featured-content/learning-unconditional-love-from-special-needs-children-bbab/

Logsdon, A. (2022, May 23). The important role of parents in special education. Verywell Family. https://www.verywellfamily.com/parental-importance-special-education-2162701

Mariani Wigley, I. L. C., Mascheroni, E., Bulletti, F., & Bonichini, S. (2021). COPEWithME: The role of parental ability to support and promote child resilient behaviors during the COVID-19 emergency. Frontiers in Psychology, 12, 732745. https://doi.org/10.3389/fpsyg.2021.732745

Maxwell, N. (2021, July 23). Embracing your child with special needs just the way they are. Focus on the Family. https://www.focusonthefamily.com/pro-life/embracing-your-child-with-special-needs-just-the-way-they-are/

Mauro, T. (2021, December 27). Occupational therapy for kids with disabilities. Verywell Family. https://www.verywellfamily.com/occupational-therapy-for-kids-with-disabilities

McKim, C. (2023). Meaningful member-checking: A structured approach to member checking. American Journal of Qualitative Research, 7 (2), 41–52. https://doi.org/10.29333/ajqr/12973

McLean, S., & Halstead, E. J. (2021). Resilience and stigma in mothers of children with emotional and behavioural difficulties. Research in Developmental Disabilities, 108, 103818. https://doi.org/10.1016/j.ridd.2020.103818

Memmolo, F., & Willis, M. (2023). An interpretative phenomenological analysis of lived experiences of people who have diabetes. American Journal of Qualitative Research, 7 (2), 89–112. https://doi.org/10.29333/ajqr/13138

Meyers, J. C., & Marcenko, M. O. (1989). Impact of a cash subsidy program for families of children with severe developmental disabilities. Mental Retardation, 27(6), 383.

Morgan, H. (2024). Using triangulation and crystallization to make qualitative studies trustworthy and rigorous. The Qualitative Report, 29(7), 1844–1856. https://doi.org/10.46743/2160-3715/2024.6071

National Academies of Sciences, Engineering, and Medicine; Division of Behavioral and Social Sciences and Education; Board on Children, Youth, and Families; Committee on Supporting the Parents of Young Children; Breiner, H., Ford, M., & Gadsden, V. L. (Eds.). (2016). Parenting matters: Supporting parents of children ages 0–8. National Academies Press.

National Center on Birth Defects and Developmental Disabilities. (2023, September 27). Parent training in behavior management for ADHD. https://www.cdc.gov/ncbddd/adhd/behavior-therapy.html

National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention. (2023, June 6). What is “Early Intervention”? https://www.cdc.gov/ncbddd/actearly/parents/states.html

Nisbet, M., O’Connor, R., Mason, A., & Hunter, E. (2022). A qualitative study utilizing interpretative phenomenological analysis to explore disclosure in adolescents with Turner syndrome. British Journal of Health Psychology, 27(3), 990–1010. https://doi.org/10.1111/bjhp.12586

Noguera, G. (2017). Therapeutic benefits for students with special needs (Master's thesis). California State University, Dominguez Hills.

Özaydın, L., Karaçul, F. E., Kayhan, N., Büyüköztürk, Ş., Karahan, S., & Simeonsson, R. J. (2021). Assessing needs of parents with children with disabilities in Turkey. Psycho-Educational Research Reviews, 10(3), 255–267. https://doi.org/10.52963/PERR_Biruni_V10.N3.16

Polkinghorne, D. E. (1989). Phenomenological research methods. In R. S. Valle & S. Halling (Eds.), Existential–phenomenological perspectives in psychology (pp. 41–60). Plenum Press.

Pursitasari, I., Allenidekania, A., & Agustini, N. (2020). Appreciation family support and the abilities of children with special needs to maintain personal hygiene: An Indonesian case study. Pediatric Reports, 12(Suppl 1), 8700. https://doi.org/10.4081/pr.2020.8700

Raising Children Network (Australia) Limited. (2024). Therapies for children with disability, autism or other additional needs: Getting involved. https://raisingchildren.net.au/autism/therapies-services/therapies-interventions/therapies-children-with-disability-autism-additional-needs-getting-involved

Reid, S. (2024). Parenting a child with a disability. HelpGuide. https://www.helpguide.org/articles/family-caregiving/parenting-a-child-with-a-disability.htm

Rinaldi, R., Legierski, M., Wauthia, E., Mazza, E., & Batselé, E. (2023). Exploring professionals' practices and perspectives on supporting parents with intellectual disabilities: A qualitative study. Frontiers in Rehabilitation

Sciences, 4, 1153570. https://doi.org/10.3389/fresc.2023.1153570

Roudabush, C. (2019). Why spending quality time with your children is important. https://extension.sdstate.edu/why-spending-quality-time-your-childrenimportant

SAMHSA. (2023, March 14). Resources for families coping with mental and substance use disorders. https://www.samhsa.gov/families

Santos, J. C., Tungala, N. F., La Salle Green Hills, Q. C., Calugcug-De Guzman, P. B., Pelea, L. A., Pastorfide, D. A., ... & Argallon, J. (2019). Challenges, needs, and dreams of parents who have children with special needs. Journal of International Education, 115.

Sapiets, S. J., Hastings, R. P., Stanford, C., & Totsika, V. (2023). Families' access to early intervention and supports for children with developmental disabilities. Journal of Early Intervention, 45(2), 103–121. https://doi.org/10.1177/10538151221083984

Scott, H. K., Jain, A., & Cogburn, M. (2023, July 10). Behavior modification. In StatPearls [Internet]. StatPearls Publishing. https://www.ncbi.nlm.nih.gov/books/NBK459285/

Simpson, R. L., & Sasso, G. M. (1992). Full inclusion of students with autism in general education settings: Values versus science. Focus on Autistic Behavior, 7(3), 1–13.

Smith, J. A., Flowers, P., & Larkin, M. (2009). Interpretative phenomenological analysis: Theory, method and research. SAGE Publications.

Spinelli, C. G. (1998). Improving communication between parents and teachers: Promoting effective intervention for students with disabilities.

Stumbo, E. (2017, November 21). Thankfulness as a parent of a child with a disability. https://www.ellenstumbo.com/thankfulness-as-a-parent-of-a-child-with-a-disability/

Stumbo, E. (2017). World Down Syndrome Day 2017. https://www.ellenstumbo.com/epsiode21/

Stumbo, E. (2020, January 23). Why our kids with disabilities deserve better 'life skills' from school. Ellen Stumbo. https://www.ellenstumbo.com/kids-disabilities-life-skills-school/

Taderera, C., & Hall, H. (2017). Challenges faced by parents of children with learning disabilities in Opuwo, Namibia. African Journal of Disability, 6, 283. https://doi.org/10.4102/ajod.v6i0.283

The Heller School for Social Policy and Management. (2024). National Research Center for Parents with Disabilities. The Heller School for Social Policy and Management at Brandeis University.

UNICEF. (n.d.). Children with disabilities. https://www.unicef.org/disabilities

UNICEF. (2022). Cost of raising children with disabilities in the Philippines.

United Nations Children's Fund. (2021). Seen, counted, included: Using data to shed light on the well-being of children with disabilities. https://data.unicef.org/resources/children-with-disabilities-report-2021/

U.S. Department of Education. (2015, May). Including young children with disabilities in high-quality early childhood programs. Office of Special Education and Rehabilitative Services Blog. https://sites.ed.gov/osers/2015/05/including-young-children-with-disabilities-in-high-quality-early-childhood-programs/

Wexler, D. B. (2022). Parenting special needs © 2022 acceptance is the key. Parenting Special Needs. https://www.parentingspecialneeds.org/article/acceptance-is-the-key/

Widyawati, Y., Scholte, R., Kleemans, T., et al. (2023). Parental resilience and quality of life in children with developmental disabilities in Indonesia: The role of protective factors. Journal of Developmental and Physical Disabilities, 35(6), 743–758. https://doi.org/10.1007/s10882-022-09878-1