

Lived Experiences of Parents in Parenting Children with Special Needs

JESSICA E. ALCANTARA
NARCISO D. RABARA, PhD
Urdaneta City University

Abstract — The purpose of this research study was to explore the lived experiences of parents in parenting children with special needs using the phenomenological qualitative research approach. Ten parents of children with special needs from Urdaneta 1 Central School (SPED Program) and Urdaneta National High School (SPED Program) were chosen as participants of the study based on the children with special needs from U1CS and UCNHS. The data were gathered through in-depth interviews using a semi-structured questionnaire. To delve deeper into their personal experiences as parents with special needs. More specifically, this study aimed to give voice to these parents by encouraging them to be active participants in the research process. This research explores the profiles and lived experiences of mothers caring for children with special needs. All participants were married, full-time homemakers from low-income households, predominantly aged 36–40, with limited educational attainment. Their children’s disabilities include deafness or hearing impairment, autism, Down syndrome, and multiple disabilities. The findings reveal that these parents navigate a complex journey marked by emotional, financial, and social challenges. Initially faced with grief and denial, they gradually develop acceptance and resilience, drawing strength from faith, family, and their children’s developmental milestones. Financial burdens, limited spousal support, and concerns about the future add to their struggles, yet moments of pride and fulfilment emerge as children achieve progress in their ways. These insights underscore the need for accessible, individualized support systems to empower families and promote the well-being of both parents and children.

Keywords — *Parenting, Special needs, Lived Experiences, Challenges, Children, Parents*

I. Introduction

Parenting a child with special needs is a multifaceted experience that significantly impacts a family's emotional, social, and financial well-being across various global contexts. Children with developmental, intellectual, or physical disabilities often require specialized medical care, therapies, and tailored educational interventions, demanding considerable time, energy, and resources from their caregivers. As a result, parents frequently experience heightened levels of stress, anxiety, and emotional burnout, which can affect their mental health, social relationships, and financial stability (McConnell et al., 2020; Brehaut et al., 2020). Studies show that parents of children with disabilities, including those in the UK, report higher levels of anxiety, depression, and social isolation compared to parents of neurotypical children (Whittingham et al., 2021). Moreover, raising children with special needs presents distinctive hurdles for parents, who encounter specific challenges in providing care. Support structures available to parents of children

with special needs are limited, and there is a deficiency in legislation aimed at safeguarding and advancing the rights of these children. The task of raising a child with a special need is both financially burdensome and emotionally taxing, requiring a significant investment of time (Tigere & Makhubele, 2021). The experiences of families with special needs children have been the subject of numerous studies.

People with special needs may suffer a great deal 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 behaviours, including impatience, hostility, and social disengagement, and their regular therapy sessions may be disrupted (Bertelli, 2020). The Ministry of Health, through its Basic Health Research in 2018, classified disabilities into three age categories: children (aged 5 -17 years), adults (aged 18 - 59 years), and seniors (aged ≥ 60 years). The study results showed that 3.3% of children aged 5-17 years in Indonesia had disabilities, where the proportion of boys is higher than that of girls. The proportion of children with disability who live in urban areas is higher than that of those who live in rural areas (Ministry of Health, 2020).

Raising children with special needs is not as easy as we imagine. As a primary caregiver, a mother is the first family member who experiences the challenges and obstacles of handling a child with special needs at home. To articulate this, apart from the constraints that arise from a mother with a child with special needs, the environment and geographical location where she lives are also inhibiting factors. Moreover, it is a general truth that Indonesia is a large country consisting of scattered islands where several rural areas do not yet have access to education and services for children with special needs. At the same time, individuals with disabilities should have the right to seek the highest attainable healthcare standard without discrimination due to their disability. They also should be able to access gender-sensitive health services, including healthcare-related rehabilitation. However, these aforementioned services can only be accessed in certain areas at the sub-district or urban level. Meanwhile, in rural areas, therapy services for children with special needs are not yet available.

Despite progress in the last decade, a significant number of individuals globally still lack access to education, with unequal distribution of learning opportunities. Approximately one in five children, adolescents, and youth face complete exclusion from education due to factors like poverty, geography, gender, language, disability, ethnicity, religion, and migration status. UNESCO emphasizes transforming entire education systems rather than addressing individual barriers incrementally. The focus is on inclusivity, gender equality, and the elimination of discrimination in learning environments by recognizing diverse needs and characteristics. In addition, many parents display remarkable resilience, defined as the ability to withstand and recover from adversity. Resilience in the context of parenting children with special needs is a dynamic process, influenced by both internal factors, such as coping strategies and self-efficacy, and external factors, such as social support and access to resources (Walsh, 2020).

According to Zuna (2020), support networks, including family, community, and professional resources, are important in fostering resilience among parents (Zuna et al., 2020). Nonetheless, gaps remain in understanding the specific coping mechanisms these parents employ, how their resilience evolves, and how they perceive the role of societal, financial, and emotional support in shaping their ability to navigate the complexities of raising a child with special needs. This study aims to address these gaps by exploring the lived experiences of parents, focusing on their challenges, resilience-building processes, and the role of various support systems. In addition, there is the variability in resilience-building processes across different cultural and socioeconomic contexts. For instance, a study in South Korea found that parental resilience is heavily influenced by societal expectations and family dynamics, with collectivist cultural values playing a significant role in shaping parents' coping mechanisms (Park & Chung, 2020). Accordingly, the Republic Act 11650, known as the "Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act", mandates that every public school in the country must identify students with special needs and ensure they receive free, fundamental, and high-quality education.

Additionally, it requires every city and municipality to establish at least one Inclusive Learning Resource Centre (ILRC). An ILRC can be either a physical or virtual facility that offers teaching and learning support using suitable, accessible, and gender-sensitive materials. This aligns with the nation's commitment to removing obstacles hindering students from achieving academic success through accessible and excellent education. This commitment extends to all students, irrespective of whether they have disabilities or not.

Sec. Leonor Briones, the secretary of the Department of Education (DepEd), issued Department Order 21, series of 2019. The K–12 Basic Education Program Policy Guidelines were described in detail through the Department Order Item No. 16, which reads, "Inclusive education is the fundamental foundation of the K to 12 Basic Education Program." This supports every Filipino's right to a complete, equal and culturally-based education. All Filipinos will reach their maximum potential and make significant contributions to the development of the country through inclusive education (G.C., 2020).

DepEd Order No. 44, issued in 2021, requires teachers to adapt and adjust curriculum materials based on the learners' individual learning pace, competence, preferences, and circumstances. They are also encouraged to create diverse resources that will provide students with a variety of learning opportunities. Learners with disabilities (LWDS) may require additional visual or tactile materials to comprehend the lessons fully. Learning resources (LRS) come in a variety of formats, including large print, Braille, audio-based, and digital materials. These learning resources also include audiovisual materials with sign language indications (Salcedo & Chua, 2022).

In accordance with the provisions outlined in the Enhanced Basic Education Act of 2013 (Republic Act No. 10533), specifically Section 8, which emphasizes the inclusiveness of Enhanced

Basic Education catering to learners' physical, intellectual, psychosocial, and cultural needs, the Department of Education (DepEd) has adopted the enclosed DepEd Order No. 23, issued in 2022, also known as "Child Find Policy for Learners with Disabilities" (LWDs) in support of Inlus This policy establishes procedures for identifying, locating, and evaluating students with disabilities, thereby facilitating their integration into the general basic education school system. It establishes mechanisms for schools to monitor the implementation of the Child Find Process and promotes collaborative advocacy for children with disabilities and developmental delays among stakeholders within communities (Alapan 1 Elementary School, 2022).

In accordance with Republic Act 9442, Magna Carta for Disabled Persons, qualified individuals with disabilities may pursue primary, secondary, postsecondary, and vocational or technical education in both public and private schools. To the extent practical, support for books, study materials, and uniform allowance may also be provided. Scholarship grants, financial aid, subsidies, and other incentives may also be provided.

Additionally, DepEd Order No. 21, s. 2020, titled Policy Guidelines on the K to 12 Basic Education Program, includes specific provisions for special education (SPED), focusing on developing resilience among both learners and their families by promoting inclusive practices. The order emphasises the importance of providing multidisciplinary support, including counselling, parental training, and community involvement, to ensure that parents of children with special needs are adequately supported (DepEd, 2020).

Literature Review

This part of the study discusses the theories proposed and examined by scholars, philosophers, and theorists related to the understanding of the present study. Bronfenbrenner's Ecological theory, Lazarus and Folkman's Stress and Coping theory and Bowlby's Attachment theory stand out to lay a foundation for the study.

Bronfenbrenner's Ecological Systems Theory. McStay, Dissanayake, and Scheeren (2020) applied Bronfenbrenner's Ecological Systems Theory to explore the different environmental influences on parents of children with autism. Their study identified how parental stress is shaped by interactions within the family (microsystem), the school or healthcare system (mesosystem), and larger societal structures (exosystem and macrosystem). The authors emphasised the importance of understanding these environmental layers in order to create effective interventions that reduce stress and support parental well-being. This framework underscores the importance of considering both immediate and broader contexts when examining the lived experiences of parents raising children with special needs.

Lazarus and Folkman's Stress and Coping Theory. Utilised Lazarus and Folkman's Stress and Coping Theory to investigate the stress and coping strategies of parents with children with disabilities. Their systematic review categorised coping mechanisms such as emotional and problem-focused coping, highlighting how these strategies vary based on the severity of the child's

disability. The study also emphasised the importance of external support systems, such as healthcare services and community networks, in alleviating parental stress. This theoretical lens provides insight into how parents adapt to the ongoing demands of raising children with special needs, using various coping strategies to manage stress and enhance resilience (Herring & Curran,2020).

Bowlby's Attachment Theory. Paparella and Wingrove (2021) applied Bowlby's Attachment Theory to examine the role of attachment in families of children with developmental disabilities. Their research demonstrated that secure attachment between parents and children significantly influences caregiving practices, emotional resilience, and the overall parenting experience. They argued that fostering secure attachment in these families can improve parents' caregiving strategies and help them better navigate the emotional challenges associated with raising children with special needs. The study highlights the critical role of emotional bonding in promoting positive outcomes for both parents and children.

Statement of the Problem

The purpose of this study is to explore the lived experiences of parent with a special child.

Specifically, this study of respondents in terms of:

1. Describe the Demographic profile in terms of:

- a. age;
- b. sex;
- c. civil status;
- d. parents' highest educational attainment;
- e. occupation;
- f. family's monthly income; and
- g. type of disability of the child?

2. What are the lived experiences of parents of children with special needs along:

- a) emotional;
- b) financial; and
- c) social?

3. What are the challenges encountered by the parents of children with special need?

4. What are success of parents of children with special needs?
5. What creative advocacy program can be propose to strengthen in parenting children with special needs?

II. Methodology

This chapter will discuss the methods and procedures utilize in the present study that includes the research design, population and locale of the study, data collection instruments, data collection procedures, and statistical treatment of data.

Research Design and Strategy

Hermeneutical phenomenology was a research approach that fit well when exploring deep, personal experiences, such as the journey of parenting children with special needs. It focused not just on describing what parents experienced but also on interpreting the meaning behind their feelings, challenges, and growth, considering their cultural, emotional, and historical backgrounds. This method recognized that both the parents' and the researcher's perspectives influenced the understanding of these experiences. Philosophers like Heidegger and Gadamer taught that human experience was always interpreted and shaped by language and tradition. In this study, hermeneutical phenomenology was used to deeply explore how parents made sense of their roles, struggles, acceptance, and hopes for their children.

Population and Locale of the Study

The target population of this study are the 10 parents of children with special needs, whose child are enrolled in inclusive education at Urdaneta I Central Elementary School (SPED program) and Urdaneta City National High School(SPED program).The researcher utilize guide questions to conduct an interview with the parents or guardians. The researcher utilize purposive sampling to determine the participants.

Purposive sampling is a qualitative research method that involves intentionally selecting a specific group of individuals or units for analysis. Participants are deliberately chosen based on specific criteria rather than through random selection. This approach is also referred to as judgmental sampling or selective sampling. A frequently employed sampling method in qualitative assessment is purposeful or purposive sampling, where evaluators intentionally select individuals for interviews based on their significant roles in the project. Often, the evaluators identify and choose respondents before the research commences. This could involve including project managers, stakeholders, community leaders, or other members of the community in the sampled population (Robinson, 2020). Purposive sampling is used to more effectively align the participants to the objectives and goals of the study, boosting the quality of the research and the reliability of the data and outcomes (Campbell et al., 2020).

Data Gathering Tool

The researcher utilizes interviews to elicit details from the primary participants in order to collect data relevant to the study. The aim of the interview is a planned and organized discussion designed to collect information by directly engaging with individuals. Its purpose is to draw out responses, insights, or opinions from the participants through a guided conversation.

Interviews are a common method for data collection, involving an individual gathering information from participants through an oral, face-to-face questionnaire. They offer an in-depth exploration of information that may not be possible through other methods. This approach addresses key concepts such as the interview's role, types, effective conduct guidelines, reliability and validity, and strengths and limitations. By understanding these concepts, researchers can make informed decisions about the appropriateness of interviews, ensuring a high standard of fitness for the intended purpose (Sahoo, 2022).

Data Gathering Procedure

A systematic approach to data gathering procedures is essential for ensuring the integrity and depth of the research. Participant recruitment will utilize in educational institutions that work with families of children with special needs. Before data collection begins, informed consent will be obtained from all participants, ensuring they understand the study's purpose, procedures, and their right to withdraw at any time without penalty. A data collection schedule will be established, taking into consideration participants' availability and preferences to facilitate smooth coordination.

In-depth interviews will be conducted in comfortable and private settings, whether in person or virtual, using a semi-structured format that allows participants to share their experiences openly. The interviews will be guided by prepared open-ended questions, with flexibility to explore emerging themes, and will be recorded (with consent) for accurate transcription and analysis. Additionally, focus group discussions will be organized with small groups of parents to encourage interaction about their experiences, with prepared prompts and a moderator to ensure everyone has an opportunity to contribute. Participants will also be encouraged to engage in journaling or reflective writing, documenting their experiences and coping strategies over a specified timeframe, with guidance provided on how to approach this exercise.

III. Results and Discussion

This chapter presents, interprets, and analyzes the data of the study. The data were arranged comprehensively to answer the research problems to provide a clear picture of the information gathered from the interview. The order of the data follows the sequence of the problem of the study.

Profile of the Respondents

The profile of respondents participating in the "Lived Experiences of Parents in Parenting Children with Special Needs". The demographic details include age, sex, civil status, occupation, highest educational attainment, family monthly income, and type of disability of the child. Understanding the diverse backgrounds and experiences of these respondents is crucial for comprehending the challenges faced by parents with children with special needs.

By examining these factors, this study aims to gain a deeper understanding of how different socioeconomic and educational backgrounds influence parental experiences and the support systems they navigate. The diversity in family circumstances and the nature of the child's disability offer a comprehensive view of the realities faced by parents in caring for and nurturing their children with special needs.

The demographic profile of the respondents revealed a consistent trend in terms of gender, marital status, occupation, and socioeconomic background. All 10 participants were 100% female, married, and classified as housewives, indicating a strong presence of mothers as the primary caregivers of children with disabilities. This reflected findings in recent literature, according to Santos and Villanueva (2023), who emphasised the pivotal role of mothers in the caregiving and educational support of children with special needs, particularly in low-income Filipino households. Their study highlighted that caregiving in Filipino contexts often fell predominantly on mothers, reinforcing traditional gender roles in family care structures.

Lived Experience Of Parents Of Children With Special Needs

Based on in-depth interviews, three key themes emerged under the emotional, financial, and social aspects of parenting children with special needs. Emotionally, parents underwent adjustment, sought support and advocacy, and found joy in celebrating their children's milestones. Financially, they faced significant burdens, relied on support networks and government assistance, and practiced proactive financial management. Socially, they experienced shifting perceptions, depended on external support, and navigated challenges in social integration. Parents also shared key challenges, including medical and emotional struggles, future uncertainties, and difficult decision-making. Despite these, they highlighted successes such as witnessing achievements, recognising positive traits, and overcoming obstacles. These themes reflect the complex and multifaceted experiences of these parents.

THEME 1: EMOTIONAL

Subtheme 1: Emotional Adjustment

Emotional adjustment is the process by which parents manage and regulate their emotions in response to various challenges, such as learning about their child's special needs. Initially, they may experience emotions like sadness, grief, and a sense of loss as they adapt to new realities.

While they may feel despair over their child's situation, over time, they gradually learn to accept and appreciate their child's unique qualities, finding joy and fulfilment in the journey.

This adjustment is crucial for fostering a positive family environment and supporting the child's development. Research indicates that acknowledging and processing these emotions can lead to better coping strategies and overall well-being for parents.

The participants shared their experience on the emotional adjustment among their children with special needs, some of them expressed their emotional adjustment towards in parenting children with special needs, and shared how their experienced about it."Nung una, syempre malungkot. Maraming kailangan gawin sakanya at marami kaming gastos, kaya nahirapan ako sa una na tanggapin. Pero sa awa ng Diyos, unti-unti ko nang natatanggap"spoken by Parent 9. Supporting the statement ,Parent 5 said" so para sakin nahirapan akong i accept pero tuloy lang."

Subtheme 2: Support and Advocacy

Refers to getting support from another person to help you express your views and wishes. Navigating the complexities of special education systems, healthcare services, and community resources requires parents to become strong advocates for their children. This involves seeking appropriate educational placements, securing necessary therapies, and ensuring that the child's needs are met both at school and in the community. Building a robust support network, including connecting with other parents facing similar challenges, can provide emotional support and practical advice. Studies have shown that such networks can alleviate stress and enhance coping mechanisms for parents. Rooted in the interview of the parents with special needs, by getting support and guidance from your family."Sakin wala naman problema sa side ko meron akong support system kahit kami-kami lang tanggap niya naman, wala naman problema sa mama ko at papa ko tumutulong naman sila pag kailangan ko ng alaga , financially okay naman "shared by the parent 5."yung sa asawa yung sa support system na mag ca-care naman ng genuine love, so hindi naman wala naman akong problema sa part na yan, maski sa mga kaibigan ko wala naman akong problema."answered by parent 5.Both Parent 5 and Parent 6 answered that they get support from their family. This explains that getting support from your family is really helpful, especially if you are a parent of a child with special needs.

THEME 2: FINANCIAL

Subtheme 1: The Significant Financial Burden.

The considerable economic strain families face due to the ongoing care and support needs of a child with special needs. Raising a child with special needs often comes with a significant financial burden due to the high costs of specialised care, therapies, and treatments. Parents often feel financially strained, struggling to balance their child's needs with other essential expenses. Parent 1 expresses the strain of a large family and numerous expenses, stating, "*Kulang din kasi nga marami kami tapos marami kaming binabayaran.*" Parent 4 confirms this sentiment, simply

stating, "*Mahirap maam, Maraming gastusin.*" Parent 5 acknowledges the financial strain, saying "*Masakit sa bulsa,*" but expresses gratitude for their spouse's work ethic, demonstrating that managing the financial burden often requires significant personal effort. Parent 7 explicitly emphasizes the high cost of medical care, stating, "*Malaki ang pangangailangan dahil kailangan magkaroon ng gamutan sa matindi niyang sakit kasi spesyal na siya.*" Parent 8 describes the impact on income, saying, "*Syempre sa patuloy na pag aalaga sakaniya, monitor pati sa paghahanap ng buhay diko na magawa kasi nakamonitor din or nakaguide palagi. Kaya sa paghahanap ng financial na pangangailangan hindi ako nakapokus at yon ang pinakamalaking hamon ang hindi makahanap buhay dahil sapag aalaga sa anak kong may kapansanan.*" These responses highlight the significant financial strain faced by many families raising children with special needs.

Subtheme 3: Financial Management

The strategic planning and ongoing oversight of financial resources are used to anticipate, prepare for, and effectively address the current and future associated costs. Despite facing financial challenges, many parents adopt proactive strategies to manage their finances. They prioritize their child's needs over personal wants, setting aside dedicated funds for their care, and actively seeking opportunities to improve their financial situation. Sharing the financial burden with spouses or partners is another common approach, highlighting the importance of shared responsibility and collaborative decision-making in managing finances. Parent 5 describes having dedicated funds set aside and a strong family support network to help with unexpected expenses, stating, "*Meron talaga kami nakalaan kay rens talaga, alam namin yung dadarating kahit ma gipit kami anjan naman yung mama ko at tita ko kasi marami kasi samin na walang anak, napaka madali samin na humirang muna, kasi pag bnaka sweldo naman si husband na babalik namin agad kaya parang lucky charm naman si rens, na parnag anjan na agad yung solusyon agad ayun ang nakakatuwa.*" Parent 9 mentions borrowing money to manage costs and sharing the responsibility with their spouse, saying, "*Nung una mahirap kasi hindi mo alam kung saan ka kukuha ng pera para sa pang pagamot sakanya. Pero nagpapasalamat ako sa aking asawa kasi kahit mangutang siya, para lang may gagamitin kami sa pag papagamot, gagawin niya. Kahit mahirap, kinakaya naming mag asawa.*" Studies have shown that proactive financial management skills can help families of children with special needs manage their finances effectively. A study by Williams et al. (2021) found that parents who participated in financial planning workshops reported increased confidence in managing their finances, reduced stress, and improved overall well-being. Proactive financial planning and management are essential tools for families raising children with special needs, helping them navigate the complexities of budgeting, prioritizing expenses, and seeking additional support when needed. These strategies can help families build resilience, find a sense of control amidst financial challenges, and ultimately create a more stable future for their children.

IV. Conclusion

This chapter shows the summary of findings, conclusions, and recommendations derived from the analysis and interpretation of the findings of the study.

Based on the findings of the study, the following conclusions and recommendations were drawn:

The findings reveal that most children have hearing impairments, followed by autism, Down syndrome, and multiple disabilities. This diversity highlights the need for early, specialized interventions and tailored support systems that address the specific emotional, financial, and caregiving demands of each condition.

Parents displayed remarkable resilience, navigating emotional acceptance, financial limitations, and social stigma. Their lived experiences point to the urgent need for inclusive community programs, awareness efforts, and stronger institutional support. Despite the emotional weight and complex caregiving demands, parents continue to show strength and unwavering dedication. Their challenges underline the importance of accessible services and the psychological support required for long-term caregiving. These parents' successes—seen in their children's progress and unique traits—reflect deep fulfillment and pride. They affirm that, beyond the struggles, the parenting journey is filled with meaningful growth and a strengthened parent-child bond. Design early intervention programs tailored for children with hearing impairments and autism, while also addressing the specific needs of children with Down syndrome and multiple disabilities. Strengthen access to financial aid and healthcare resources, and empower parents through comprehensive education and advocacy training. Additionally, foster collaboration among healthcare, education, and community sectors to build a fully integrated support network for these families. Create comprehensive support systems that respond to the emotional, financial, and social challenges faced by families of children with special needs. This includes enhancing emotional support through counselling services and peer networks, easing financial burdens through targeted subsidies for medical care, therapies, and education, and promoting community awareness initiatives to foster social inclusion and empower parents through advocacy training. Develop integrated services that address the physical, emotional, and financial difficulties parents encounter. This should involve improving access to specialized healthcare and reliable transportation services, offering tailored counselling for acceptance and difficult decision-making processes, and providing targeted financial assistance and advocacy initiatives to strengthen resilience and overall family well-being. Initiate strengths-based programs that celebrate each child's milestones and unique achievements. Establish peer support networks for parents and offer advocacy training to empower them. These initiatives will nurture resilience, deepen the parent-child bond, and foster an environment where children's abilities are recognized and supported. The researchers strongly recommend the development of cooperative partnerships between educational institutions, local communities, and government agencies. Such collaboration is essential to building a sustainable, inclusive, and comprehensive support system for families with children

with special needs, ensuring that interventions are well-coordinated and responsive to their unique challenges.

REFERENCES

- [1] Department of Education (DepEd). (2020). Department Order No. 21, s. 2020: Policy Guidelines on the K to 12 Basic Education Program. DepEd.
- [2] Emerson, E., & Gallagher, P. (2020). Mental health of parents of children with disabilities: A review. *Journal of Intellectual Disability Research*, 62(2), 119–136.
- [3] Emerson, E., & Gallagher, P. (2021). Mental health of parents of children with disabilities: A review. *Journal of Intellectual Disability Research*, 62(2), 119–136.
- [4] Park, J. H., & Chung, H. J. (2020). Cultural influences on parental coping mechanisms in South Korean families of children with disabilities. *Journal of Family Studies*, 26(1), 56-72.
- [5] Smith, J. (2022). Financial challenges faced by families of children with special needs. *Journal of Special Education*, 56(2), 100–115.
- [6] Walsh, F. (2020). *Strengthening family resilience* (3rd ed.). Guilford Press.
- [7] Whittingham, K., Wee, D., Sanders, M. R., & Boyd, R. N. (2021). Parenting intervention combined with acceptance and commitment therapy: A trial of self-directed methods for parents of children with cerebral palsy. *The Lancet Child & Adolescent Health*, 5(3), 187–196.
- [8] Williams, A., Davis, J., & Wilson, R. (2021). Financial planning interventions for families of children with special needs: A pilot study. *Special Education Research and Practice*, 29(2), 105–112.
- [9] Zuna, N., Summers, J. A., & Turnbull, A. P. (2020). Family quality of life and resilience in parents of children with disabilities. *International Journal of Disability, Development and Education*, 67(4), 1–15.
- [10] Ravindranadan, V., & Raju, S. (2022). Resilience and parenting stress in mothers of children with disabilities in India. *Asia Pacific Disability Rehabilitation Journal*, 22(2), 98-112.
- [11] Resilience definitions, theory, and challenges: Interdisciplinary perspectives. *European Journal of Psychotraumatology*, 5(1), 25338.
- [12] Smith, J. (2022). Financial challenges faced by families of children with special needs. *Journal of Special Education*, 56(2), 100–115.
- [13] McConnell, D., Savage, A., & Breitreuz, R. (2018). Resilience in families raising children with disabilities. *Journal of Family Studies*, 24(2), 112-130.
- [14] Neely-Barnes, S. L., & Dia, D. A. (2019). Families of children with disabilities: A review of literature and recommendations for interventions. *Journal of Early Childhood Research*, 17(3), 301–317.
- [15] Olsson, M. B., & Hwang, C. P. (2018). Socioeconomic and psychological factors associated with parental well-being in families of children with disabilities: A comparison of Sweden and Canada. *European Journal of Special Needs Education*, 33(4), 423-439.