

Families and Children with Disabilities

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Introduction

Families are facing the profound impact of their children with disabilities. The entire family, along with the other members, has feelings of gratitude and pity. All the aspects and functioning of the family are disturbed by the experiences of disabilities. On the positive side, the disability will increase cohesiveness, connection with extended family members, internal health awareness, and enhance the relationship of the disabled with religion. However, the negative side presents expensive diagnoses, increased demand for emotional and physical services, and other complexities associated with the disabled. The impacts will depend on the kind of disability and financial condition of the family. There are various intervention programs and services for grieving families. Some schools are providing necessary support for the rehabilitation of the child. Various techniques are used by the educational sectors to enhance the communication between children and their disabled families.

Discussion

The collective partnership of the family and schools provided value to the learning of the child. Both the parents and the educators are involved in promoting the knowledge of their children. The application of the practices is according to the policies of the respective educational institution. The schools provided parenting skills to the guardians of the respective child. They assist the parents in understating the adolescent development of the child. The school also helps the parents by establishing a learning atmosphere at home. Through a variety of methodologies, educators help the guardian to develop the psyche of the child.

The computerized messages, videos, books and copies, tip sheets, and the workshop are the few tools implied to get the child back to learning. The educators adjust the parent centers in the schools to make it easy for disabled families (Cantwell, 2014). The preferences and likings of the parents are also considered by the schools to help them in departing their favors for the child. The critical position of the child with disability invites the educators to make personal visits, share information with parents, and address their questions and concerns. Other than these services, parents also have the support of experts for the treatment of their children.

Regarding the intervention of the child, researchers have conducted a variety of programs to recover the child from disability. In the past decades, there are models that have evolved for the intervention process. The ecological model and transitional model focus on maltreatment and maladaptive parenting along with increased relationships with social and individual behavior. The cultural forces and the role of parents are frequently discussed in both ecological and transition models. The

assumption of the educational model is that taking the individual explanation of the guardian or child is not sufficient for the assessment of nature and maltreatment in children.

The researchers assess those factors that are influencing the problems of parents and their disabled children. Social isolation, stress, behavioral issues, and the lack of knowledge of parents regarding child-rearing are some of the factors described by the studies on educational intervention support. The Child Protection Agency has reported that neglecting the child is the primary cause of child maltreatment. Those families that are isolated socially have an increased chance of driving towards disabilities along with their family. In order to mediate the stress and the depression, parents are required to go through the proper intervention programs. The transitional model, which is based on Chandler's recommendations, is the interaction between risk and protective factors.

The social environment of the family must include regular contact with the educational class along with the experts to save themselves from disabilities. The involvement of the family in the educational sector must be proactive. Disabled students, along with their parents, should work with the teachers in order to meet the requirements of the educational program (Jacobs, 2016). The teacher's and the parents' communication is highly valuable through cohesive homeschool relationships for disabled children. Productive and ongoing communication can enhance the reinforcement of the behavioral and mental disorders of the pupil.

The legislative bodies are also working for better home-school communication and educational programs. In nineteen seventy-five, the rights of the guardians have been specified, and educators are bound to get permission from the parents to evaluate the child. The act of education has also increased the communication process among the children of disabled parents with educational experts. The participation and involvement in the educational activities of the child, along with conferences and programming with IED, becomes essential for parents by the act of education. The establishment of easy-to-use relationships between schools and homes is a part of the communication process between parents and educators. Parents and teachers must create joint assessments and agreements for the child's performance, as well as check and attendance in school.

The emotional and sensible reaction towards the child by the teacher can enhance the performance of the family and disabled child in the school. The teacher can become instrumental in understanding the feelings and sufferings of the disabled family (Stormshak, 2016). There are certain guardians who lost hope regarding productivity in their lives. The staff of the education center can inform them that disability is a productive experience for the family facing severe problems and issues. These disabled people feel and exchange the emotions of joy, strength, and love. Certain families are of the view that disabled children have posture a positive influence on their lives.

Support can be provided to the grieved families and disabled children by enhancing and cooperating with them in exercising love and accepting their differences. Enlarge and strengthen the relations of their families. On the small or minor achievements of the child, give the parents a greater sense of pride by awarding them high values medals. Provide disabled families to play a leading role in

advocating for their children. Regular exercise can help these people relax and become more patient (Woodman, 2015). They can adopt tolerant behavior by interacting with social schooling and with the experts. The most important of all things is the teaching and the learning of disabled families how they can enjoy the little things with their unbearable pains of life.

The lives of disabled children and their families do not end with the deficiencies they have in their bodies. They have multiple options to achieve something they want to reach. However, the support of the society and the educational training can help them in achieving their desired tasks. Being humans and for people like us, it is a priceless blessing of nature that we have no disability. We must realize the pains and the sufferings of individuals who are passing through any kind of disability.

Conclusion

To conclude the detailed discussion on disabled families and their children, we must teach our students that health is a great gift of nature. We must take care of the disabled along with educational intervention programs. In the classroom, every child should donate and help those children who are facing certain kinds of disorders. Similarly, the schools can foster effective communication and family advocacy. Improvements and a better relationship between the teacher and the disabled families can enhance the productivity skills, abilities, and talents of disabled children.

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