

## **Challenges, Needs, and Dreams of Parents who have Children with Special Needs**

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*This is a quantitative-descriptive study on the challenges, needs and dreams of the parents who have children with special needs in the Holy Cross Parish, Barangay Krus na Ligas, Diliman, Quezon City, Philippines. The participants of the study were 30 parents of children with varying special needs under the Social Development Program for Persons with Disabilities. The data needed for the study were gathered using researcher-made interview questionnaires. The questions were built around ascertaining the different challenges, needs, and dreams within each household. The results reveal that one of the main challenges and needs are financial, behavioral and medical issues; the dreams differ per condition with mobility and medication for cerebral palsy, behavior management ADHD, Autism, and Down syndrome, and communication for hearing impairment.*

*The recommendation of the study is to improve the community, academic and family support for the special needs' cases.*

*Keywords:* challenges, needs and dreams of parents, children with special needs

## I. INTRODUCTION

The family is the most fundamental social institution, the cornerstone of society. It is also the primary arena in which an individual, whether disabled or not, is socialized, educated, and exposed to the beliefs and values of his or her culture. This crucial responsibility is generally assumed by the youngster's parents, who serve as principal caregivers and the child's first teachers (Gargiulo, 2012).

Families are an important part of every person's life, but for students with disabilities, their roles in their children's education is greater than it is for typical learners. Most parents do want to participate in their children's education, but sometimes they do not understand the educational system. (Smith and Tyler, 2010).

As observed, many parents from different walks of life who have children with special needs find it difficult to accept the fact that they have such a child. Who, on their own, do not even know how to take care of the child and fulfill their needs. Yet, many of these parents, despite their helplessness and frustrations are trying their best to provide what their child's needs: be it emotional, physical, behavioral, or intellectual. Some would even seek professional advice and assistance if they can afford.

Cook, R. E. et al. (2012) cite certain needs basic to all parents who seek professional help. First, they want to be recognized as caring, intelligent people. They need to be viewed as individuals capable of effective parenting, and they want to know they are seen in that way. Second, they want to be assured they are receiving the best and most up-to-date information possible. They want to have confidence in those who profess to know how to help their child. Third, they want and urgently needs guidance in what to do in the immediate now.

It is a fact as well that many private organizations are providing material and non-material assistance to some families who have children with special needs. It could be financial provision for the children's education and medication and sometimes include parents' counseling. The church is into this advocacy as well – raising funds to help the children especially those whose families cannot afford to have professional evaluation and proper therapy sessions.

However, even if the children with special needs are given assistance, it is also difficult for the people in charge to get the cooperation of some parents, even just to bring their children to the center. This factor makes it difficult to provide assistance to children because the parents themselves are not supportive. They are giving many excuses when confronted.

It is of this information that this research is conceived. This study aimed to identify the challenges, needs, and dreams of the parents who have children with special needs.

### **Statement of the Problem**

This research aimed to identify the challenges, needs, and dreams of the parents who have children with special needs.

Specifically, this research intended to answer the following questions:

1. What are the challenges, needs and dreams of the parents who have children with special needs?
2. What are the challenges, needs and dreams of parents who have children with special needs according to the specific category of disability?

### **Theoretical Framework**

This research is anchored on the Family Systems Theory which says that members of a system is focusing in the interrelation of each other to form a whole rather than focusing in each parts. The point of view of the system is to emphasize the connectedness, interrelation and interdependence of each member in a system. This is to understand the involvement of the families and the interaction between the members of the family. This theory focuses on how the members of the family affect each other's emotional aspect like thoughts, feelings and actions within the family. As a member of the family changes in roles or character, the other member is also affected. When the pressures and problems in the family increase, the relation of the family is affected in terms of their teamwork and their unity and this leads to more problems.

Family Systems Theory emphasize that everything that happens in a family has an impact in each member (Goldenberg and Goldenberg, 2003). The family is considered as a whole and functioning as one. It means that each member in the family is interdependent to one another. Internal influences include the mother-father relationship, father-child dyad or the child-sibling relationship, all which are conceived to influence each other (Turnbull & Turnbull, 2001).

Being a parent of a child with disability is not a role most parents willingly choose for themselves. Generally speaking, few individuals ever ask to be a parent of a person with special needs, and most parents are never fully prepared for this tremendous responsibility. Parenting a child with disability can be a difficult, demanding, and confusing job; yet many believe it is a role that can also be filled with joy, triumphs, and satisfaction (Gargiulo, 2012).

## **II. RELATED LITERATURE**

### **Special Education**

Special Education (SPED) means specially designed instruction that meets the unusual needs of an exceptional student (Huefner, 2006). During the closing years of the 18th century, following the American and French Revolutions, effective

procedures were devised for teaching children with sensory impairments. Early in the 19th century, the first systematic attempts were made to educate “idiotic” and “insane” children - those who today are said to have intellectual disabilities and emotional or behavioral disorders (Kauffman and Landrum, 2006).

According to the World Bank (2013), UNESCO’s Education for All (EFA) is a global commitment launched to bring the benefits of education to “every citizen in every society.” In order to realize this aim, a broad coalition of national governments, civil society groups, and development agencies such as UNESCO and the World Bank committed to achieving six specific education goals: (1) Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children. (2) Ensure that by 2015 all children, particularly girls, those in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free, and compulsory primary education of good quality. (3) Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs. (4) Achieve a 50 % improvement in adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults. (5) Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring full and equal access of girl, to and achievement in basic education of good quality. (6) Improve all aspects of the quality of education and ensure the excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The Philippines: EFA Mid-Decade Assessment (2008) reports that, to attain the 2015 goals and targets of Education for All, the implementation of policies, programs and projects is needed to address the needs of specific learners. Children with Special Needs is under reaching the Un-Reached and Underserved Groups of Learners. This means providing children in difficult/different circumstances access to quality and relevant basic education is still a big challenge that the country should immediately address. In a report to the UNESCO, the Philippine Education for All stated that “with the limited coverage of existing government educational facilities, Department of Education (DepEd) together with other agencies and partners need to work on the expansion of basic education services to reach more persons with disability. DepEd should specifically work on the strengthening and expansion of its SPED classes in the existing public elementary and secondary schools and the strengthening and enrichment of its regular classes to mainstream the people with disabilities.”

### **Children with Special Needs**

Children with Special Needs come in many forms as each condition is as varied as the person. During the interview phase, the particular conditions encountered are ADHD, Autism Spectrum Disorder, hearing impairment, Down syndrome and Cerebral Palsy.

### ***Attention Deficit Hyperactive Disorder (ADHD)***

Attention Deficit Hyperactive Disorder (ADHD), is a condition where individuals have difficulty staying focused and paying attention, difficulty controlling behavior, and hyperactivity. ADHD has three subtypes: (1) Predominantly hyperactive-impulsive; (2) Predominantly inattentive; and (3) Combined hyperactive-impulsive and inattentive.

The unchanging high levels of impulsivity, hyperactivity and inattention are the basis of ADHD. They are all based on observations about how children behave: 'impulsivity' signifies premature and thoughtless actions; 'hyperactivity' a restless and shifting excess of movement; and 'inattention' is a disorganized style preventing sustained effort (The British Psychological Society & the Royal College of Psychiatrists, 2009).

Exact causes are unknown but many studies suggest that genes play a large role in addition to a combination of other factors such as environment, and the possibility of cause through brain injuries, nutrition and social environment (NIMH, 2013).

### ***Autism Spectrum Disorder (ASD)***

Autism, or Autism Spectrum Disorder, is a group of developmental brain disorders, and refers to the wide range of symptoms, skills and levels of impairment or disability that children with ASD have. According to the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition - Text Revision (DSM-IV-TR), there are five disorders, sometimes called pervasive developmental disorders (PDDs): (1) Autistic disorder (classic autism); (2) Asperger's disorder / syndrome; (3) Pervasive developmental disorder not otherwise specified (PDD-NOS); (4) Rett's disorder / syndrome; and (5) Childhood disintegrative disorder (CDD)

ASD pertains to a group of interconnected disorders that results in impaired communication and socialization and a limited scope of interest. Sometimes it is not diagnosed until schooling. It develops in the early years and are life-long situation with implications for education, social development and community adjustment. The diagnoses of ASD is based on behaviors and not medical test. The unusual development is identified in socialization and communication that the child displays repetitively. It affects children differently the usual ASD occurs with other disorder such as cognitive impairment, fragile X syndrome, Down syndrome and tuberous sclerosis (Ruble, L., Gallagher, T., & Westfall, A. 2004).

The exact causes of ASD are still unknown but research suggests that genetics and environment play roles in its occurrence (NIMH).

### ***Hearing Impairment (HI)***

Hearing Impairment is a physical impairment where someone cannot hear on the same range as a regular person; this can range from mild, moderate, severe to profound, can affect one or both ears, and leads to difficulty or inability in hearing conversational speech or loud sounds.

HI is divided into 'Hard of hearing', where there is mild to severe hearing loss, and 'Deafness', where there is profound hearing loss (very little to know hearing).

Causes of HI are divided into Congenital and Acquired causes. Congenital Causes, which are present at or acquired soon after birth, and can be caused by hereditary or non-hereditary genetic factors or by certain complications during pregnancy and childbirth. Acquired Causes lead to hearing loss at any age, and is affected by illness, infection, head trauma, repeated exposure to loud noise, blockage in ear canal, and age (WHO, 2013).

### ***Down Syndrome***

Down syndrome is a developmental condition where an individual has a full or partial copy of chromosome 21. This additional genetic material alters the course of development and causes the characteristics associated with Down syndrome. Some common physical traits include low muscle tone, small stature, an upward slant to the eyes, and a single deep crease across the center of the palm - although each person with Down syndrome is a unique individual and may possess these characteristics to different degrees, or not at all.

There are three types of Down syndrome: (1) Trisomy 21 (nondisjunction) where there are 3 copies of chromosome 21. (2) Mosaicism, where nondisjunction of chromosome 21 happens in one –but not all- cell divisions after fertilization. (3) Translocation, where part of chromosome 21 breaks off and attaches to another chromosome.

The cause of Down syndrome is identified with chromosome 21 but the cause of nondisjunction is unknown, but research shows that it increases in frequency as a woman ages (NDSS).

### ***Cerebral Palsy (CP)***

Cerebral Palsy is a group of disorders that affect the ability of a person to move and maintain balance and posture. It is known to be caused by abnormal brain development or damage to the developing brain that affects muscle control. Symptoms vary from person to person, from mild awkward movement to needing special equipment to walk to having no mobility and needing lifelong care. People with CP may also have other illnesses and conditions, ranging from intellectual disability, seizures, vision, hearing or speech impairment, spinal conditions or joint problems (CDC).

### **Challenges and Needs of Parents who have Children with Special Needs**

It has been reported by families with a child with special needs that rearing a child as such is a unique parenting experience that can have a great impact on the family, can be a source of ongoing stress, and can disrupt the routine of the family (Hughes, M., Valle-Riestra, D., and Arguelles, M. 2008). Having a child with a disability can have profound effects on the family and may place a set of extra demands, challenges and burdens on the family system as well as on the disabled child. Such experience affects the dynamics of the lives of all the other members

of the family in different ways during the different life-cycle stages (Kirk, S., Gallagher, J., Coleman, M., and Anastasiow, N. 2002). For families who have a child with special needs, the everyday routines that most families take for granted are frequently disrupted (Keogh, B., Garnier, H., Bernheimer, L., and Gallimore, R., 2000) Additionally, the risk of parents developing numerous acute and long-term emotional challenges in comparison to families with no disable children increases. One survey of families with children with special needs found that over half reported that one or more family members altered their work hours, worked fewer hours, changed jobs or quit working altogether because of having a child with a disability (Larson, S.A., Lakin, K.C., Anderson, L.L., Kwak, N., Lee, J.H., Anderson, D. (2001).

Many challenges like behavioral challenges of children, involvement in caring, communicating with professionals, preparation and training, and social interaction are drawn by parenting a child with special needs (Brown, J. and Rodger, S. 2009). Moreover, other challenges like feelings of incompetence, feelings of anxiety, facing financial difficulties, role changes, poor social adjustment, increase in social isolation during the life cycle of the family Dealing with the feelings of their children about himself and dealing with the reactions and attitudes of others toward them and toward their child are daily responsibilities that create a number of stress sources for parents (Heather, Desmond, and Maryalice, 2006).

With regards to what is said about the needs of parents who have children with special needs, there is proof that they perceived higher needs in the aspect of information that they long to get about the status of their child and how their child views the world they live in. Parents who have children with special needs require adequate information about their child to help them with their future. They should also be made aware of how they can deal with behavioral problems their children exhibit. Researchers like Brown, J., Moraes, S. and Mayhew, J. (2005) state that parents need much information about the nature of the disability of their child, along with the appropriate programs that best support and address the needs of the family members. Parents also mentioned that they need to know and understand the steps of the social, health, and educational services and systems available for their children.

According to a research conducted by Hughes (2005), most of the families that were interviewed recognized that they treat their children with special needs in a normal way. One of the respondents stated that being a parent of a child with special need was difficult because it requires a lot of time and commitment. As a whole, the parents expressed mixed feelings of worry, frustration, sadness and helplessness in engaging in the life of their children.

### **III. METHODOLOGY**

#### **Research Method**

This research used the qualitative-descriptive research design. Creswell and Plano Clark (2013) state that qualitative research explores a central phenomenon or one key concept that collects detailed views of participants in the form of words. It also analyzes and codes the data for description and themes. Moreover, it interprets the meaning of the information and describes life experiences and gives them meaning.

### **Participants**

The participants of this research were the parents who have children with special needs belonging to the Holy Cross Parish in Brgy. Krus na Ligas, Diliman, Quezon City. The parents were randomly selected by Ms. Zenny Oblifias, head officer for Social Development Program for PWD of the Holy Cross Parish. The study was limited to 30 participants who have children with special needs and are recipients of the program of the parish.

### **Research Instruments**

The instrument used to gather the data was a researcher-made interview schedule. The instrument was divided into two parts. The first part is about the profile of the participants of the study and the second part is about the three main questions asked by the researchers to the participants and were categorized as to Challenges, Needs, and Dreams of parents of children with special needs. Follow up questions were given by the researchers in the course of the interview. Interviews were done by pair and were allotted 15 minutes per parent. Results of the interview were tabulated generally and specifically according to the category of the disability.

### **Data Gathering Procedure**

A letter containing the proposal of the study was submitted to the Parish Priest, Rev. Fr. Ronald M. Roberto of the Holy Cross Parish of Krus na Ligas in Diliman, Quezon City. Upon the permission to conduct the study in the Parish was given by Rev. Fr. Ronald M. Roberto, the researchers wrote a letter asking permission to conduct the study to the dean of Saint Pedro Poveda College, Dr. Salvacion Villavicencio. When the dean approved the study proposal, the researchers scheduled an interview with the parents through Ms. Zeny A. Oblifias. The series of interviews were conducted within three days.

### **Data Analysis Procedure**

This research used frequency count, percentage and rank.

Frequency Count is the number of times a certain value or class of values occurs. Items are classified according to a particular scheme and arithmetical count is made of the number items within the text which belong to each classification or type in the scheme (Crawley, 2000). Frequency count is used in this research to determine the numbers of times an answer to a question was repeated in the interview.



Percentage is a rate or proportion per hundred. It is just one way of expressing numbers that part of a whole. (<http://www.statcan.gc.ca>, 2012) Percentage is used in this research to get the number of parents who have the same challenges, needs or dreams.

Rank refers to a relative position or degree of value in a graded group. It is also a listing of items in a group that is according to a system of rating or a record of performance; a position in such a list. (A Dictionary of Statistical Terms, 5<sup>th</sup> Edition, 2002) In this research, ranking is used to name and group the top 5 challenges, needs and dreams of parents who have children with special needs.

#### **IV. RESULT**

This part presents the results, analysis, interpretation of the data gathered. Specifically, it contains discussion on the challenges, needs, and dreams of parents who have children with special needs in Holy Cross Parish, Krus na Ligas, Diliman, Quezon City.

##### **Challenges of Parents**

Parents of children with special needs face great difficulty in rearing their children. These parents experienced different challenges and problems in caring their children with special needs. The interviewees expressed the challenges such as having a hard time to take care and control of their children, cannot afford to send their children in SPED school, difficulty to understand each other, health issue and sibling conflict. These challenges are the concern of the parents who participated in this research. Each of challenges have corresponding reasons why parents experienced this.

33% of the parents have the main concern as having difficulty in taking care and controlling the behavior of their children with special needs because most of them do not know how to handle the behavior of their children. Furthermore, some parents who participated in this research stressed that their child often misbehaved and are hyperactive.

Also, the interviewees included that some of their children with special needs exhibit aggressive behavior towards them and sometimes this negative behavior lead the children to hurt their parents specifically their mother and other closest relatives. In terms of the education of their children, it is a challenge for the 23% of the parents to send their children in SPED school since they do not have sufficient money to support the education of their children with special needs. Most interviewees wanted to have an extra work to address the basic needs of their children with special needs which is education.

17% of the parents who have children with special needs struggled in communicating with their children because they have difficulty in articulating words and are having speech delay caused by their disabilities. Thus, parents could not relate to their children because of difficulty in communicating with them.

In order to understand their children with special needs some of the parents mentioned that they rely on the gestures and movements of their children with special needs. In addition, most of the parents give time to educate themselves in learning sign language so that they can easily understand their children with special needs.

13% of the parents stated that the health issue of their children is the second to the last challenge to them. Some of the children are malnourished and easily get sick. Thus, parents of these children find ways to prevent the illness and try to give vitamins for them.

Lastly, 10% of the parents mentioned sibling conflict is present in rearing their children with special needs. Rivalry is one of the reasons why siblings have conflict with each other since their parents are giving more attention to their brother/ sister with special needs, the tendency some of the siblings might develop jealous and think that they are not important. With these challenge parents stressed that they tried to explain the situation of their son/daughter why they give more attention to their siblings with special needs. The parents who participated in this research are favorable that these challenges and problems are present and evident in rearing their children with special needs based on their interview statements.

### **Needs of Parents**

In line with these challenges, the parents also need assistance in raising their children and to address the needs of their children with special needs. Based on the interviews conducted by the researchers, it appears that their needs are essential in supporting their children with special needs. The essential needs of the parents such as to teach the children with special needs the basic life skills such as dressing up, feeding their selves, regular therapy, parent's education, financial support and medication.

30% of the parents mentioned that training of basic life skills to their children with special needs such as dressing up on their own, how to lace their shoes, and other personal necessities is one way to learn how to live on their own. The parents desire is to help their children learn the skills they needed to survive in everyday life even without the presence of their parents. As shown in the responses, the parents would be glad and satisfied if their children with special needs are able to acquire the skills that they wanted to impart to their children.

23% of the parents wanted to have a regular and continuous therapy for their children with special needs. Therefore, the parents try their best to send their children to a specialist and have consultation once in a while. But some of the parents are low-wages earners cannot afford private consultation so they depend on the blessings and free services coming from the parish. In line with these needs, the parents who have children with special needs are ready to educate themselves in learning the therapist skills that is needed for the treatment of their children. A proper workshop or seminar are the basic needs of parents in terms of handling the

situation of their children with special needs. Also, the parents understand the importance of giving therapy to their children with special needs.

17% of the parents stated that their needs are financial support and medication in rearing their children with special needs. Medication includes the vitamins and medical tools for their children like hearing aid, wheel chair and other tools that is needed for the situation of their children. They really want an assurance to support the maintenance needs of their children with special needs and bear a hope that these needs would be granted. The parents are strongly believed in the interview that giving them a proper assistance to their needs would be great contribution for them to lessen and face the challenges in rearing their children with special needs.

### **Dreams of Parents for their Children with Special Needs**

The parents are still having ambitions and goals to their children with special needs. Dreams for their children are fuels for them to continue living and striving hard to attain these dreams.

As the result, 33% of the parents said that to educate their children with special needs is an act that makes them live like the normal children. In addition, 27% of the parents wished that their children with special needs able to learn how to write, speak and walk properly like normal children.

### **The challenges, needs and dreams of parents who have children with special needs according to the specific category of disability**

#### ***Attention Deficit Hyperactivity Disorder (ADHD)***

The main challenge of ADHD according to the parents is primarily behavior such as unable to control their children with ADHD in terms of being hyperactive. Behavior Modification is the best option to improve child's discipline and self-control, as well as searching for child's interest (interests can help take advantage of ADHD's hyper focus when dealing with certain tasks). The only need of this parent is to be able to control his child with ADHD. The dream of the parent is to have someone that can help her taking care of his child with ADHD.

#### ***Autism***

The main challenges of parents who have children with autism tend to be along the areas of discipline and communication such as computer addiction, lack of respect, too hyperactive, cannot restrain, expensive care and difficulty in understanding. Counseling, Behavior Modification and Speech therapy are the main needs that should be addressed according to the interviewed parents of children with autism. Also, to teach their children to follow their parents the way they follow the teacher. Getting their children with Autism to a level of social and physical independence is a priority goal.

#### ***Hearing Impairment***

The main challenges of parents who have children with hearing impairment are primarily communication problems (the child's lack of knowledge in sign language). These challenges are hard to understand as the children do not really know sign language; hangs out with friends too much, financial burden; sickly, irritable, temperamental and takes a lot of effort to understand. In addition to this, physical ailments and personality problems (children have abrasive personality) are present as well. The main needs to be addressed are communication, with sign language to help others understand their children (and for the children to express him/herself) and hearing aid (for hard of hearing) being the primary concerns. Though for the personality issues, Behavior modification is necessary to reorient the child towards self-improvement and via studying. The dreams of the parents for their children with hearing impairment is to be able to speak and hear. Also, to finish their study despite of their disability.

### ***Cerebral Palsy (Physical Disability)***

The main challenges of the parents who have children with cerebral palsy are the lack of mobility, difficulty in carrying their children, their children with cerebral palsy is getting heavy (weight); lack of medicine due to insufficient money, so medication is intermittent and their children are sickly. Lastly the lack of understanding, either from intellectual disability, hearing or visual impairment, or physical disability (no muscle control), hurts both the children and the family the most. The main needs to be addressed are regular therapy (physical, speech, etc.) vitamins and maintenance medication (especially for pain relief and other co-morbid conditions), frequent or regularized medical check-ups and access to mobility (from crutches for hemiplegic CP to wheelchairs for paraplegic and quadriplegic CP). The dreams of parents to their children with cerebral palsy is to be able to see, walk and stand on their own is a primarily wish of the parents as well as to go to school and learn how to read and write.

### ***Down Syndrome (Mental Retardation)***

The main challenges of the parents who have children with Down syndrome are primarily the children's behavior, problems like none purposively hurting others and speech development problems. Behaviorally, children with Down's syndrome are no different from younger children but are usually magnified by limited communication skills. But with proper strategies in behavior management, speech and physical therapy, their needs can be addressed. The dreams of the parents who have children with Down syndrome are to speak properly and able to take care of their selves.

## **V. CONCLUSION AND RECOMMENDATION**

### **Conclusions**

The major challenges of parents who have children with special needs generally and specifically according to the disability are how to take care and

control the behavior of their children. It is followed by education of the children; communication, health problems and sibling conflict.

The parents expressed the needs for their children who have special needs generally and specifically are to teach the children the basic life skills such as dressing up, feeding their selves, regular therapy, parent's education and support and medication.

The dreams of parents who have children with special needs are to have proper education so they will be able to survive on their own. They also wish that despite their financial difficulties, their children can have continuous medication. From the result, it was very clear that parents faced a lot of difficulties in order to deal with their child's disability. These parents needed support and assistance for their children.

### **Recommendations**

The program of the Parish should be aligned with the challenges, needs and dreams of parents who have special needs. Generally, the parents expressed the importance of education for their children, the parish could help facilitate the educational provision for their children with special needs. The parish can also provide seminars for parents because they should be educated and guided as well on the disability of their children so that they will be able to deal correctly with their children.

The members of the community of Krus na Ligas should provide programs that builds bridges and encourage relationships among individuals with and without disabilities in the community. The community members should ensure full access to different facilities and services like physical, personal care, communication and behavior support for child with disabilities. They should also establish policy that will give support and protection against abuse with individuals with special needs.

The school should provide extra attention and supervision to their students with special needs. It will definitely help these children with special needs to improve with their academic standing. The school may build facilities that would cater to the needs of these children with special needs. Also, the guidance program of the school should be designed in such a way that they can assist the parents by providing schedules for conferences, follow-up assessments and progress report of their children so that they will be aware of the development of their children in school.

Parents, may join seminars and programs for parents of children with special needs so that they can better take care of their children. If it is possible, they may join or bring their children in certain activities or camps that is intended for children with special needs because it also develop their social life.

This research added information and new learnings to the researchers. However, this research only focused on the basic information on the parent's challenges, needs, and dreams. It is recommended therefore that further research exploring wider and deeper scope on Special Education concerning the parents, children and

the whole community will be done to have extensive information that would be used for future planning of the different social institutions.

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