

Impact On family involvement with Children with Special Needs

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Abstract:

Family Involvement with Children with Special Needs (CWSNs) has a positive impact where it will lead to improve development of the child. It will Increased self- confidence for the child, and support within the family unit by providing a nurturing environment, active participation in education, and contribute the needs to the child's well- being and success. Active family involvement and acceptance can reduce stress for the child. However, it can also present challenges related to financial strain and the need for additional support services.

Current population of the CWSNs is 160 in the lab. So, 30 mother of CWSNs participated in the survey.

This research tries to focus the impact on family involvement with children with special needs in the lab.

Keywords: *Children with Special Needs (CWSNs), Family Involvement (FI)..*

Literature review:

The expectations of parents of disabled children

1. In this research it is mention only the expectation of the parents but in one household all families live together including siblings, father and mother. So, for this reason the role of all family members is essential to collaborate together for an independently living with special needs.

Russell, F. (2003). The expectations of parents of disabled children. *British Journal of Special Education*, 30(3), 144-149.

<https://nasenjournals.onlinelibrary.wiley.com/doi/abs/10.1111/1467-8527.00300>

2. Parental stress in raising children with special needs (CWSNs).

In this research it focuses parental stress raising children with special needs despite involvement of families can level down the stress and bring up good relation with the child.

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3. Grandparents' Involvement and Support in Families with Children with Disabilities

The study mention importance of grandparents' involvement and support in families with children with disabilities. Grandparents is the prime support to their grandchild and involved in their grandchild's family system to provide practical and emotional support. With the accurate information regarding their grandchild's disability, it can bring good relation between them and their adult child.

Lee, M., & Gardner, J. E. (2010). Grandparents' involvement and support in families with children with disabilities. *Educational Gerontology*, 36(6), 467-499.

<https://www.tandfonline.com/doi/abs/10.1080/0360127090321241>

4. A Study of Child with Special Needs (CWSN) on Outcome Based Special Education

Lakshmi (2020) did a study in which she aimed to analyze the CWSNs and tabulated the different parameters the connection with special education. She has designed a model named KLMN SWASTIK MODEL to help the special educators in bringing out their better proficiency. The model was designed to support the regular school teachers also. The result of the study suggests the model was effective to provide positive directions in educating the CWSNs including basic life skills.

Lakshmi, J. K. (2020). A study of child with special needs (CWSN) on outcome based special education. *Educational Quest-An International Journal of Education and Applied Social Sciences*, 11(1), 31-42.

<https://www.indianjournals.com/ijor.aspx?target=ijor:eq&volume=11&issue=1&article=005>

5. Coping Strategies of Parents having Children with Special Needs (CWSN)

It is observed that parents having a child with special needs are affected in many ways which persist throughout their life. Understand various ways of coping is important, and will help parents to choose effective coping skills and yield significant impact in their child rearing process. Through this finding it suggests that positive Intervention and support programs can be designed for parents of children with special needs to strengthen their parenting skill which will help them to achieve positive health and well-being.

Borah, S., & Gogoi, S. (2021). Coping Strategies of Parents having Children with Special Needs (CWSN). In *An International Journal of Biological Forum*, 13 (4) (pp. 1232-1235).

https://www.researchgate.net/profile/Sampreety-Gogoi/publication/365360408_Coping_Strategies_of_Parents_having_Children_with_Special_Needs_CWSN/links/6371e11d37878b3e87ac4e80/Coping-Strategies-of-Parents-having-Children-with-Special-Needs-CWSN.pdf

Research Gap:

A research gap is a question or problem in a field of study that has not been adequately addressed or answered by existing research. It represents an area where further investigation is needed to expand knowledge, resolve inconsistencies, or address limitations in current understanding. Essentially, it's a missing piece in the existing body of knowledge.

In this research, the role of families is the prime support to the child but in some cases children with CWSN are looked down due to lack of interaction in the community, peers and socialization. Here the families should stand up and be the role model of the child.

Objective:

- To identify the family involvement in early intervention.
- To analyse the stages of special children.
- It aims to understand the nurturing environment of the family towards the child.
- To enhance the child's overall development and well-being.

Methodology:

A Research methodology is described as a process of how a data is collected and the approaches used during the whole procedure. All the methods will be written orderly and the analysis will also be noted down. This Research is based on the role in the life of CwSNs. Its Quantitative method. Living in a world where it is built on an inclusive set up in today's generation. My aim and target area are significantly on the family's involvement and participation to the betterment and upliftment of CwSNs.

We have seen that families who put all their efforts and attention in the upbringing of them, children often result in a wonderful life in their life throughout. Therefore, in my research I am focusing mostly and majorly on the family's nurture towards their children.

Sample:

Current population of the CwSNs is 160 in the lab. So, 30 mother of CWSNs participated in the survey.

Data collection method: NIMH- FAMILY EFFICACY SCALE (NIMH-FES)

- Case 1: In case 1 of the summary report family of pre assessment score 31 and post assessment 35.
- Case2: In case 2 of the summary report family of pre assessment score 28 and post assessment 30.
- Case3: In case 3 of the summary report family of pre assessment score 30 and post assessment 30.
- Case4: In case 4 of the summary report family of pre assessment score30 and post assessment 30.
- Case5: In case 5 of the summary report family of pre assessment score 29 and post assessment 25.
- Case6: In case 6 of the summary report family of pre assessment score 29 and post assessment 25.
- Case7: In case 7of the summary report family of pre assessment score 24 and post assessment 30.
- Case 8: In case 8of the summary report family of pre assessment score26 and post assessment 29.
- Case9: In case 9 of the summary report family of pre assessment score 28 and post assessment 28.
- Case10: In case 10 of the summary report family of pre assessment score 30 and post assessment 30.
- Case11: In case 11 of the summary report family of pre assessment score 27 and post assessment 30.
- Case12: In case 12of the summary report family of pre assessment score 30 and post assessment 25.
- Case13: In case 13 of the summary report family of pre assessment score 28and post assessment 26.
- Case14: In case 14of the summary report family of pre assessment score 29 and post assessment 26.

- Case 15: In case 15 of the summary report family of pre assessment score 28 and post assessment 28.
- Case 16: In case 16 of the summary report family of pre assessment score 28 and post assessment 28.
- Case 17: In case 17 of the summary report family of pre assessment score 28 and post assessment 30.
- Case 18: In case 18 of the summary report family of pre assessment score 28 and post assessment 30.
- Case 19: In case 19 of the summary report family of pre assessment score 29 and post assessment 25.
- Case 20: In case 20 of the summary report family of pre assessment score 27 and post assessment 27.
- Case 21: In case 21 of the summary report family of pre assessment score 30 and post assessment 30.
- Case 22: In case 22 of the summary report family of pre assessment score 31 and post assessment 26.
- Case 23: In case 23 of the summary report family of pre assessment score 30 and post assessment 28.
- Case 24: In case 24 of the summary report family of pre assessment score 30 and post assessment 30.
- Case 25: In case 25 of the summary report family of pre assessment score 29 and post assessment 25.
- Case 26: In case 26 of the summary report family of pre assessment score 31 and post assessment 31.
- Case 27: In case 27 of the summary report family of pre assessment score 28 and post assessment 31.
- Case 28: In case 28 of the summary report family of pre assessment score 28 and post assessment 30.
- Case 29: In case 29 of the summary report family of pre assessment score 31 and post assessment 27.
- Case 30: In case 30 of the summary report family of pre assessment score 29 and post assessment 32.

Result and discussion:

- In the pre assessment of the family in A section score 133 & B is 180 & C is 130. The family has different opinion and uniqueness in the assess of the situation.
- In the post assessment of the family in A section score 132 & B is 157 & C is 161. The family has different opinion and uniqueness in the assess of the situation.
- Comparing to both of this situation the post assessment has more uniqueness in the scale of the family.

Limitation in research include:

Difficulty to reach out with the parent's because most of them speak in Bengali language. So, I have to translate and ask the questioner with the help of some guide.

Due to limited time the parents could not able to express their qualitative experience regarding their child in the family.

Future Perspective:

Family involvement significantly enhances the future prospects of Children with Special Needs (CWSN). Fostering their social, emotional and academic development leading to greater independence on empowering families as active partners in their child's education and well- being. Which involves increased collaboration

between families, schools, and communities, with a focus on strengthening support systems, promoting inclusive practices, and ensuring families which have access to resources and information.

Some of the future perspective:

- Family- centered approach: It is to prioritize a family-centered approach, and to recognize that families are the primary care givers and decision makers for their children.
- Active Participation: Families should be actively involved in developing individualized education plan (IEPs), to participate in school decision -making, and accessing support services.
- Open communication: Stronger communication should be established between families, schools and communities to foster trust and shared understanding.
- Parent training and support groups: Programs should be offer training to support parents on topics such as understanding their child's ability, and advocating for their child's need.

References:

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