

Implementation of Rehabilitation Strategies for Parents with Disabled Children to Develop Their Coping Skills

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Abstract

This study has discussed on the various intervention strategies that are designed to support the parents of children with disabilities. At the time children are born with any kind of disability, this joy changes into sorrow, anxiety, and depression. On the ground of characteristics of parents' resilience, this particular study analyzed the perspectives of disabled children's parents. The role of parents in accepting the disability of their children is much more crucial rather than any other thing. Parents have an important role as disabled children grow in different manners, unlike other children. Their development in cognitive-perceptual, areas of psycho-social, and sensory-motor all developed in unique ways. It is important to implement strategies of rehabilitation for parents of disabled children to develop coping skills. This study follows the secondary qualitative study approach to find out the ethical information.

Keywords: Disabled Children, Coping Skills, Rehabilitation, Intervention Strategy, Interactions

Introduction

A child is considered disabled due to facing some remarkable problems in comprehension, physical functioning, hearing, vision, and communication. Several rehabilitation strategies are needed to develop among the parents to develop coping skills in their disabled children. Parenting is defined as the process of providing safety to the child, giving nurturing environment, and feeling secure to them. Parents create expectations for the new members of the family and restructure their functioning, causing psychological imbalances and conflicts. In the psychology field, stress has been reported as the central factor for the conflicts that people experience. Parents face problems with stress for disabled children and there are several stressors also faced by them. The stressors faced by the disabled children's parents are included financial, rational, decreased efficacy of parenting, and family relatives. This paper focuses on the interventions for the parents of children with mental health disorders, behavioral disorders, and developmental disabilities. Children with disability can often face chronic pain in many body parts and thus needed to teach their parents about the education that is pain-related. There have some negative impacts on the psychological well-being of the parents of their children. Stress management is dependent on the stress type that the family has faced for their children. Coping refers to the behavioral or, cognitive responses that are helpful in reducing the stress among the parents. There are two coping strategies namely avoidance and approach for parents with disabled children. Approaching for problems is defined as a coping strategy that reflects on the behavioral

and cognitive strength of the individual to manage the conditions that are stressful. On the other hand, avoidance shows behavioral and cognitive attempts to avoid stress-related thoughts. In order to support the parents of children with disability, various programs are run such as the family system programs, instructional programs, interactional programs, and positive behavioral support.

Literature Review

Intervention programs for the parents of children with disability

Several intervention strategies are designed to support the parents of children with disabilities. Different strategies included positive behavioral support, family system programs, interactional programs, and instructional programs. **Family system programs** refer to an approach that commonly focuses on the stress of parents, coping-based assumptions, and depression [1]. There are various interventions of coping skills, behavioral parenting training, and cognitive-behavioral therapy. Interventions regarding these three groups have remarkable effects on reducing the psychological distress among the fathers and mothers of children with developmental disabilities. Over a period of 3-6 months, parents with disabled children go for training in behavioral management [2]. After completing the training period, the parents can feel less stress and lower depression level. **Instructional programs** are effective for parents as the approach promotes social skills, developmental skills, and language skills for their children. This program promotes the reading skills of children with disabilities as the parents can easily teach their students to read fluently.

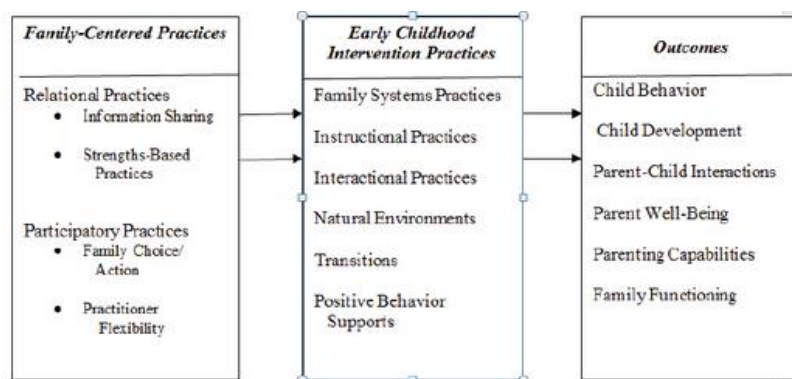


Figure 1: Interventions supporting the parents of children with a disability

(Source: [3])

Children with autism can be benefited from this instructional program as the parents be learned through this program about the language delay of young children. This program is helpful for the children to improve their learning skills and language skills from their parents. Improvement in communication among the parents has occurred through evidence-based programs. These programs teach the parents of children with autism to promote the skills of socio-communication activities. Positive outcomes are generated for the parents through this kind of social program. **Interactional programs** are designed to promote positive social interaction among young children with disability and their parents [3]. Through this kind of interaction-based program, parents are able to set up play situations that encourage interaction between the children and parents. The behavior of children often possesses challenges and creates stress for the parents which results in negative child-parent interaction. Different approaches are developed for the promotion of parenting practices related to the management of behavior. Support and intervention of positive behavior refer to a multi-component program that includes the prevention strategies of behavior that increases the behavioral intervention level. This program aims to help the parents to restructure and identify the patterns that are related to parenting. The triple P or, Positive parenting program refers to the design that is made for school students and is used for managing the challenges of mental and behavioral health. **Positive behavior support** reduces the challenges produced by disabilities and improves the parenting methods such as the parenting relationship.

Child-Parent interaction therapy

Child-parent interaction therapy is based on the components of child management and the therapy of play that shows the involvement of the child directly in the sessions in the clinic. This therapy refers to the intervention based on evidence-based and shows behavioral and emotional disorders for the parents. In order to encourage the social behavior of the parents, along with discouraging children's negative behavior, this therapy is needed for the parents to learn skills. There are distinct two phases of intervention which are called child-directed interaction, and parent-directed interaction [4]. In child-directed interaction, parents are engaged in the play situation along with learning play skills that are non-directive. The parent-directed interaction refers to the interaction where the parents learn to utilize appropriate and consistent messages related to the behavior of the child. Child-parent interaction therapy is involved in externalizing behavior and non-compliance [5]. Parents who attend this kind of therapy-based program improve the parenting skills of intervention. The efficiency of Child-parent interaction therapy delivers pediatric settings to toddlers and infants. There are remarkable effects based on positive parenting and the reduction of ineffective practices of parenting. Parents can play with their children through video-based training programs that focus on discipline. Children with ADHD can able to reduce their problems through this kind of therapy with their parents. The parents are able to reduce their burden of stress through this therapy ability to increase their social skills. Through this kind of interaction period, the parents are able to understand the safety measures of their child. Moreover, through these strategies, the parents are able to rehabilitate them from their mental instability.

There are some implications regarding rehabilitation, such as

- Other than a huge variety within practices, rehabilitation may be as efficient as interventions of face-to-face across various disciplines for different clinical outcomes.
- Rehabilitation may be efficient at the time approaches of coaching are utilized, mainly to attain outcomes connected to parental skills or children's behaviour.
- More research is needed to better apprehend the structure of efficient rehabilitation interventions as well as to analyze how these structures might differentiate for particular children with disabilities.

Different studies stated that there are various coping strategies among persons with disabilities for their distress in psychological terms. These coping strategies mainly include social support sought, physical exercise, utilizing social media, avoidance, problem-solving, forming relationships, and watching movies. In order to copulate different coping strategies among disabled children, their parents' roles are indispensable.

Methodology

"Research methodology" is a crucial part of any research article as it defines the specific process of the total research study. This mainly describes the methods of researchers going towards the studies, methods, and techniques they make use of in this particular study. At the time of designing the study research, it is quite significant to detect which approach of methodology has to be chosen to complete this research. A **"research methodology"** gives the rightfulness to research and provides specific scientific results [13]. It also provides a specific plan that helps in managing researchers on a single track by developing the whole study process straightforwardly. The methodology within the research part grants the reader to identify the approaches and processes used to reach a conclusion. There are mainly two different types of research methodology, and these are **"quantitative research methodology"** and **"qualitative research methodology"**. Researchers generally used the **"quantitative methodology"** at the time the objective of the research was going to support something by the research. It mainly depends on collecting, measuring, and testing some of the numerical data from a huge number of participants sample. They, after that, describe the data using statistical analysis and companions. Some of the methods that are used in the quantitative techniques are databases, texts, surveys, and interviews.

The **"secondary qualitative methodology"** approach includes defining and gathering data. It sometimes focused on visual materials and helped in growing a fully detailed structure of the observations of researchers. Within this data analysis method, researchers generally gathered qualitative data by observing different data from online data sites such as Google Scholar [14]. This particular research utilizes **"secondary qualitative data methodology"** to collect information on the study topic. In order to structure this study **"the deductive approach"** also has been used. The **"deductive approach"** includes starting with a theory, creating a hypothesis, and lastly analyzing the

collected data to evaluate those hypotheses [15]. The main reason behind choosing this methodology approach is it provides more trustworthy and prominent data about the study. In order to collect data, various kinds of newspapers, journals, magazines, and online survey sites have been utilized. This kind of data collection might be time-consuming, though it is crucial as it gives some of the ethical resources of information.

Findings and Discussions

From the above study, it has been found that parents of disabled children experience many obstacles that vary from those of parents who have normal children. At the time a disabled child is born within a family or at the time parents get to know about their child's disability, they sometimes go through different emotional ranges [6]. While parents experience those emotional responses, they need some time to adjust and accompany them with the situation. In this emotional time, caregiving and parenting might be affected. Additionally, parents of disabled children tend to occurrence obstacles at specific parts of transition in early childhood times, such as "*early-to-early intervention programs*", "*hospital to home*", and changing from "*early intervention to programs of preschool*".

Mainly interventions are structured to assist parents of disabled children, some of the intervention strategies are interactional programs, support in positive behaviour, instructional programs, and programs of family systems. The programs of family systems mainly follow an approach within that maximum concentration falls on internal variables of parents such as coping, stress, or depression [7]. The instructional programs are structured to command parents to implement approaches which will assist in promoting their disabled children's skills. Interactional programs are mainly structured to develop positive social communication between parents and their disabled children. It has been found that some disabled children have a dilemma in positive communication with their parents. On the other hand, parents might unknowingly interact with their disabled children which disheartens their social interaction. Within this intervention, parents are educated on how to interact with their children which would not discourage them from any kind of social interactions. In the parents of disabled children, their child's attitudes sometimes pose obstacles, outcomes in negative interaction between parent and child and developing maximum stress. Different kinds of approaches have been created to encourage practices of parenting linked to behaviour management. One of the approaches is "*PBIS or Positive Behaviour Intervention and Support*" it is mainly a multi-component program which involves prevention strategies for problem behaviour and enhanced behavioural intervention levels.

Rehabilitation of individuals with disabilities might be summed up as a sense to re-integrate or integrate sensorily, physically, psychologically or mentally person within a normal life span as much as possible. Rehabilitation enhances the mental and physical fitness of a disabled person and their capability to enjoy life or do any work [8]. This has been done by interventions such as vocational training and paramedical counselling. There are different ways to generalize rehabilitation among disabled children, such as teacher preparation, parents' role, and child's progress evaluation. "*PMT or Parent Management Training*" includes a component of child management on therapy based and also includes play therapy that puts the child directly within clinic sessions. In this assessment, parents grasp skills to cheer prosocial behaviour and dispirit negative behaviour within their children. This also helps in developing and securing the bond of a "*parent-child relationship*".

Practices that are family centred identify the significance of intervention programmes in early childhood. This compromises the combining of parents and their disabled children as active contributors within the intervention procedures. Coaching within early interventions is sometimes utilized to maximize the capacity of parents to assist the development of children in the line of everyday activities and routines. Parent coaching involves some actions at the time the professionals of health care assist parents within the decision-making process on activities of daily life. This specific strategy includes observation, reciprocal feedback, action, reflection, and joint planning. The family has a significant role in the role of child's development. At the time any children born with a disability, it develops a maximum amount of emotional stress on parents, especially in mothers [9]. It is significant that parents should include strong perspectives and balanced emotions towards children and manage any kind of awkward situations. They also can give positive comments to their children, which will eventually boost up the confidence of children. Admitting emotional grief after having disabled children is significant for parents. This will assist them to "*cope with the disability*", and they have to be more supportive towards their children. It is important that

parents of disabled children should have proper information on their children's needs, and they should know how to solve those to fulfil their requirements. The availability of adequate data may decrease the anxieties and tensions of the parents with disabled children.

Any child learns by following different attributes such as communicating, looking, and listening. Parents have a lot more to contribute to the early development of their children. The parents of disabled children can be active participants for their children in the whole rehabilitation process. It is important that parents should evaluate their children's progress, they have to keep note of the queries coming into their mind. In order to get answers to those questions, they should seek help for rehabilitation experts. It is necessary to know everything about their disabled children, this helps them to evaluate their children's progress [10]. Services of child welfare have a significant role in parenting programming and policy. The services of child welfare helped families at the time the parenting quality fell below average parental coping styles. It is important to contemplate measures to increase better skills of coping within parents as a proportion of the “*management strategies*” at the time of rehabilitation of disabled children. Within parents, it is important to practice and understand better skills of coping within their everyday life at the time of taking care of their disabled children [11]. Parents should help children that they can develop different kinds of coping skills. Different types of coping skills that disabled children need to develop within themselves should be problem-solved and emotion-focused. Coping skills which are emotion-focused assist disabled children manage with their feelings. This also helps to learn how to manage stress and attain perseverance. Coping skills that are problem-focused learn disabled children to take action according to the changing situation. It also empowers children to manage everything in difficult conditions. These coping skills help disabled children to feel better and make them confident. Parents should have to look out more about these coping skills that also help in their parenting. It is necessary to change everyday life routines that provide child care and it has an important impact on the functioning of the family [12]. The different difficulties faced by parents of disabled children result in rigidity, overprotection and anxiety. The main findings of this particular study give a better understanding of the impacts of different kinds of support that mainly answer the requirements of parents caring for disabled children.

Conclusion

From the above study, it can be concluded that parents have a crucial role in developing their disabled children in positive attire. Many of the parents stated that using more than one rehabilitation or coping strategy might be beneficial to deal with the special requirements of disabled children. The most used rehabilitation strategy is to obtain social support which is followed by reframing. Moreover, there is an essential relationship between mobilizing and reframing the family to acquire help from others. On the other hand, there is no relationship between parents' education level, marital status, child's sex or the number of children within the coping strategy. In order to increase disabled children's coping skills, parents should always cheer up their parents and prompt them. Attitudinal issues, physical inaccessibility, poverty, and lack of health care experts become major barriers in the development of disabled children as well as their parents. It has been seen that parents of disabled children experience a huge amount of stress and anxiety in order to give their children a beautiful life. Some parents also faced problems regarding financial issues, to hire a professional that would educate them about rehabilitation strategies would require a huge sum of money. In order to give significant lifestyle to their disabled children, it is necessary that parents have to educate their children with coping skills. It also has been seen that transition within a family of disabled children brought about essential changes within the social life of the family members. Many parents have to make alterations within their social life regarding dissatisfaction and frustration.

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