



## **Lived Experiences of Parents of Children with Special Needs and the Effect on Siblings Education**

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**Abstract:** This study investigated Lived Experiences of Parents of Children with Special Needs and the Effect on Siblings Education. In this study the researcher used a qualitative research design in which the sample was selected through purposive sampling technique. A semi-structured interview was used as data collection instrument. The researcher personally visited to collect data from the sample. Ten respondents were interviewed. Each of the interviews were tape-recorded and then transcribed into written form. Data was analyzed through the thematic analysis technique in which 6 themes were identified. Majority of respondents mentioned that parents of special child faces many problems in terms of financial assistance and so many other aspects. It is recommended that Parents of special needs child get disappointed when they hear about the long process of documentation for free treatment at government hospitals, government may ease these process to facilitate parents.

**Key Words:** Lived experiences, Special children, financial problems, Siblings education

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### **1. Introduction**

In the intricate tapestry of family life, the journey of parents raising children with special needs unfolds with unique challenges, triumphs, and profound experiences. As the focus on inclusive education continues to grow, it becomes imperative to delve into the lived experiences of parents navigating the complex terrain of raising a child with special needs and, concurrently, examine the ripple effects on the education of their typically developing siblings. This investigation highlights the crucial relationship between home dynamics and educational outcomes for each family member as well as the resiliency and adaptability of families. The greatest gift from nature is children. They are as endearing as a button and develop into capable adults who have the potential to better the world. There are a billion things that a kid could do that could cause you to gain from them. In any case, not every one of the youngsters are as fortunate. Some of them are brought into the world for certain irregularities, while some become focused while growing up. What presses these youngsters is the general public who treats them in an unexpected

way. Individuals, these youngsters may not be that much fortunate to have a typical human manner of thinking, however they are as yet a kid. Never treat them in an unexpected way, yet handle the circumstances normally and obviously never put an untouchable on them.

These parents not only want to provide their children with the greatest care possible, but they also have to negotiate a difficult social, environmental, psychological, and commercial (Turnbull et al., 2019). These lived experiences shape the home environment, which affects the special needs child's well-being as well as the development trajectories of the usually developing siblings.

While a lot of focus is placed on the experiences of parents, there is another crucial factor that needs to be looked into as well: the substantial impact on the schooling of siblings who are developing normally. Despite being raised in a loving and encouraging home, these siblings' paths are greatly impacted by the responsibilities and challenges that come with having a sibling with special needs (Lobato et al., 2019; Green et al., 2018).

Guardians must understand how having a child with special needs impacts other family members. These are some suggestions for parents from some young adults who had very special needs as children. The best thing parents can do is provide their children in the family exceptional time. This could involve sharing personal information every week or just a small amount of it right before bed. Encouraging each youngster in the family to feel unique and loved is really important.

Marks proliferate, some of them disagreeable, some mistaken, some stylish, others helpful to understanding and arranging. I'm talking about kids who have significant exceptional necessities. They might be determined to have complex issues like Chemical imbalance, Asperger's, Unavoidable Formative Problems, Bipolar Turmoil, Tourette's, or Mental Impediment. All are trying to distinguish dependably, and, surprisingly, more testing to successfully treat. We can add the actual handicaps of visual deficiency, deafness, and a huge number of serious clinical issues that strike kids and essentially limit their capacity to work.

### **1.2 Parent Care Groups**

As I sat and stood by listening to these guardians share their difficult stories, I felt especially weak. I had no enchanted arrangements and seldom a thought that they hadn't proactively heard from another expert. However, as the gathering attracted to a nearby they were so grateful! The most common way of sharing their battles eye to eye with different guardians who comprehended them best had an effect. Some really traded telephone numbers and intended to meet once more.

The essential need was that ongoing care groups be formed. The lack of a break from the daily struggle of giving these kids our whole attention was discussed. Finding someone to watch their child for a few hours so they had energy for family, couple, or individual activities was a comprehensive test. Regardless matter whether one lives near relatives or not, the normal sitter falls short in terms of abilities, they time after time come up short on understanding or persistence expected to help. More distant family non-support was a central point of contention, truth be told. Again and again, these parents' more distant relatives evaluate them for not being able to more easily handle their child's behavior when they have extremely special needs. Trying to avoid attending family and local events is the next step.

### **1.3 Influence on Family**

Children with extremely high requirements spend a great deal of time, money, and effort. Conjugal problems are acknowledged to exist in light of the lack of time to maintain a marriage and the ongoing problem of guardians disagreeing on how best to assist the child.

Kin concerns must be taken into account. Guardians and professionals alike sometimes overlook the need of helping family members comprehend the problem affecting their sister or brother. Then there's the challenge of trying to minimize the jealousy that arises from placing so much emphasis on a single child, in addition to the constant restrictions on engaging in everyday family activities. Naturally, relatives must have an opportunity to express their questions, worries, and opinions kalman heller, 17 May 2016

### **1.4 Research Questions**

The study focused on the following research questions:

- 1) What is the nature of problems, reported by parents, of their special child?
- 2) What is the effect of these children on the family life?
- 3) How do parents tackle these problems in relation to other children?
- 4) How do these special child(ern) affect his/her siblings' education?

## **2. Literature Review**

The experiences of families with special needs children have been the subject of numerous researches. Babb and Algood (2017) claim that because of their child's handicap, parents of special needs children go through higher levels of stress and could encounter social isolation. Additionally, Students with special needs who are bullied or socially excluded may experience negative effects on their mental and intellectual well-being (Lindsay et al., 2018). Children with special needs are those who, for a variety of reasons, differ significantly from their classmates in terms of their psychological, academic, and developmental traits (Argyropoulos & Chamonikolaou, 2016). The parents' equilibrium is upset when a child with special needs is born or when the youngster requires special education as a result of a sickness, accident, etc (Soubhi, Lima, Aitdaoud & Talbi, 2016). People with special needs may suffer a great deal in their lives when schools close. According to Lee (2020), when their regular routines are disturbed, children with neurocognitive difficulties and autism spectrum disorder may become agitated. They are more likely to exhibit troublesome behaviors including impatience, hostility, and social disengagement, and their regular therapy sessions may be disrupted (Bertelli, 2020)

### **2.1 Special Education and Family**

To truly comprehend a family, it will be beneficial to assess the family as a whole rather than focusing on the parents or kids separately. Children's development can advance if parents recognize and value their children's unique qualities and abilities, as well as accept them for who they are. The impact of family members feeling alleviated from their concerns would be felt more by the children with impairments. Parents are required to speak openly and without embarrassment or boredom about their children with disabilities during the Parent Education Program. A proper program that is suitable for the children with disabilities is given when the educator's knowledge and the parents' life experiences combine (Anonymous, 2007). Studies on special education show that the group of kids who are usually developing is the one that gets overlooked in the household. Given the nature of sibling relationships, the impacts of having a kid with a disability in the family on such relationships are significant. This association is influenced by numerous things. The presence of a disabled child in the family is one of these factors. There are many different emotions that brothers and sisters might feel. These emotions include guiltiness as well as rage, contempt, and disappointment. In addition to being concerned about their own condition, siblings worry about their disabled sibling's future (Kuçuker, 1997; Moore, Howard, & McLaughlin, 2002). Information regarding the circumstances and prospects for their disabled siblings is necessary for siblings. To plan their own future, respond to inquiries from others and themselves, and answer their own queries, they require reliable knowledge. The necessary and understandable information on the current state of their siblings' disability must be given to these kids (Meyer, 1997; Moore et alii, 2002; Meyer, & Vadasy, 2006). Restricting the educational assistance services available to siblings with disabilities compared to usually developing siblings may result in inconvenient circumstances for the siblings without impairments.

### **2.2 Special Children**

Disability is the result of an impairment, which can be developmental, physical, cognitive, mental, sensory, emotional, or a mix of these. It can also be present from birth or develop throughout the course of a person's lifetime (World Health Organization [2011](#)).

It has also been investigated how sibling relationships affect the development of kids with exceptional needs. Dissanayake et al. (2018) contend that siblings of kids with exceptional needs can learn new things about their sibling's disability and can also develop personally from taking care of them. Studies have also revealed that siblings of children with special needs may suffer from adverse psychological effects such anxiety and sadness (Lobato et al., 2019). There hasn't been much research on how sibling studies affect children with special needs, but some studies have indicated that sibling education may be beneficial for both the special needs child and their

sibling's social and emotional growth. For instance, Tomanik et al.'s (2017) study discovered that siblings of special needs children who took part in a sibling support group reported increased social skills and self-esteem. Households with particular requirements Children also witness greater rates of family disintegration, which leads to divorce and single parenthood. (Daire, Dominguez, Carlson & Case-Pease, 2014). Many parents of children with special needs report feeling disheartened, worn out, and fatigued as a result of these several circumstances that exacerbate anxiety levels (Reio & Fornes, 2011). Families are more important to those with special needs. (Seltzer, Floyd, & Hindes, 2004; Nuri, Akcamete, & Direktor, 2019). Special education services deal with the involvement of parents in the process. Making plans to identify suitable services while considering the needs of the family and the kid is a requirement of this process. Information regarding the family's attributes is necessary for this outcome (Cavkaytar, Batu, Kartal, Cetin, & Gullupinar, 2004). Parents' emotions and actions are influenced by a variety of factors, including the kind of impairment, the parents' age, socioeconomic status, and the support system in place. (Aysan & Ozben, 2007; Nuri, 2017).

### **2.3 Special Children Education**

Dunst and Dempsey (2007) like to convey that there is a degree of difficulties involved in raising a child with special needs. It is important for special education implementers to support parents in their efforts because of the complex role that parents play in parenting a child with special education requirements. Involvement from parents in their child's education is expected to be complete. They are assigned tasks such as determining the contents of the child's educational plan and keeping an eye on whether the plan is being implemented.

Parents understand the value of providing special needs care for their young children during their early years of life. As guardians of their children, parents of children with special educational needs faced a variety of common social and psychological difficulties (Makgopa & Mokhele, 2013). Their parenting style and quality will be significantly and in many ways impacted by such experiences. When parents attempt to comprehend their child's situation, they go through a variety of emotions. Anxiety, grief, wrath, fear, guilt, surprise, relief, acceptance, and hope are a few of these feelings. Some parents may be in excruciating pain and unsure of how to support their children due to the diagnosis (Tshabalala, 2011). The majority of the time, parenting a child with special education needs can be difficult. It appears that higher officials and the government are not giving these parents any thought or help. Lindsay and Dockrell (2004) revealed that parents felt they had to fight to find appropriate support services or a suitable placement for their children and that they were not being heard when it came to their needs. For parents, having a kid with special education needs can be a terrible blow (Wang, 2009). When they don't get the perfect child they envisioned, parents experience stress. Every parent who is impacted appears to be in this situation. Children with special needs are those who, for a variety of reasons, differ significantly from their classmates in terms of their psychological, academic, and developmental traits (Argyropoulos & Chamonikolaou, 2016).

### **2.4 Role of Parents**

Parents of disabled children must also handle difficult problems pertaining to their schooling. One must either pursue a private education or ensure that a sufficient public or general education is accessible. In order for a child to acquire a proper education, close parental involvement with the school system is essential. Effective parent-teacher collaboration is essential to the educational success of their kid. Parents and teachers must work together to support a child with a handicap in their schooling (Smith, 2002). According to Schalock and Verdugo-Alonso (2002), An individual's family is inextricably linked to their standard of living by nature. For people with unique needs, the value of family grows (Seltzer, Floyd, & Hindes, 2004; Nuri, Akcamete, & Direktor, 2019). Special education services deal with the involvement of parents in the process. Making plans to identify suitable services while considering the needs of the family and the kid is a requirement of this process. Information regarding the family's attributes is necessary for this outcome. (Cavkaytar, Batu, Kartal, Cetin, & Gullupinar, 2004). Their parents' emotions and actions are influenced by their parents' kind of disability, grade, age, socioeconomic status, and level of assistance. (Aysan & Ozben, 2007; Nuri, 2017).

### **2.5 Siblings Relation with Special Needs Children**

Because siblings serve as informal teachers, surrogate parents, and friends, sibling ties are among the most potent

human interactions and key predecessors to relationships between peers and adults (Lobato, 1990; Davidoff, 2006). When brothers or sisters have disabilities, this unique relationship might have either beneficial or bad elements. Indeed, studies have examined the quality of life in families with disabled children in relation to coping strategies (Yeh-Chen, 2000), social adjustment (Cuskelly & Gunn, 2006; Dew, Baladin, & Llewellyn, 2008), altruism, resilience, and acceptance of diversity (Valtolina, 2004), as well as factors that negatively affect the well-being of siblings like stress (Nunez & Rodriguez, 2005; Stoneman, 2005), social isolation by peers, and loneliness (Bagenholm & Gillberg, 1991). Results demonstrated the complexity of the situation for siblings with brothers and sisters with disabilities based on the kind of disability (see Ponce, 2007). For instance, compared to siblings of children with Down syndrome and generally developed children, Kaminsky and Dewey (2001) found that siblings of children with autism reported decreased intimacy, nurturance, and prosocial behavior toward their siblings with the disorder.

## **2.6 Parents Relation with Special Child**

The amount of stress that parents of children with ADHD endure is well-documented by quantitative research, which also highlights the necessity of addressing this stress in order to enhance the outcomes for both parents and children (Theule et al., 2013). Nevertheless, there has been little qualitative study done to identify the stress that parents of ADHD children experience, and not many interventions have been created specifically to address this stress (Treacy, Tripp, & Baird, 2005). Because of this, the current study uses a qualitative methodology to investigate the stress experienced by parents of ADHD children in order to guide the creation of interventions.

Stress that results from parents' perceptions of the responsibilities of parenting being greater than their ability to meet those needs is known as parenting stress (Deater-Deckard, 1998). Parenting stress is linked to a number of detrimental effects on ADHD children and their parents, such as a child's symptoms getting worse, a child responding less well to intervention, the quality of the parent-child bond declining, and the psychological wellbeing of the parents declining (Johnston & Mash, 2001; Modesto-Lowe, Danforth, & Brooks, 2008; Theule et al., 2013). Numerous pathways exist for how parenting stress can affect kids, such as inadequate supervision of kids' whereabouts and activities, a rise in the use of corporal punishment, and a preference for controlling over supportive parenting techniques (Deater-Deckard, 2004; Rogers, Wiener, Marton, & Tannock, 2009a, 2009b; Wirth et al., 2017).

## **2.7 Individual Psychology and Personality Development**

Adler (1924) emphasized the impact of early life on the formation of personality. In line with his idea of individual psychology, people are social beings at their core. Instead of a collective unconscious (Jung, 1975) or superego (Freud, 1949), social interest sets the parameters for constructive personality. According to Adler (1924), everyone has the inner will to overcome feeling inferior since they are all vulnerable and defenseless when they are first born. In addition, having older and more powerful siblings, experiencing rejection or pampering from parents, and having actual or imagined physical or organ illness can all have an impact on these emotions of inferiority (Henderson and Thompson, 2011). He emphasized two unhealthy approaches to raising kids, which are crucial to comprehending the typical errors of that parent which have special children (Ewen, 2010). 1. Pampering is providing an excessive amount of care, shielding, and support for the youngster. Such "spoiling" or pampering robs the kids of their independence, initiative, and self-assurance. A youngster may experience intense feelings of helplessness because to organ inferiority or sickness. As was previously mentioned, though, people are capable of overcoming and making up for this if they are not spoiled rather than supported by their parents (Ewen).

## **2.8 Systemic Theory: Salvador Minuchin**

Salvador Minuchin, a psychiatrist, considered the "systems" in which an individual and a kid exist and interact (1979). According to the structural family concept, a family is a system, an ordered whole whose components work together in a way that goes beyond the traits of its members as individuals (Minuchin, Nichols, Lee, 2007, p. 1). "The child-in-context" is a concept that Minuchin (1979) employed. This method is predicated on an epistemology that conceives of a harmonic fusion of the child's internal and external environment. On the one hand, the child shapes the environment in which they live since important adults will interact with them based on how they respond

and behave. Conversely, the child's behavior was influenced by important individuals and the social environment (Minuchin and Fishman, 1979, p. 78). Minuchin examines the subsequent three subsystems: The subsystem of spouses: As the child's first example of close interactions, this subsystem—even if it excludes children—is fundamental and essential to their development (Montgomery, 1979, p. 1314). The child-parent subsystem: Children develop a degree of expectations from individuals who are stronger and have more resources than they do because of this subsystem, which also teaches them how to interact with those in positions of power. The sibling subsystem is extremely important for a child's development, but Minuchin feels that psychological theories have frequently placed more emphasis on parent-child interactions than on sibling relationships.

### 3. Research Design

Keeping in mind the current nature of the study the Qualitative in nature (interview Type) research design was used. As we know that selection of research design depends on the nature of problem.

This study used a qualitative research design in its nature. The act of gathering, analyzing, and interpreting detailed narrative visual data in order to get understanding of a specific topic of interest is known as qualitative research. Determining the research questions, defining the case, assessing the significance of development in a case selection, establishing the conceptual and theoretical framework for the case study, and determining whether a single case study, multiple case study, or collective case study is appropriate are all steps in the process of designing case study research. (L.R. Gay, Mills & Airasian, 2032).

To gain a comprehensive grasp of each participant's comprehension and perception of the links, a qualitative study approach was selected.

#### 3.1 Setting and Participants of the Study

The study was a multiple case study and as such only those cases were taken from surrounding of Mardan where such cases exist. Eleven respondents were selected as a research sample by using purposive sampling techniques. Sampling is a process of selecting respondents from the selected population to collect data for the research. The sample was selected purposively.

#### 3.2 Instrument/Tool

In-depth and focused group interviews were used as a tool for collection of data. As the nature of the research is qualitative so semi-structured interview was conducted as a research instrument and used for collection of data. The interview questions were open-ended which was asked from the sample. The interview questions were prepared after the discussion about the topic with supervisor. After his approval and corrections in the questions in terms of errors in language and repetitions, the researcher went to ask the respondents to ask for the interview and took time.

### 4. Analysis of Interview Data

The researcher used thematic analysis technique to analyze the collected data from which 06 themes emerged. Data analysis refers to dividing the whole phenomena in different parts in order to gain the deep understanding of each and every aspect of the phenomena. The pointed themes are given below:

- (1) Financial problems
- (2) needs extra attention
- (3) Effects on siblings Education
- (4) Effects on parent's mental health
- (5) Effects on parent's relationship
- (6) Perception of society

#### 4.1 Financial Problems

During the interviews majority of respondents mentioned that parents of special child faces many problems in terms of financial assistance. For example, Respondent 1 (ASH) said that:

*Managing my second child, spending time in the hospital, and financial struggles were the major challenges in caring for her.*

Respondent 2 (SYK) added that;

*The father of a child passed away few years ago and he does not leave any financial support for us. She effected more when the medication is out of reach.*

Respondent 5 (ATK) said that: *money issues are the biggest challenge for our middle class family to take care of*

*the disabled child and paying her medical bills is the most difficult*

Similarly Respondent 6(HKM) also mentioned that: it

*Lack of money is an issue which I faced while taking care of my special child. It needs a lot of expanses to get her treatment and taking care of him.*

Respondent 8 (UKQ) reported that:

*It is very difficult for us to take care of our special child in terms of finance because it has very costly treatment from expert and specialist doctor.*

Respondent 9(ZK) also said that

*The biggest challenge was having not financial support enough to treat my special child the way he needs to be treated.*

*Although the respondent 3 (DHMI) said that*

*Alhamdulillah I don't have financial problems. I have enough money to afford my special child's expenses. I don't have any financial problem.*

*Respondent 4 (AKAF) statement is that*

*My husband is a government employee and we have a facility to get free treatment from our specific hospital . So therefore we don't have any financial problem to bringing up the special needs child.*

#### **4.2 Needs Extra Attention**

Nearly half of the respondent's report that special child needs much more attention than his/her other normal siblings. Furthermore, the respondent said that while paying more attention leads them to grow and develop easily. For example, respondent 2 (SYK)) said

*A typical child could handle everything on their own, the special child couldn't. The exceptional one therefore requires additional care as a result. I saw them joyful while playing with their sisters.*

Respondent 4( AKAF) mentioned that:

*He does require extra attention and we have to give him that extra attention and care such as we must give him what he ask about. the special child requires extra care as they are incapable of taking care of themselves like the other children do*

Respondent 6 ( HKM) also said that:

*Yes, she really needs a lot more and extra attention than my other kids. She is very emotional and sensitive.*

Respondent 7( SMS) also replied that:

*Yes that is very true, you cannot deny or ignore them even for a while. I think they need attention 24/7.*

*I strongly agree with all the respondent's statements. I have my three normal kids and my special needs child kashmala who was dependent on me for each and every need of life like clothes changing, feeding, diaper changing so she needs extra attention and extra care for me as compare to other of my child.*

#### **4.3 Effects on Siblings Education**

During the interview most of the respondents also pointed that disabled and special child also have some effects on siblings schooling and Education. For example, Respondent 1 (ASH) mentioned that:

*"the special has a significant effect on the other siblings. Additionally, there is an effect on a normal child's grades.*

Similarly, Respondent 2(SYK) pointed that:

*They ignore the books of normal children, disrupt their registration, and take cues from them.*

Respondent 4(AKAF) states that:

*Due to lack of attention to the other children education it leads to their poor results and performance.*

Respondent 7 (SMS)also mentioned that:

*there is much more of an impact on a typical child's schooling. Specially their study and school time which leads to*

poor performance.

*Respondent*

Respondent 10 (MUS) Added that:

*Yes it has a very huge effect on my other kids schooling. We realized that after their result in which they performed poor.*

As a researcher and respondent I am agree with all these respondent's statements. My special child kashmala who needs extra attention and time from me which are stressful for my other normal child that they also need time and care from me. Due to kashmala's hospitalizing I was not available to my other children so their school performance getting weak and it's directly effected their grades. Their school teacher calling me and told about their incomplete homework and weak performance. So the time management is one of the biggest issue one of them.

#### **4.4 Effects on Parent's Mental Health**

Most of the responses pointed that special child has also has effects on the mental health of parents like For example, Respondent 3 (DHMI) pointed that

*"There is undoubtedly an effect on our mental health. indeed, we do occasionally take stress. But I'm hooked to these problems now.*

*Respondent 5 (ATK) and 2 (SYK) added that*

*Taking stress on special needs child's condition is normal. All the parents continuously in stress when hear about their child's abnormality.*

Respondent 4 (AKAF) said that:

*yeah, we are under a lot of stress. That's like other kids playing, and ours can't, therefore we were depressed because of it.*

Respondent 1 (ASH) also mentioned that:

*Parents of special child has always got depressed when they see their child becoming older with disability for a life time.*

Having an eleven years of babygirl with special needs I am strongly agree with the above statements of the respondents. My baby girl special needs child was reached to eleven years of disability and I was very depressed for thinking that she is not able to sitting, talking, walking even she can't move her single finger. This thinking was very stressful and and effects our mental health. My stress level increase whenever kashmala reached to eleven years and her special days are near and she has a zero milestone. The mental health of parents more effected than others.

#### **4.5 Effects on Parent's Relationship**

Almost half of the respondents pointed that having a special child can lead to have impacts on the parent's relationship with each other. For example, Respondent 1 (ASH) said that:

*The parents must have to compromise on a lot of things when it comes to the care of a disabled child. Definitely it has a huge impact on a couple relationship. You have to give up on your time pay more attention to the child.*

*Respondent 3 (DHMI) said that:*

*Yes, we are a part of a complex society where both male and female have same rights but in text form not practical. We husband wife sometimes talk badly with each other to blame each other that it is your fault that not to remember that there is a vaccine where during pregnancy it is necessary to prevent from abnormal pregnancy.*

*Respondent 2 (SYK) and 4 (AKAF) added that*

*Yes, our whole family was in stress when we know about the diagnosis of brain infection in our little angle.*

*Respondent 6 (HKM) and 7 (SMS) mentioned that*

*Having a special needs child is stressfull for whole family, but our husband wife relationship gets effected when I have not proper time to my husband.*

During the interviews this is the most common answer from the respondents that our special needs child effects our husband/wife relationship. In my personal experiences I agree with all of them that it effects. It seems easy but it is the most difficult thing to manage time for special needs child, other siblings, for spouse, family and society. So our husband wife relationship gets effected due to can't giving proper time to husband.

#### 4.6 Perception of Society

Most of the responses which the researcher got are about the negative response of the society towards their special children. For example, Respondent 6 (HKM) said that:

*I am very disappointed by the society that my child sometimes feel that he is incomplete and it is because of the society behavior towards him. Sometimes I felt it badly.*

Similarly Respondent 4 (AKAF) also replied that:

*Whenever the other kids play my child also want to play but the other children do not let him play because of his disability. The other people perspective is also like the same towards my child which lead him towards inferiority complex.*

Respondent 9 (ZK) mentioned that:

*The perception of our Pakistani people specifically people of the villages is so different and typical which negatively effects our family and our child's mental health.*

Similarly Respondent 10 (MUS) also replied that:

*I do not know that why people thinks that special kids have something incomplete. We are their parents and we love them a lot.*

#### 4.7 Findings

In the light of the responses of parents, the data analysis formed the themes from which the researcher has reached to the following findings.

- 1) The researcher found that the main challenge faced by the parents of special children was lack of financial support for their treatment and care.
- 2) It was also found by the researcher that the special kids always need much more and extra attention as compared to normal children.
- 3) In the light of themes, the researcher also found that the disabled children have effects on their sibling's education and learning.
- 4) The other finding of this research was that caring of a special child is not easy, it has effects on the mental health of parents.
- 5) The researcher also found that it is very difficult to manage special child and it also has impact on parents' relationship.
- 6) The researcher also found that the perception of our society about having special children was very disappointing and discouraging.

#### 5. Conclusion

- 1) From the above findings of this research study, the following conclusion can be drawn: In the light of the findings the researcher concluded that most of the parents of special needs children have faced the difficulty to manage and afford the finance for their medical billing and other required facilities. Disabled and special needs children required much more of the attention from the family.
- 2) The researcher also reached to the conclusion that when you have a special child it can directly or indirectly impact the education and learning of normal siblings. Parents of special children suffer from mental stress and sometimes got depressed due to their child conditions.
- 3) The researcher also concluded that parent's relationship/ husband-wife relationship also got effect due to disabled child which required extra care and attention.
- 4) The researcher concluded that parents were very much disappointed from the society due to the negative point of view about the special needs children.

### 5.1 Recommendations

From the above conclusion, the following recommendations were made in the light of parent's perspective about special needs children.

- 1) Government and non-governmental organization may spread the awareness through multimedia, social media platform and seminars that special needs children are not disable but they face the world with different ability.
- 2) Government and non-government organizations may facilitate parent of special children so as to meet their needs.
- 3) Parents of special needs child get disappointed when they hear about the long process of documentation for free treatment at government hospitals, government may ease these process to facilitate parents.
- 4) The government should ensure the provision of special schools in each city for the disabled children.

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