



## INVOLVEMENT, EXPERIENCES, AND CHALLENGES OF PARENTS HAVING CHILDREN WITH SPECIAL NEEDS: IMPLICATIONS TO PRACTICE

Ma. Venus G. Estojero<sup>1i</sup>,  
Niña Rozanne T. Delos Reyes<sup>2</sup>,  
Reylan G. Capuno<sup>3</sup>,  
Ramil P. Manguilimotan<sup>4</sup>,  
Ann Frances P. Cabigon<sup>5</sup>,  
Jonathan O. Etcuban<sup>4</sup>,  
Gengen G. Padillo<sup>4</sup>

<sup>1</sup>MA, MAED SPED Student,  
Cebu Technological University,  
Philippines

<sup>2</sup>Dev. EdD,  
Cebu Technological, University,  
Cebu City, Philippines

<sup>3</sup>PhD, Dev. Ed.,  
Cebu Technological, University,  
Cebu City, Philippines

<sup>4</sup>PhD,  
Cebu Technological, University,  
Cebu City, Philippines

<sup>5</sup>M.Ed.,  
Cebu Technological, University,  
Cebu City, Philippines

### Abstract:

This research determined the involvement, experiences, and challenges of parents having children with special needs. The narrative inquiry served as the study design, while the interview questionnaire served as the main instrument. Data obtained were transcribed, coded, and analyzed to determine the emerging themes and essence of the study. The results revealed that parents support their children's scholastic activities and allow them to socialize with their peers. Their experiences in raising children with special needs include imposing discipline, teaching them domestic chores, siblings' rivalry, and communication barriers. On the other hand, their challenges include handling situations when their children are experiencing tantrums, feeding, expenses in sending to school, providing instructional materials, discrimination, and bullying. Taking things

<sup>i</sup> Correspondence: email [mavenus.estojero@lnu.edu.ph](mailto:mavenus.estojero@lnu.edu.ph)

holistically, it can be concluded that parents of children with special needs immensely involve themselves in all the academic undertakings of their children. They are able to manage the challenges of raising children with special needs and provide them well parental-related care. An implication for practice was designed in hope of helping the parents of children with special needs. Hence, it is recommended that the school adopt the implications for practice and recommendations for parents with special needs so that they can be given foundational knowledge in dealing with their children with special needs.

**Keywords:** challenges, involvement, and experiences of parents, the implication to practice

## 1. Introduction

Education for All is a global academic mantra to ensure that education becomes a universal good to all learners, including those diagnosed with all forms of disabilities or exceptionalities. This mandate translates to the creation of inclusive education and instructional rooms. Typically, Wenger (2008) explained that inclusive education concerns children with disabilities, regardless of their severity or whether it is hidden or obvious, involved in daily activities if they have no disabilities. It also encompasses creating a circle of friends, group membership, and opportunities like everyone else. Also, it is about providing the help children need to engage in instruction meaningfully. In some instances, help from friends or teachers and support instructional materials and technologies work best. The key is to provide them with as much help as needed.

The United Nations Educational, Scientific, and Cultural Organisation (UNESCO) argued that inclusive schools were the most effective way to counter discriminatory approaches and attitudes towards students. Subsequently, international legislation and policy evolved, challenging exclusionary practices and focusing on equity and access to high-quality education for all while respecting diversity. Thus, inclusive has since been defined as schools becoming better at educating all children in their localities. Thus, education should be accessible without discrimination and based on equal opportunity within an inclusive education system.

According to Capuno (2009), Special Education is specialized instruction designed to meet the unique needs of a disability. It serves as a medium that would guarantee children receive an education responsive to their unique needs and unravel their learning potential. The Philippine Policies and Guidelines for Special Education guarantee Filipino children with special needs educational programs commensurate to their needs towards the utmost development of their potential. Special Education program in the country is essential due to the increasing number of children with special needs who need access to quality education. Presently, Filipino children with special needs have access to a differentiated and modified curricular program to learn skills and competencies in the

basic education curriculum with the aid of special education teachers, regular teachers, and multidisciplinary teams of professionals. In addition to this are the instructional support services, environmental modifications, assistive technology, and other related support services.

Accordingly, apart from the academic and multidisciplinary professionals, parents of children with special needs also play a significant role in their upbringing ranging from their educational needs, moral developments, domestic activities, and guiding them to become socially responsible individuals. Literature also claims that children with special needs are also imitative and tend to model their peers around them more than their parents. Understandably, parenthood and raising offspring, especially in this modern world, is never easy. Much more if they have special needs. Parents, though, could never skip the fundamental responsibilities of ensuring that their children, whether with special needs or not, get the best education, economic, social, and similar needs. The present study then looks into the involvement, experiences, and parents of children with special needs enrolled in a school in Leyte offering programs for children with varied disabilities towards the development of an implication for practice helpful for multiple stakeholders interested in academic institutions offering academic-related services for children with special needs.

## 2. Literature Review

Studies about Special Education abound. Issues and concerns investigated come in a wide range of topics encompassing developments in SPED, challenges in teaching children who require special attention, teachers' burnout and coping mechanisms, teachers' strategies in determining children with special needs, public school readiness in implementing SPED, and the lived experiences of parents having children with special needs, tertiary education training for prospective SPED teachers, preparedness of non-SPED teachers, among others.

First, on studies relative to the development of special education and teaching children with special needs. Westwood and Wong (2003) summarized the developments in the teacher competency movements in special education by describing the scope and potential uses of professional competency lists for special education teachers regarding essential knowledge, skills, and personal qualities required in their daily work. Data showed that almost all countries report identical knowledge, skills, and personal attributes as those described in competency lists for special educators. Helland, Posserud, and Lundervold's (2020) longitudinal study, on the other hand, investigated associations between language problems (LP) and emotional and behavioral difficulties (EBD) in children with special needs. Analyses of clinically-based data showed that LP is more persistent in children with severe EBD, implying a need to emphasize the importance of providing mental health and language support to this group of children.

Second, on special education teachers' and parents' burnout and coping mechanisms. Jovanović, Karić, Mihajlović, et al. (2019) examined burnout syndrome dimensions in special education teachers and its correlations with select socio-demographic and job characteristics and levels of assertiveness using standardized instruments. Findings showed that teachers working with children with motor skill disorders experienced more severe burnout than other disorders. It was then recommended to plan a substantial measure for improving the mental health of this group of professionals. In addition, Mar, Cañoneo, Tolon, et al. (2017) determined the stressors of special education teachers in private schools and their dominant coping mechanism in handling their stresses using descriptive correlational design. Data showed that teachers are stressed regarding control, support, demands, and relationships. Their coping mechanisms include being high in problem-solving, cognitive restructuring, and social support. Furthermore, Acdal (2019) examined the degree of relationship between the teachers' acceptance and accommodations for students with special needs in general education classrooms using the Teacher Acceptability and Use Scale instrument of Boulton (2003). Results showed assenting acceptance and use of accommodations in the general education classrooms. Thereby, is a strong correlation between teachers' acceptability and the use of accommodations. Finally, as regards parents' experiences in handling children with special needs. Arzadon, Deang, Escalente, and Bacelonia (2016) described the phenomenology of fathers in the context of their experiences in taking care of their children with special needs, relationships, perceptions toward various situations encountered by their children, and their coping mechanism in dealing with their children with special needs.

Third, on public school readiness in giving SPED and teachers strategies to determine children with special needs. Sayson (2016) evaluated the programs and services of public special education schools in Cebu City. Data revealed that six schools offer special education classes or self-contained programs by serving children with sensory disabilities, emotional and behavioral problems, multiple disabilities, and other health-related problems. It was then concluded that public special education schools offer limited programs and services to cater to other needs of children with special needs. Additionally, Ajoc (2019) assessed the implementation of the Special Education (SPED) Program of SPED schools in Surigao del Sur through the CIPP Model. Findings revealed that programs for SPED in the province are effectively implemented, as shown in various intervention programs and activities intended for children who require special attention by the schools and their respective teachers. Also, Dalonos (2013) assessed the awareness and attitudes toward inclusive education in mainstreaming children with special needs in Cagayan de Oro City, Philippines, from the administrators' perspective and regular and special education teachers in public schools. Statistically treated data showed that they have a positive attitude towards inclusive education.

Meanwhile, Gallardo and Cañete (2019) examined the experiences of teachers handling learners with special needs mainstreamed in a regular classroom within the

context of their observation of these learners, challenges in facilitating instruction with them, coping mechanisms, and their suggested actions on how to alleviate their difficulties. Findings revealed that observation is the common method employed by teachers to determine whether a learner requires special attention. Their challenges include responding to their needs, adopting the most appropriate pedagogical techniques, and imposing discipline, especially bullying. Their coping mechanisms include adopting various teaching strategies and providing immediate conference feedback whenever concerns arise. Given these findings, it was recommended that training be provided to teachers handling students with special needs in an inclusive classroom.

Finally, on leaving their jobs as SPED teachers. Gale (2017) unravels the factors influencing the decision of special education teachers to leave their jobs. Treated data showed that meager compensation, demanding workload and arduous tasks, lack of support mechanisms, and desire for personal and professional growth influence them to quit their jobs. It implies that staying in their jobs as special education teachers were challenging, and parents' guidance and assistance were vital. Other studies were focused on higher education institutions' preparations for SPED teachers. Aranas, T. V. & Cabahug, R. (2017) assessed how institutions for higher learning in Northern Mindanao are preparing prospective elementary teachers for inclusive education using curriculum content analysis. Findings showed that learners are required two introductory theoretical courses in special education to give them foundational knowledge for inclusive education, which covers competencies in understanding exceptionality, collaboration, inclusive instructional strategies, and inclusive assessment. These are given as professional education courses. Meanwhile, the preparedness of non-SPED teachers. Gatan (2018) determined the level of preparedness and competencies of school counselors in servicing students with special needs in Davao City using a descriptive-correlation design. Statistically treated data showed that school counselors were moderately prepared to serve students with special needs in advocacy, consultation, diagnosis, assessment, development of the delivery system, and support services areas. They are, however, highly competent in professional disposition and professional behavior areas.

### **3. Material and Methods**

This study utilized the narrative inquiry design. According to Givens (2018), narrative inquiry is a way of comprehending experience. Being such, it looks into people's experiences and narratively inquiries about these experiences. So, it allows for an in-depth study of a person's experiences over time and in context. This study was conducted in a school in Leyte offering special education programs for children with special needs and used 15 purposively chosen parents of children with visual impairment, autism spectrum disorder, and intellectual disability as informants. The researcher-made questionnaire guide served as the main instrument for this study. The researcher sought permission from concerned authorities before conducting the actual interview to obtain

the much-needed essential data. During the interview, utmost adherence to ethical standards on data gathering was strictly observed in compliance with the Data Privacy Act of 2021. Furthermore, orientations were given to the informants, and they were asked to assent to the Informed Consent Form. Data obtained from the interview were analyzed following Braun & Clarke's six-phase framework for thematic analysis. In this study, patterns that recurred twice were considered a theme and, in turn, subjected to specific analysis. In order to establish the trustworthiness of the paper, validity procedures including member checking and consultation with participants were conducted, an audit trail was maintained, and a coding matrix was developed.

#### 4. Results and Discussion

One of the constructs investigated in this study is parents' involvement in raising their children with special needs. According to Barnard (2016), parents have a huge impact on the lives of their children. Reports of the various findings of the empirical studies conducted in this area reveal that parental involvement is an effective strategy to ensure learners' success. As a universal practice, academic institutions usually compel parent participation in classroom meetings, wellness activities, educational consultations and recognitions, and even home visitation. These activities suggest that schools need to perform the role of parents as essential stakeholders for building strong relationships. The parents and caregivers usually give extra attention, time, and care to students with special needs.

In the present study, data analysis proved that parents do support the academic needs of their children with special needs. These supports come in various forms depending on the circumstances. This can then be considered an important milestone in parents' and teachers' mutual partnership and understanding of their roles in providing quality education to children with special needs. In this way, the interest of the two parties is advanced and answered. Additionally, it is also to the benefit of both the parents and their children with special needs when given activities that are of interest to them as a mechanism for their overall or holistic development as special children in dire need of special attention.

Parents usually show concern for the needs of their children who require their special attention through an unceasing presence in many school-related activities. This is evident in this narrative from one of the parent-informant: *"I always find time to participate in all the activities because of her condition. She needs to be assisted physically"* (P1). This narrative emphasizes parents' utmost support for the needs of their children. Epstein (2019) corroborated this observation and said that since parents know the capabilities of their children, they, therefore, attend activities primarily to assist their kids physically and provide proper care. In essence, parents indeed do play a vital role in their children's education. In the absence of the parents due to unavoidable reasons or circumstances, substitute caretakers or guardians come into the picture as suggested in these narratives:

*"I let my eldest daughter participate in the activities of my child if I cannot make it (P9, Tape3); "There are times that I let my eldest son attend some of the activities since I need to work hard because I am a solo parent." (P2).* suggests that caretakers or guardians replace the parents of children with special needs when they are unavailable. While other parents do their best just to be present during school activities for their children with special needs, based on the study, however, a common complaint of teachers and school administrators, however, is the lack of parental involvement in various academic activities (McKenna and Millen, 2016).

In some instances, parents temporarily leave their work and household chores in exchange for their attendance in various academic activities. It is a key indicator of how parents put a premium on their children's academic journey. This is supported by these narratives: *"I sacrifice other household chores/things just to attend to the activities of my child for my child to feel that she is important and part of our family." (P11). "I excuse myself from work just to attend my child's school activities." (P10).* These parents exerted their time just to make sure that they could attend the school activities. It only shows that parents are trying to manage their time to give equal support to their children despite the circumstances that they are busy at home or work on the day of the activity. Hornby and Lafaele (2017) posited that engaged parents have greater educational aspirations for their children. However, these findings are in stark contrast to what Ruskus and Gerulaitus (2016) claimed that schools and parents' collaborations are limited to reporting on learners' progress during parents-teachers' meetings or in, some instances, through entries in the child's record book on academic progress.

The second construct that was studied was about the experiences of the parents in all the activities of their children with special needs. Discrimination from peers, groups, family members or schoolmates is their common experience. The issue of bullying does not only cause low morale on the part of the children but also serves as an insult to the entire family. These are supported by this narrative *"Because other people bully him and would call him "mongoloid." (P7).* Additionally, children with developmental disabilities tend to socially exclude themselves, while children with learning difficulties tend to experience socio-emotional behavioral disorders. Overall, bullying behavior happens especially with the presence of playmates during playtime and victimization by the absence of playmates during break and a limited number of friends in class (Andreou, 2019).

Similarly, sending children with special needs to school is also a challenge among parents. They have to allocate a hefty budget for the education of their children making such exhausting and costly. A parent-informant said: *"Giniilob ko la bisan mabug at ha akon ngan mahal hin duro" [I just take the responsibility though it is so hard and expensive]."* (P2). The United Nations International Children Emergency Fund (UNICEF, 2020), attributed this to transportation costs and other materials. Time management between work and family is also a challenge among parents with special needs. This is especially true among solo and working parents and among Canadian parents. Rivalry among

siblings is also a concern among children with special needs. These can be resolved by creating an intimate relationship among siblings and parents to foster hope and comfort. On the other hand, it was suggested that the parents find appropriate coping techniques to address these concerns (Sitimin, 2016). Therefore, Kutner (2016) claimed that having a sibling with a disability can put the natural rivalry between siblings on another level. People believe that training up a child is an excellent battle for parents. The discrimination that the child will experience is a long process to endure and be understood. Yet, no matter how parents try to understand their children, there comes an instance when they discipline them the way they think for them to learn and grow. Children with disabilities are especially likely to experience violence from adults around them.

The third construct that was investigated in this study was the parents' experiences of their children with special needs. Data showed that among their challenges point to the physical, mental, emotional and, psychomotor manifestations of their being special children, as they said. *"I just let him laugh and wait until he finishes laughing and starts teaching or assisting his homework."* (P7); *"When he feels bad, he is banging his head, nanbabambo [violent to others]."* (P8); *"He is hyper and nagwawala (hysterical), nanunupra (spitting), nangigigil (shivering), whenever his wants are not given to him."* (P12).

According to Walsh (2018), interacting with a child with special needs requires relationship building. These children must feel at ease and be comfortable first before they can reciprocate trust to others. Additionally, children with special needs often possess behavior that distracts others. However, once they are told and eventually learn things and practice these occasionally, they will retain all these in their memory and form part of their habit. The researcher further explained that they are also likely to experience problems with their involvement and activity limitations in executing these activities. Children with special needs behave differently, and these misbehaviors are observable. These include short retention span, attention deficit, sitting down without talking, roaming around every time, and even creating noise and disturbance.

Apart from the misbehavior mentioned above, parents-respondents also echoed that food choice is also among their concerns. The respondents said, *"He is choosy for what he would like to eat."* (P6), *"In house, he doesn't want his things or food to be touched or borrowed (makuti hiya parti iya mga gamit/food) [he is meticulous about his personal belongings and food], if you do, he would pinch, spank and shout."* (P7, Tape 13); *"In house and school, she will not eat if she doesn't like the food. I tell her that not all you want will be given to you right away most especially if we do not have enough money and we are not rich."* (P13).

Furthermore, as explained on Golisano Children Hospital's official website, children with special needs set their mood before eating. Parents could provide a quiet atmosphere, setting the child comfortable position; and, sharing positive emotions. Parents should also need to use suitable equipment such as a fork and spoon. Parents can start the meal by massaging their child's gums with a finger dipped in lemonade. To address the concerns encountered by the parents- informants, said that they encourage



siblings' support schemes through the guidance of their parents. Family members are helping together in managing the child with special needs. A group of informants said: *"I am advising my other children to look after their sibling with special needs whenever I am not around para dire la hiya mapabay-an an ira bugto [ so that she will be taken care of] (P2); "We as a family are helping together so our child would be successful someday."* (P3). Supports from siblings' mean a lot to children with special needs. According to Hauser-Cram and Woodman (2016), siblings feel a great deal of love and a desire to protect their brothers and sisters with disabilities.

## 5. Recommendations

In the light of the above findings, these implications for practice are hereby provided to the following:

- DepEd Curriculum Developer - The implications that had emerged from these studies could give curriculum development of this agency baseline information helpful they could anchor with when planning curricular innovations, especially for children mainstreamed in the regular classroom who require special attention.
- Parents of Children with Special Needs - The implications for practice in this study will aid them in extending their full support and understanding to their children with special needs specifically on answering the academic, feelings, and treatment of their children in the society.
- Researcher with Inclinations to Special Education - The delimitations of this study as regards implications for practice could serve as a ground in the conduct of further studies to further shed light on issues as regards the involvement, experiences, and challenges of parents whose children require special needs.
- School Administrators - The implications for the practice of this study could help them prepare the school environment to make it conducive for learning to children with special needs.
- Special Education Teachers - The implications for practice derived from this study could help them better facilitate instruction to children with special needs and team up with their parents to better address their needs in all facets of instructions.
- Future Researcher - The delimitations of this study could be a concrete source of data that could potentially be regarded as agenda for the conduct of empirical studies involving other schools and addressing concerns of the parents of children with special needs.

## 6. Implications for Practice

### 6.1 Rationale

Collaboration between special education teachers and the families of children with special needs is essential. However, it is seldom practiced, and studies report ill-prepared

to work and establish ties with the families of these children (Balli, 2016). The findings are drawn from this academic endeavor support this claim. Special Education teachers and families of children with special needs have lackluster collaborations. This is very alarming given the fact that cooperation between them is direly needed to ensure learning success among the concerned children with special needs. Given this, it is thus imperative to articulate an implication for practice through a Capacity Building Training Program for Parents Having Children with Special Needs as a mechanism to address this glaring gap that surfaced in this study. In this way, focused attention to the needs of children with special needs will be addressed or provided by both their teachers and parents. With this in mind, the objectives below will serve as a guide.

## **6.2 Objectives**

The following objectives are deliberately set in response to the statement of the problem and its sub-variables, to wit: to address the challenges of parents with children who require special needs; capacitate parents of children with special needs and consequently assist them in achieving their desired aspect of involvement and support to the level of education and learning they so desire, and appreciate their role as parents or guardians to their children who require their special attention in order that success of their learning is ensured given the nature of their learning conditions.

Ma. Venus G. Estojero, Niña Rozanne T. Delos Reyes, Reylan G. Capuno,  
 Ramil P. Manguilimotan, Ann Frances P. Cabigon, Jonathan O. Etcuban, Gengen G. Padillo  
 INVOLVEMENT, EXPERIENCES, AND CHALLENGES OF PARENTS HAVING  
 CHILDREN WITH SPECIAL NEEDS: IMPLICATIONS TO PRACTICE

<b>IMPLICATIONS FOR PRACTICE FOR Sto. Niño SPED Center at Tacloban City</b>									
Areas of Concerns	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
<b>Experiences of Parents in All the Activities of Their Children with Special Needs</b>									
* Demonstrate understanding in dealing children with special needs.	Familiarize behavior of children with special needs	Assign them household chores and observe how they respond to them. Provide them academic related activities and observe how they perform the assigned tasks to them.	Parents, Teachers and Significant Others	5,000.00	PTA Funds	1-2 weeks	Ideas on how children with special needs respond to the assigned tasks		-----
* Engage children with special needs during important activities in school such as Intramurals, Buwan Ng Wika, and other similar activities	Ascertain how these children behave during these special occasions in school	Assign them special role by utilizing their innate talents such as in singing and dancing	Parents, Teachers and Significant Others	5,000.00	MOOE	During the actual celebration of these events	First-hand information on how children with special needs respond to the assigned tasks during special occasions		-----
* Mainstream children with special needs to the regular society or community together with children without special needs	Ascertain how these children behave when mainstreamed to the regular community along with the normal children	Allow them to simply mingle with their contemporaries to determine their impressions and reactions when they are with their peers who do not require special attention just like them	Parents, Teachers and Significant Others	5,000.00	PTA Funds	3-5 successive days most probably 2 hrs. in the morning and afternoon	Diary notes and checklists of special behaviors demonstrated or shown by the children during this special occasion		-----

Ma. Venus G. Estojero, Niña Rozanne T. Delos Reyes, Reylan G. Capuno,  
 Ramil P. Manguilimotan, Ann Frances P. Cabigon, Jonathan O. Etcuban, Gengen G. Padillo  
 INVOLVEMENT, EXPERIENCES, AND CHALLENGES OF PARENTS HAVING  
 CHILDREN WITH SPECIAL NEEDS: IMPLICATIONS TO PRACTICE

Areas of Concerns	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
<b>Challenges by Parents in All the Activities of Their Children with Special Needs</b>									
* Apply principles and practices of dealing with children with special needs	Be aware of the various principles useful in dealing their children who need parental attention.	Allot time for parental orientation for at least once every quarter or during the Parents-Teachers Day	Parents, Teachers and Significant Others	5,000.00	PTA Funds	During PTA meetings	Science-based response to the actual and immediate needs of the children with special needs especially in school.	Parental awareness of the different principles useful in dealing children with special needs	-----
*Improve personal beliefs and understanding on taking care of children with special needs;	To update parental knowledge as regards taking care their children who require their special attention.	Conduct orientation on the empirical-based practices in dealing children with special needs at least once every quarter of the Academic Year.	Parents, Teachers and Significant Others	5,000.00	MOOE	Once every quarter of the Academic Year	Emotionally healthy and robust children who need special care attention from parents, teachers, and guardians	Easy way of dealing the needs of children with special needs.	-----
* Develop awareness on policies, procedures, laws for child development	Revisit the policies, procedures, and past and recent laws relative to child development.	Conduct annual orientation and reorientation of the policies, procedures, and old and recent laws for children with special needs.	Parents, Teachers and Significant Others	5,000.00	MOOE	Once every quarter of the Academic Year	Children with special needs enjoy the protection of the laws accorded to them by the government	Zero violence on the rights of children with special needs at home and in school	-----

Ma. Venus G. Estojero, Niña Rozanne T. Delos Reyes, Reylan G. Capuno,  
 Ramil P. Manguilimotan, Ann Frances P. Cabigon, Jonathan O. Etcuban, Gengen G. Padillo  
 INVOLVEMENT, EXPERIENCES, AND CHALLENGES OF PARENTS HAVING  
 CHILDREN WITH SPECIAL NEEDS: IMPLICATIONS TO PRACTICE

* Collaborate and create a common understanding on the academic needs of the children with special needs at home and in schools.	Harmonize the expectations of parents and teachers on the academic needs of children with special needs.	Constantly monitor the academic progress of the children with special needs in school and at home.	Parents, Teachers and Significant Others	5,000.00	MOOE	Weekly and during quarterly examinations	Common understanding between the teachers and the parents or guardians that the learners progress is a common responsibility to both parties.		-----
* Create a dialogue to respond to the immediate academic needs of the children with special needs	To create a channel of communication between the parents or guardians and the teachers of children with special needs.	Exchange of ideas on the learning progress of the children with special needs as observed by both the teachers and parents or guardians.	Parents, Teachers and Significant Others	5,000.00	MOOE	Weekly and during quarterly examinations	Checklist indicating the learning progress of the children with special needs		-----
<b>Social Perspective and Treatment of Children with Special Needs</b>									
* Lack of knowledge of some members of the immediate environment of children with special needs	Create a caravan to raise awareness of people especially on children with special needs	Caravan and social orientation	Parents, Teachers and Community leaders	5,000.00	PTA Funds	During World Autism Day and similar celebrations accorded to them by laws	Social Awareness and Zero Bullying To Children with special needs		-----

Ma. Venus G. Estojero, Niña Rozanne T. Delos Reyes, Reylan G. Capuno,  
 Ramil P. Manguilimotan, Ann Frances P. Cabigon, Jonathan O. Etcuban, Gengen G. Padillo  
 INVOLVEMENT, EXPERIENCES, AND CHALLENGES OF PARENTS HAVING  
 CHILDREN WITH SPECIAL NEEDS: IMPLICATIONS TO PRACTICE

* Create a dialogue to respond to the immediate academic needs of the children with special needs	To create a channel of communication between the parents or guardians and the teachers of children with special needs.	Exchange of ideas on the learning progress of the children with special needs as observed by both the teachers and parents or guardians.	Parents,  Teachers and  Significant Others	5,000.00	MOOE	Weekly and during quarterly examinations	Checklist indicating the learning progress of the children with special needs		-----
<b>Social Perspective and Treatment of Children with Special Needs</b>									
* Lack of knowledge of some members of the immediate environment of children with special needs	Create a caravan to raise awareness of people especially on children with special needs	Caravan and social orientation	Parents,  Teachers and  Community leaders	5,000.00	PTA Funds	During World Autism Day and similar celebrations accorded to them by laws	Social Awareness and Zero Bullying To Children with special needs		-----

**Prepared by: MA. VENUS G. ESTOJERO  
 RESEARCHER/PROPONENT**

**Approved by: AMALIA P. PEPINAS, M.A. ED  
 Principal IV**

## 7. Conclusion

Parents of children with special needs are involved in providing for the scholastic needs of their children. They also have to endure social indifference to their children who need special attention and care. Likewise, they need to respond to psychomotor, emotional, mental, and physical needs. Finally, parents either consider their children with special needs as either a boon or bane to their family.

### Funding Statement

This study was carried among themselves without funding from concerned government authorities in the Philippines.

### Conflict of Interest Statement

The authors declare no conflicts of interest.

### About the Authors

**Ma. Venus G. Estojero** has worked as a SPed Teacher/ Early Intervention Specialist III at Jesus Kids Therapy Center for a year and became a professional education instructor at Leyte Normal University for five years, primarily in the Bachelor in Elementary Education (BEEd) Program where she handled some professional education classes and key subjects in the Bachelor of Special Needs Education (BSNEd). She presently serves as the organization adviser for the school's Special Education League (SPEL). In addition to receiving her Bachelor of Elementary Education degree with a focus in Special Education from Leyte Normal University in 2012, she also went on to Cebu Technological University to complete her Master's degree, majoring in Special Education.

**Niña Rozanne T. Delos Reyes** is an assistant professor in Cebu Technological University's Department of Special Needs Education. She earned her Bachelor of Science in Psychology from the University of San Agustin in 2000. She also holds the following diplomas and degrees from the Cebu Technological University: Doctor in Development Education, Master in Special Education, Diploma in Special Education, and Diploma in Professional Education. In 2019, she co-authored 'Personal Development: Structured-Learning Activities for Senior High School Students. She most recently won the Outstanding Faculty Award and the Technologist Award for her outstanding leadership and high caliber of knowledge. She devotes her time to educating regular education undergraduate and graduate students, as well as students with special needs.

**Dr. Reylan G. Capuno, DEV, EdD, PhD**, is the incumbent Dean of the College of Education at the Cebu Technological University, Main Campus. He was the Director of General Services and the Chairperson for HELE program at the same university. Prior to his entering the academe, he worked as a Project Supervisor in a local construction company. Aside from his rank of Associate Professor V, he is likewise a holder of National Certificates (NC-II) for SMA W, EIM, Carpentry, Masonry, NC-III holder for

articulated driving, and TMI. Dr. Capuno graduated Magna Cum Laude in his Bachelor of Science in Industrial Education in 1997 and obtained his Master in Technician Education in 2002. He finished his Doctor in Philosophy in 2011 and Doctor in Development Education in 2018. Having taught for 22 years, he received various recognitions including the City Mayor's Plaque of General Excellence Award and Outstanding Faculty in CTU. Moreover, Dr. Capuno has been invited in numerous instances as a resource trainer in K-12 technology-related topics, and as an author of published various scientific papers in ACI-indexed and other journals of sterling reputation.

**Ramil P. Manguilimotan, PhD** is presently the Associate Dean for the Graduate Teacher Education in the College of Education of Cebu Technological University-Main Campus. He graduated with his Bachelor of Science in Industrial Education Major in Industrial Arts in the same university last 1997. He finished his Masters of Arts in Vocational Education in 2014 and Doctor of Philosophy in Technology Management in 2019 all in the same university. He taught Industrial Arts subject in Grade 4-6 for about 20 years at Cebu Institute of Technology University. Among others, he is currently teaching BTLED subjects like Introduction to Industrial Arts Part I and Part II. Furthermore, Dr. Manguilimotan attended and participated in various national and international research conferences and conventions. He also co-authored scientific papers in International and ASEAN Citation-indexed and other journals of sterling reputation.

**Ann Frances P. Cabigon**, is presently a graduate student (Dev. Ed.D) and a Professor in the Department of Special Needs Education at the Cebu Technological University. She acquired her BSc in Architecture from the University of San Carlos in 1992 and became a Licensed Architect in 1996. She pursued teaching by taking up the Diploma in Professional Education and passed the Licensure Examination for Teachers in 2003. She completed her Characteristics of deaf workers and job longevity. She earned her Diploma in Special Education and Master's in Special Education at the Cebu Technological University in 2009 and 2017, respectively. She is devoted to teaching undergraduate and post-graduate students who aspire to teach and touch the lives of learners with special needs.

**Dr. Jonathan O. Etcuban** is a faculty researcher of the government agencies such as DOST and DILG. He obtained the degree of Bachelor of Science in Information and Computer Science at the University of Cebu. He obtained his Master of Science in Teaching Mathematics at the same university. He also graduated with a Master of Science in Information Technology, Doctor of Philosophy in Technology Management, and Doctor of Philosophy in Educational Management. He is actively involved in several research projects and has done research work in the university and externally funded research by DOST, DILG, Portugal government for Magellanic studies, and England's Centre for Fisheries and Aquatic Science (CEFAS). Dr. Etcuban presented research papers at various research conferences here and abroad. He is a recipient of several awards, to name a few: Outstanding Researcher Award, Outstanding World Researcher, and Outstanding



Research Manager awarded by the Asian Association for Academic Integrity. An invited speaker for research, statistics, and publishable writings. Currently, he is the Research and Publication Chairperson, College of Education of the Cebu Technological University. **Gengen G. Padillo** graduated as the class valedictorian for her elementary and secondary education in a town in Cebu City, Philippines. She pursued Bachelor in Elementary Education from Cebu Institute of Technology University. She is the 8<sup>th</sup> placer in the Licensure Examination for Teachers in 2012. Doc Gen, as she is fondly called, obtained her master's degree in Education and doctorate degree in Technology Management from the Cebu Technological University on March 2015 and May 2019 respectively. She has vast teaching experience starting from being an elementary school teacher to becoming a college instructor. She is affiliated to a number of professional organizations in the Philippines including Coalition for Better Education and Asian Intellect for Academic Organization and Development to name a few. In addition, she also attended several international conferences in her country and abroad focused on education and development. Likewise, she presented a considerable number of research papers abroad.

## References

- Acdal, M. M. (2019). Teachers' Acceptability and Use of Accommodations for Students with Special Needs in the General Education Classrooms. *JPAIR Multidisciplinary Research Journal*, 35(1), 27-38.
- Ajoc, I. G. (2019). The Special Education Program (SPED) in the Province of Surigao del Sur, Philippines. *SMCC Higher Education Research Journal (Teacher Education Journal)*, 1(1), 34-48.
- Andreou, E. (2019). Bullying and victimization in children with special educational needs: implications for inclusive practices. Retrieved from [https://www.researchgate.net/publication/277118508\\_Bullying\\_and\\_victimization\\_in\\_children\\_with\\_special\\_educational\\_needs\\_implications\\_for\\_inclusive\\_practices](https://www.researchgate.net/publication/277118508_Bullying_and_victimization_in_children_with_special_educational_needs_implications_for_inclusive_practices)
- Aranas, T. V. & Cabahug, R. (2017). Pre-service Preparation of Elementary School Teachers for Inclusive Education in Northern Mindanao, Philippines. *JPAIR Multidisciplinary Research Journal*, 27(1) 48-57.
- Arzadon, J. L., Deang, P. S., Escalente Ii, M. O. & Bacelonia, A. P. (2016). Phenomenology of Fathers with Special Child. *Ani: Letran Calamba Research Report*, 3(1), 36-49.
- Balli, D. (2016). Importance of Parental Involvement to Meet the Special Needs of their Children with Disabilities in Regular Schools. *Academic Journal of Interdisciplinary Studies*, 5(1), 147-160.
- Barnard, W. M. (2016). Parent involvement in elementary school and educational attainment. *Children and Youth Services Reviews*, 26, 39-62. doi: 10.1016/j.childyouth.2003.11.002

- Braun, V., & Clarke, V. (2019). *Thematic Analysis: A Reflexive Approach*. Sage Publication. USA.
- Capuno, J. (2009). A case study of the decentralization of health and education services in the Philippines. *Human Development Network Discussion Paper Series*, 3, 2-43. Retrieved on March 2016 from [http://hdn.org.ph/wp-content/uploads/2009/05/dp03\\_capuno.pdf](http://hdn.org.ph/wp-content/uploads/2009/05/dp03_capuno.pdf)
- Dalonos, S. J. (2013). Awareness and Attitudes of Administrators, SPED and Regular Teachers Towards Inclusive Education. *IAMURE International Journal of Multidisciplinary Research*, 6(1), 45-57.
- Department of Education (2015). *Philippine Education for All 2015: Implementation and challenges*.
- Epstein (2011/2014/2018). Framework of Six Types of Involvement. Retrieved from: <https://organizingengagement.org/models/framework-of-six-types-of-involvement/>
- Gallardo, R. D. & Cañete, R. D. (2019). Students with Special Needs In The Mainstream Classroom: Voices Of Teachers In The Public School. *Southeast Asian Journal of Educational Management*, 1(1) 56-73. Retrieved from <http://ejournals.ph/form/cite.php?id=14467>
- Gale, A. D. (2017). Demystifying Special Education Teacher Attrition: A Phenomenology. *Tin-aw*, 1(1), 34-43.
- Gatan, J. U. (2018). Preparedness and Competencies of School Counselors in Servicing Students with Special Needs: Basis for Program Development. *Tin-aw*, 2(1), 136-152.
- Givens, L. M. (2018). *Sage Encyclopedia of Qualitative Research*. Sage Publication, USA.
- Golisano Children Hospital. Retrieved from: <https://www.urmc.rochester.edu/childrens-hospital.aspx>. January 18, 2019.
- [Helland](#), W., [Posserud](#), MB, [Lundervold](#), AJ (2020). Emotional and behavioural function in children with language problems- a longitudinal, population- based study. *European Journal of Special Education*, 1(1), 177-190.
- Hornby, G. & Lafaele, R. (2017). Barriers to parental involvement in education: An explanatory model. DOI: 10.1080/00131911.2010.488049
- [Iovanović](#), V., [Karić](#), V., [Mihajlović](#), G., [Ignjatović](#), T. D., Hinic, D. (2019). Work-related burnout syndrome in special education teachers working with children with developmental disorders – possible correlations with some socio-demographic aspects and assertiveness *European Journal of Special Education*, 1(1), 692-701.
- Kutner, L. (2016). When A Sibling Is Disabled. Psych Central. Retrieved on November 18, 2013, Retrieved from <http://psychcentral.com/lib/when-a-sibling-isdisabled/0001262>
- Mar, Q., Cañoneo, C., Tolon, N., Facundo, L. & Loguinsa-Lismoras, L. (2017). Occupational Stress and Coping Mechanism among Special Education Teachers. *ARETE*, 5(1)53- 65.

- McKenna, M. K., & Millen, J. (2013). Look! Listen! Learn! Parent narratives and grounded theory models of parent voice, presence, and engagement in K–12 education. *The School Community Journal*, 23(1), 9–48.
- [Pavlidou](#), K. and [Antoniou](#), A. S. (2020). Professional burnout in general and special education teachers: the role of interpersonal coping strategies. *European Journal of Special Education*, 1(1), 191-205.
- Sayson, Y. C. (2016). Needs Assessment of Public Special Education Schools in Cebu City, Philippines. *JPAIR Institutional Research Journal*, 8(1), 34-42.
- Sitimina, A. (2016). Work-Family Conflict among Working Parents of Children with Autism in Malaysia.
- UNICEF (2020). Help and advice for families in a digital world. Parentinfo.org. Retrieved. Playing with others: autism. Retrieved from <https://raisingchildren.net.au/> February 7, 2019.
- Walsh, M. (2018). The Inclusion of Students with Special Needs in the General Education Classroom. Retrieved from <https://scholar.dominican.edu/senior-theses/69/>.
- Wenger, E. (2008). *Communities of practice: Learning. Meaning and identity*. Cambridge University Press: Cambridge University Press: Cambridge.
- Westwood, P. and Wong, M. Y. (2003). Essential Competencies for Teachers in Special Schools: A Perspective from Hong Kong. *The Asia-Pacific Education Researcher*, 12(2), 54-67.

Creative Commons licensing terms

Authors will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Special Education Research shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflict of interests, copyright violations and inappropriate or inaccurate use of any kind content related or integrated on the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).