Journal of Namibian Studies, 33 (2023): 5762-5776 ISSN: 2197-5523 (online)

Empowering Independence: A Comprehensive Overview Of Factors Affecting People With Disabilities From 1960 To 2019

Mohd Syaiful Nizam Abu Hassan[1], Nurul Jannah Mohd Juaini[1],
Mohamad Fauzi Abd. Latib[1], Paramjit Singh Jamir Singh[2*],
Nur Ain Mohd Zain[1]

[1]Faculty of Applied Social Sciences, Universiti Sultan Zainal Abidin, Malaysia.
[2]School of Social Sciences, Universiti Sains Malaysia.
*Corresponding Author
Email: paramjit@usm.my

Abstract

The authors conducted an extensive review spanning 50 years, from 1960 to 2019, focusing on literature related to aspects of independence for individuals with disabilities. The decisions made over the years to enhance the independence of disabled individuals and facilitate their integration into normal life are explored, alongside peer support, environmental considerations, and community assistance. However, the analysis reveals that true independence can be challenging to achieve when individuals remain reliant on government support and their credibility is questioned. In the early 1960s, parents began receiving guidance and practices for the development of children with disabilities. This approach was refined and formalized in the 1970s to ensure parental involvement in elementary school education. The 1980s and 1990s saw the emergence of peer support programs with a focus on fostering fundamental skills such as reading, math, and social interaction within the classroom. Turning to the examination of environmental and community support from the 2000s to 2019, the goal is to improve the mental well-being of caregivers and facilitate the exchange of information for creating a more functional and manageable life.

Introduction

This is a basic paradox since it penalises the disabled for dependent while yet being the root of their dependency. Even if it is accessible, the disabled will still be excluded if this problem is not resolved (Stewart, 1999). The use of instructional technology will be seen as one of the most effective strategies for lowering serious problem behaviour in the era in

---

which long-lasting, widespread behaviour modification will be the benchmark for success (Horner, 1993). Families with impaired children interact with a wide range of organisations and specialists. The roles of the various organisations and professionals, getting specialists to comprehend their position, and delays in receiving services are all issues that many families report having (Sloper, 1999; Greco, 2006).

Early intervention should concentrate on a teacher-directed approach where specific skills are taught at the child's functional reading level and progress is regularly checked to look for weaknesses. Teachers can be certain that the instructional strategies they are using in their classrooms will truly make a major difference in the lives of their students with learning difficulties and throughout society because early intervention is essential (Martin, 2008). For the majority of teenagers and their families, the shift from living a life that they are dependent upon to one that they are independent of is extremely challenging. Adolescents with disabilities frequently find it difficult to perform the same functional tasks as their peers without disabilities, including financial responsibilities like providing for the family's financial needs, providing for their own physical needs, resting and recovering, and organising and taking part in leisure activities without parental supervision and guidance (Turnbull, 1985).

Compared to parents of children without intellectual disabilities, parents of children with intellectual disabilities feel higher levels of stress. Parents in particular, who are the children's primary carers, may feel burdened by their disabled children. The mother takes on the role of the family's primary carer (Anjali, 2017). Mothers were deemed to be "good mothers" if they were devoted to raising their challenged children, supported their success in life, and selflessly pursued therapy for their children (Kim, 2018).

Consideration of the Research and Development

This empirical literature review, which describes the independence factor temporal cut-off (1960–1988), was conducted with empirical researchers aged 50 or older from 1970 to 2021. Due to interest in more recent publications and factors promoting the growth of independence for individuals with impairments, the time period covered by this study is 1960–1980. We solely utilised independence, disability, and factor in the survey.

Initially, we searched on Google Scholar (http://www.googleacademico.com.br/), Willey Online Library (https://onlinelibrary.wiley.com/doi/abs/10.1111/cch.12222), and Scopus (https://www.scopus.com/search/form.uri?display=basic#basic).

As indicated in Figure 1, broader each displaying first filtering was carried out. Studies focusing on children's independence while their parents are acquiring challenge-adaptation abilities for this study, 50 papers from 1960 to 2020 were chosen. 25 researchers are physically disabled, and 25 have learning difficulties. Ten of them have influenced growth between 1960 and 2020. Only five, nevertheless, were appropriate for contemporary living in 2020. From 1990 through 2020, just three variables have all naturally progressed towards independence.

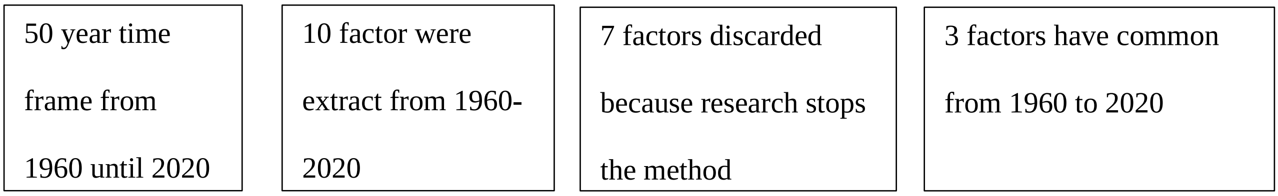

Figure 1; Flowchart process of on reviewing 50 years' time span of research

There was a meta-analysis done. In order to assess the risk of stress for carers and children with disabilities and their independence, the data were divided into 10 categories in accordance with a mixed-method content analysis. These categories were later characterised, analysed, and articulated with research literature.

Evaluations of the Reviewed Research

Characterization of the Research

The studies analysed were published in the corresponding period between 1980 and 2020, and the main areas of research were trainer of trine, peer/friend support, and environmental and community support, as shown in Table 1.

Table 1 Description of the empirical researches used

Authors	Title	Year of publication	Journal or portal	About the authors	Objects of research
Koppitz, E. M.	Children with Learning Disabilities: A Five-Year Follow-Up Study.	1971	ERIC	Psychological Professor	177 children with learning disabilities
Verté, S., Roeyers, H., & Buysse, A.	Behavioural problems, social competence and self-concept in siblings of children with autism. Child: Care, Health	2003	Scopus	Professor of Development research group	71 mother–child with autistic spectrum

Authors	Title	Year of publication	Journal or portal	About the authors	Objects of research
	and Development, 29(3), 193-205				
Cavet, J., & Sloper, P	Participation of disabled children in individual decisions about their lives and in public decisions about service development. Children & Society, 18(4), 278-290	2004	Wiley Online Library	Independent Research and Children Health Professor	1989 to 2002 paper review
Kim, K. M., & Hwang, S. K.	Being a 'good 'mother: Immigrant mothers of disabled children. International Social Work, 0020872818769707	2018	Nourthumbria Research Link	Social worker	16 immigrant mothers with disable children
Woodman-Worrell, A., & Higgins, M.	Successful adoption for disabled children or children with mental health conditions: a systematic review. Practice, 31(5), 311-328.	2019	Research.net	Social Work and Master Students of Psychology	678 potential paper

Source: Elaborated by the authors.

[1] Children with disabilities: Strategies of caregiver adapt independency of children.

[2] Caregiver and children with disabilities their problem in adapting with situation daily life

[3] Parental decision and public decision about their lives: Systematic review from 1989 to 2002

[4] Stress and quality of life of immigrant mother with disable children while being the outsider.

[5] Family that adapting children with disable thru adoption accepting and being caregiver to them, coping with stress and citizen of other on going through with adoption.

Identification of Caregivers

Mothers, relatives, and siblings are the primary caretakers for children, according to the review paper research. Both physical and mental problems are present in the study's disabled children. Learning how to raise children and deal with their stress requires knowledge of child care practises. The majority of carers in the review study are mothers because they have more time and attention to devote to daily care, doctor visits, and stimulating activities. The majority of caretakers are housewives with secure personal financial situations.

But there are some difficulties with disability. It is twice as difficult for people with disabilities than it is for citizens when the government just provides assistance with citizenship. Children with disabilities are particularly tied to community, parental acceptance, and public duty. As parents strive to manage children or any family member with impairments, their inability to adapt to new circumstances can cause stress and burnout in the caretaker.

Independency Factor

Studies have shown various independence factors in disabled children, which are related to three main factors: trainer of trainees, peer support, and environmental and community support. Once the carer has been exposed to the situation, they are going to adapt to having children with disabilities. Most carers are in shock and fear for the children.

The trainer of trainees, peer support, and environmental and community support are the three key components that studies have linked to three different independence factors in impaired children. After being exposed to the circumstance, the carer will adjust to raising children with special needs. Most carers are shocked and afraid for the kids.

It comes down to finding some expertise or a doctor who has this information to help them learn more because, just like in development, parents or carers need to have sufficient knowledge about handling or managing children with impairments. Because disabled children must undergo regular or yearly medical examinations, the carer also has to have ample financial resources. In order to receive financial aid and other benefits, the carer must turn to government agencies, organisations for the welfare of children, and associations for people with disabilities.

Main Resources of Parents and Children Independency

The primary resources for parents and kids who are under stress are shown in the statistics below. There were a total of seven parenting resources found.

- The understanding of children disabilities
- Government assist by welfare fund and service

- Doctor and expertise knowledge in handling children with disabilities
- Training provided by community
- Counselling provided for caregiver managing their stress
- Welfare trip from social worker
- Community acceptance and public service (bus mobility and train mobility).

Trainer of trainee

Men who are fathers and who make enough money to support their families financially typically lead better lives. As a result, males who are unable to provide for their families are treated differently since they are not allowed to obtain training or support on how to care for family members who have physical or mental problems, especially in a hospital setting. One of the issues we have is that the charity or agency won't give the family the training they require if the family can't guarantee the ability to pay (Deutsch, 1960; Azman et al., 2021). More and more kids who have the potential to become independent depend heavily on their parents. There are three stages of moulding and comforting for parents of small children. The first flaw or ailment has been verified by a medical professional. Find a physician and a family member who are right for your child and your family next. Thirdly, there is no programme that is appropriate for them if the parents are unable to accept their children (Solomons, G. 1964).

People began to realise there were more strategies for assisting parents in circumstances with disability in the 1970s. Families of children with impairments have been made aware of and introduced to the therapist's role. When therapists diagnose a brain injury in a family and try to find a child an appropriate school, it becomes difficult when the child reaches puberty and a crisis occurs. Early disability identification helps parents avoid becoming disappointed when their kids develop learning difficulties (Kaslow, 1978). Research by Adamson, W. C. (1972) established facilitative dimensions, taking into account the fact that parents are a part of the supporting team and have the very first interactions with the school. Parents must decide how to interact with, teach, and cater to the needs of a kid with a disability. Additionally, when a child is prepared to go into a home, parents need to keep an eye on the separation process and the tone of readiness the child displays in class.

Children were much less active and had lower attention spans than average due to their mental and physical incapacity when a father was fully employed and a mother was a full-time homemaker. While relatives and friends will serve as sources of knowledge, counsel, and emotional support, positive relationships between parents and children are seen as further signs of effective family dynamics (Trute, 1988; Halim et al., 2020).

Showing that children with disabilities continue to struggle with learning and academic skills. According to the parents' ratings, they will adapt to the social and satisfaction opportunities that the community offers (Spekman, 1992; Islam et al., 2019). Care managers should have an interpretive awareness of the person's requirements and way of life in order to compare it to the data produced through formal evaluation and review. To make educated judgements about service value and replacement, care managers require access to quality of life and other outcomes. Care managers' ability to be proactive in finding suitable services and placements for individuals with difficult needs or in reacting to emergencies like abuse or placement breakdown also depends on the purchasers' ability to engage in more strategic service planning activities (Cambridge, 1999; Azman et al., 2020).

Hishinuma's (2000) research demonstrates that parents have been given solid, convincing evidence of the effectiveness of specialised, personalised, and integrated services seen to be crucial elements for pupils who are underserved. According to research, there is a particular need to support students with impairments who require specialist and integrated services. The school's description offers a place to start for a thorough conversation and integrated programmes to fulfil these students' requirements. A stay-at-home mother or a single mother who raised children with disabilities tested positive for considerable psychological distress; it was discovered that this was linked to raising a child who exhibited more problematic behaviour and had poor levels of family support. If a woman was a single parent, lived in substandard housing, or was the mother of a boy with ASD, she had a higher likelihood of reporting lower levels of support (Bromley, 2004; Ali et al., 2020).

Parental awareness, comprehension, and interpretation of their young children's behaviour, body language, facial expressions, and speech are crucial for fostering parental sensitivity, emotional atonement, congruence, and responsiveness. As a result, social connection seems crucial for children's ability to comprehend the thoughts and feelings of others (Howe, 2006). For this group of students, having the right educational materials can have a big impact on their academic performance and overall success. Early intervention can aid children by focusing on their areas of weakness and using effective instructional methods (Martin, 2008; Rashid et al., 2020; Ali et al., 2020).

The key to developing positive relationships and a strong mother-child link, which contributes to the development of decency in impaired children, is the significance of the child's social accomplishments. With the social solvency accorded to the features of the child's subjective well-being—his or her own personal happiness, satisfaction, and internal comfort—it also aids children with disabilities in raising their value-related expectations. One aspect of a child with a disability that makes them "comfortable for the parents" is their capacity to obey. Therefore, the decrease in the value of compliance in the DS group could be a sign of predictability, manageability, and acceptance of the child's own will ("he has the right to be uncomfortable for the parents") (Inevatkina, 2015). Mothers of children with intellectual disabilities have a low quality of life. Despite being readily available, social support services fall short of the needs.

The emphasis of support should be on social care services, financial aid, and simple access to health care services. For mothers of intellectually impaired children, interventions on fostering hope, boosting wellness, and stress management are essential and urgently required. Economic position and long-term availability must be taken into account while designing interventions for this community (Anjali, 2017). The amount of assistance required for long-term interventions was covered in certain research. These included having a single lead professional assigned to manage and offer support in order to avoid scheduling multiple appointments with different professionals who might give conflicting advice, as well as regular reviews of care packages by knowledgeable professionals trained to spot potential problems early on (Cousins, 2006; Woodman-Worrell, 2019; Singh et al., 2019).

Peer support and key worker

The school system devised a token reinforcement system in the 1960s to assist teachers in grading the disabled students, which led to improved academic behaviour among the most disruptive and easily distracted students. Teachers don't have to spend their valuable time monitoring the token market for backup reinforcements. Service organisations can create new channels for cooperation and communication between parents and young teachers with special education needs, for example (McKenzie, 1968).

The programmer has created a task to assist teachers in assisting pupils with learning difficulties who struggle to learn. A programmer gains understanding of how kids feel about the learning task, about their peers, and about the teaching strategies and resources that are employed. The practise makes the kids more conscious of the variations in learning styles. The verbal and emotional responses that emerge during this activity are used to evaluate the teaching strategy, highlight the learner's attitude towards the learning task, pinpoint attitudes towards other students, identify the response to the teacher's behaviour towards individuals and the class, and highlight different learning styles (Chalfant, 1977). Especially for disabled people, independence requires employment and having a job. The creation of curricula and career transition mechanisms in vocational training programmes must take employers' needs for a support system seriously.

The main focus of the intervention has been on helping the peers who are not impaired to develop positive attitudes and peer tutoring abilities. The conclusions are that non-disabled peers are acceptable and normalising models, and that the frequency of interaction between students with disabilities and non-disabled peers is a key indicator of good educational results (Turnbull, 1985). Employers must continue to get tax incentives to hire "targeted groups" and create appropriate job modifications (Roessler, 1987). They reorganise the social worker's job and lessen some of the challenges that come with building relationships with parents. They are founded on a service philosophy that values cooperation between professionals and clients, as well as a belief in the effectiveness of self-help and parental involvement in child-related decisions (Bloch, 1989).

Modifying the process by which teachers and support workers create curricula These changes include (a) a change in the expected results from behavioural support from simple behaviour reduction to a broad change in the person's lifestyle; (b) an understanding that although discrete behaviours (skills) are the unit of instruction, activities (skill clusters) are the unit of curriculum development; and (c) an understanding of the value of functional analysis assessment procedures for defining curriculum content (Horner, 1993). It was important to have peer support from key workers with different professional backgrounds because there were frequently unclear standards regarding the nature of the key worker role. Key staff members in these programmes enjoyed opportunities to connect and exchange knowledge and assistance in particular. Key employees, however, did not indicate a negative influence on their capacity to manage their workload, according to the study (Greco, 2006). Students can feel safe working through their reading issues in an environment that teachers have created. Equally crucial is teacher implementation of a strategy that allows for structure and success in enhancing these skills (Martin, 2008).

That teachers and counsellors take into account the role they might play in offering a second source of support for pupils who might not experience it at home. Particularly, compared to other children, talented and LD students had much more negative assessments of their interactions with their mothers. If teachers and counsellors are familiar with the particular requirements of students who are twice exceptional in a manner that parents might not be, they may be especially well-suited for this (Barber, 2011).It could develop into a really difficult stage of life where people require all the support and understanding they can get. The findings of this exploratory study will help teachers and special educators better understand the areas where the students need assistance and support, with a focus on "physical appearance and attributes," "popularity," and "happiness and satisfaction" (areas in which blind adolescents may be particularly vulnerable to low self-concept) (Halder, 2012).

Environment and Community Support

They are specifically worried about what to teach and how to teach it to a youngster who has already shown that he learns things differently and not very readily (Bateman, B., 1967). The goal of the study is to gather data regarding potential environmental influences on the growth of creative function. According to the research, there may be a relationship between specific familial traits and children's creative performance. Environmental circumstances made the technique stronger, which may be crucial for the growth of the creative function. Family patterns, which encourage its emergence, have a significant role in the learning or acceptance of such a strategy (Weisberg, 1961).

In order to establish intervention strategies that improve the quality and quantity of young people's social support, it is critical to analyse the nature of social support among the population of kids representing the complete range of disabilities (Turnbull, 1985). With these three advances, there are significant opportunities to create curriculum materials that are both successful at encouraging the emergence of new behaviours and at taming the most extreme problem behaviours. Curricula are created by support workers. These changes include (a) a change in the expected results from behavioural support from simple behaviour reduction to a broad change in the person's lifestyle; (b) an understanding that although discrete behaviours (skills) are the unit of instruction, activities (skill clusters) are the unit of curriculum development; and (c) an understanding of the value of functional analysis assessment procedures for defining curriculum content (Horner, 1993). In an effort to determine the demand for and need for "special needs" housing, as well as to identify acceptable tenants for it, a lot of time, money, and resources have been invested (Stewart, 1999).

The cultural perception of disability as a personal tragedy presupposes that people with disabilities are incapable of happiness or self-confidence (Shields, 2006). Payroll and accounting, recruitment assistance, employment counsel, and emotional support are among the supports offered. All service user groups who use direct payment have access to it. According to the research, beneficiaries valued both emotional and practical support, such as assistance with filing tax returns. All of the interviews made it very evident how important it is for beneficiaries to receive help from a personable and approachable service (Blyth, 2007).

Studies have identified the issues and degrees of relationships, anxiety, and low self-esteem, but they also need to recommend support systems for kids who have impaired siblings to help them deal with these issues. It is believed that siblings of impaired children should be identified and supported beginning in early life. Through this, they may learn about disabilities, how to get in touch with siblings who have disabilities, and how to solve issues. Additionally, developmental issues that emerge during time might be identified and supported early. Children with impaired siblings should be the focus of supportive intervention strategies that should spread throughout the nation (Aytekin, 2016). Adopters must be effective in supporting a disabled child's early development abilities in order to avoid placement problems in the future. Adopters require assistance in a variety of ways, some of which can be met via training. To ensure that personnel can support adoptive placements, organisations need rules that encourage collaborative working and organisational development. Successful placements are a result of efficient communication between all parties and a thorough matching procedure (Woodman-Worrell, 2019).

Conclusion

Articles addressing individuals with learning difficulties in a community context are few and few between. The literature only makes passing mention of issues involving family, friends, and/or community people (Gajar, A. 1992). Beginning in the 1960s and 1970s, research concentrated more on giving parents practise in a more structured and formalised way, but it had limitations based on the family's financial situation, limiting the knowledge and information to only families with a good or rich background or financial resources. Research has tended to focus more on academic success since the 1980s. How the impaired child interacts with their classmates and teacher in class will determine how independent they grow and whether or not they make new friends at school or at work. Since the 1990s, community support has played a significant role in helping families and children with disabilities live better lives. Support systems from the community demonstrate the importance of academic abilities for impaired children's eventual independence. From 2000 to 2010, financial assistance and carer mental health were given increasing attention. Finally, from 2011 to 2019, stigma and prejudice from the support system increased the stress levels of carers for children with impairments. This is due to widespread public grief over disability and false advice about how to comprehend unpleasant circumstances.

ACKNOWLEDGEMENTS

1. Universiti Sains Malaysia and the Malaysia Research University Network (MRUN), Translational Research Grant (USM-MTUN-MCUN) (304/PSOSIAL/656209/K145), for supported this work.
2. The authors are deeply grateful and greatly indebted to the Research and Development Management Unit, University of Sultan Zainal Abidin (UniSZA), Kuala Terengganu, for providing financial support for this publication.

References

Abrams, J. C., & Kaslow, F. (1977). Family Systems and the Learning Disabled Child.

Ali, I., Azman, A., Singh, P. S. J., Drani, S., & Rashid, M. M. (2020). Islamic faith-based

organizations and poverty reduction in Bangladesh: A social work perception. Social Work & Society, 18(2).

Ali, I., Shaik, R., Maruthi, A. Y., Azman, A., Singh, P., Bala, J. D., ... & Hossain, K. (2020).

Impacts of climate change on coastal communities. In Decision Support Methods for Assessing Flood Risk and Vulnerability (pp. 42-59). IGI Global.

Alston, R. J., & Mngadi, S. (1992). The interaction between disability status and the African American experience: Implications for rehabilitation counseling. Journal of Applied Rehabilitation Counseling, 23(2), 12-16.

Anjali, K., Jose, T. T., Valsaraj, B. P., Nayak, A. K., Savitha, R., & Yashodaran, R. (2017). Quality of life of mothers having intellectually disabled children: A systematic review. Manipal Journal of Nursing and Health Sciences (MJNHS), 3(2), 67-72.

Aytekin, C. (2016). Siblings of Disabled Children: A General Overview in terms of Academic Studies. International Journal of Innovation and Applied Studies, 16(3), 522.

Azman, A., Singh, P. S. J., & Isahaque, A. (2021). Implications for social work teaching and

learning in Universiti Sains Malaysia, Penang, due to the COVID-19 pandemic: A reflection. Qualitative Social Work, 20(1-2), 553-560.

Azman, A., Jali, N. A., Singh, P. S. J., Abdullah, J. M., & Ibrahim, H. (2020). Family roles,

challenges and needs in caring for traumatic brain injury (TBI) family members: a systematic review. Journal of Health Research, 34(6), 495-504.

Barber, C., & Mueller, C. T. (2011). Social and self-perceptions of adolescents identified as gifted, learning disabled, and twice-exceptional. Roeper Review, 33(2), 109-120.

Bateman, B. (1967). Three approaches to diagnosis and educational planning for children with learning disabilities. Academic therapy quarterly, 2(4), 215-222.

Beresford, B. (2012). Working on well-being: Researchers' experiences of a participative approach to understanding the subjective well-being of disabled young people. Children & society, 26(3), 234-240.

Bloch, J. S., & Seitz, M. (1989). Parents as assessors of children: A collaborative approach to helping. Children & Schools, 11(4), 226-244.

Blyth, C., & Gardner, A. (2007). 'We're not asking for anything special': direct payments and the carers of disabled children. Disability & Society, 22(3), 235-249.

Bromley, J., Hare, D. J., Davison, K., & Emerson, E. (2004). Mothers supporting children with autistic spectrum disorders: Social support, mental health status and satisfaction with services. Autism, 8(4), 409-423.

Cambridge, P. (1999). Building care management competence in services for people with learning disabilities. The British Journal of Social Work, 29(3), 393-415.

Cavet, J., & Sloper, P. (2004). Participation of disabled children in individual decisions about their lives and in public decisions about service development. Children & society, 18(4), 278-290.

Chalfant, J. C., & Foster, G. E. (1977). Helping teachers understand the needs of learning disabled children. Journal of Learning Disabilities, 10(2), 79-85.

Deutsch, C. P., & Goldston, J. A. (1960). Family factors in home adjustment of the severely disabled. Marriage and Family Living, 22(4), 312-316.

Dorval, B., McKinney, J. D., & Feagans, L. (1982). Teacher interaction with learning-disabled children and average achievers. Journal of Pediatric Psychology, 7(3), 317-330.

Gajar, A. (1992). Adults with learning disabilities: Current and future research priorities. Journal of Learning Disabilities, 25(8), 507-519.

Goodley, D. (1998). Supporting people with learning difficulties in self-advocacy groups and models of disability. Health & social care in the community, 6(6), 438-446.

Greco, V., Sloper, P., Webb, R., & Beecham, J. (2006). Key worker services for disabled children: the views of staff. Health & social care in the community, 14(6), 445-452.

Gresham, F. M., & Reschly, D. J. (1986). Social skill deficits and low peer acceptance of mainstreamed learning disabled children. Learning Disability Quarterly, 9(1), 23-32.

Halder, S., & Datta, P. (2012). An exploration into self concept: A comparative analysis between the adolescents who are sighted and blind in India. British Journal of Visual Impairment, 30(1), 31-41.

Halim, N.N., Jaafar, M.H., Anuar, M.O., Kamaruddin, N.A., & Singh, P.S.J. (2020). The

causes of Malaysian construction fatalities. J. Sustain. Sci. Manag, 15(5), 236-256.

Hishinuma, E. S., & Nishimura, S. T. (2000). Parent attitudes on the importance and success of integrated self-contained services for students who are gifted, learning disabled, and gifted/learning disabled. Roeper Review, 22(4), 241-250.

Horner, R. H., Sprague, J. R., & Flannery, K. B. (1993). Building functional curricula for students with severe intellectual disabilities and severe problem behaviors. In Behavior analysis and treatment (pp. 47-71): Springer.

Howe, D. (2006). Disabled children, parent–child interaction and attachment. Child & family social work, 11(2), 95-106.

Inevatkina, S. E. (2015). Perception of the Image of a Child and Oneself in the Role of a Mother by Women Parenting Disabled Children. Global journal of health science, 7(5), 326.

Janicki, M. P. (1991). Building the future: Planning and community development in aging and developmental disabilities: New York State Office of Mental Retardation and Developmental Disabilities.

Kaslow, F. W., & Cooper, B. (1978). Family therapy with the learning disabled child and his/her family. Journal of Marital and Family Therapy, 4(1), 41-50.

Kim, K. M., & Hwang, S. K. (2019). Being a 'good'mother: Immigrant mothers of disabled children. International Social Work, 62(4), 1198-1212.

Kitchin, R., & Mulcahy, F. (1999). Disability, access to education, and future opportunities.

Koppitz, E. M. (1971). Children with learning disabilities: A five year follow-up study.

Lerner, J. W. (1989). Educational interventions in learning disabilities. Journal of the American Academy of Child & Adolescent Psychiatry, 28(3), 326-331.

Martin, D., Martin, M., & Carvalho, K. (2008). Reading and learning-disabled children: Understanding the problem. The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 81(3), 113-118.

Mayer, R. N., Scammon, D. L., Stephens, D. L., & Bergman, K. (1995). The Americans with Disabilities Act: a mandate for marketers. Journal of Public Policy & Marketing, 14(1), 164-168.

McKenzie, H. S., Clark, M., Wolf, M. M., Kothera, R., & Benson, C. (1968). Behavior modification of children with learning disabilities using grades as tokens and allowances as back up reinforcers. Exceptional Children, 34(10), 745-752.

McKinney, J. D., Short, E. J., & Feagans, L. (1985). Academic consequences of perceptual-linguistic sybtypes of learning disabled children. Learning Disabilities Research.

Rashid, M. M., Azman, A., Singh, P. S. J., & Ali, M. I. (2020). Issues and problems of small-
scale fishing (SSF) communities in South Asia: a comprehensive overview. Indian Journal of Ecology, 47(3), 775-781.

Raya, A. F., Ruiz-Olivares, R., Pino, J., & Herruzo, J. (2013). Parenting style and parenting practices in disabled children and its relationship with academic competence and behaviour problems. Procedia-Social and Behavioral Sciences, 89, 702-709.

Roessler, R. T. (1987). Work, disability, and the future: Promoting employment for people with disabilities. Journal of Counseling & Development, 66(4), 188-190.

Ryan, E. B., Short, E. J., & Weed, K. A. (1986). The role of cognitive strategy training in improving the academic performance of learning disabled children. Journal of Learning Disabilities, 19(9), 521-529.

Sapey, B. (1995). Disabling homes: a study of the housing needs of disabled people in Cornwall. Disability & Society, 10(1), 71-86.

Shields, N., Murdoch, A., Loy, Y., Dodd, K. J., & Taylor, N. F. (2006). A systematic review of the self-concept of children with cerebral palsy compared with children without disability. Developmental Medicine & Child Neurology, 48(2), 151-157.

Shilling, V., Bailey, S., Logan, S., & Morris, C. (2015). Peer support for parents of disabled children part 2: how organizational and process factors influenced shared experience in a one-to-one service, a qualitative study. Child: Care, Health and Development, 41(4), 537-546.

Singh, P., Singh, J., Rashid, M. M., Azman, A., & Ali, I. (2019). Fishery policies and acts in

present context-experiences from coastal Bangladesh. Indian Journal of Ecology, 46(4), 857-861.

Sloper, P., Greco, V., Beecham, J., & Webb, R. (2006). Key worker services for disabled children: what characteristics of services lead to better outcomes for children and families? Child: Care, Health and Development, 32(2), 147-157.

Solomons, G. (1964). Children with Cerebral Palsy: Some Factors that Affect Future Potentials. Clinical pediatrics, 3(1), 46-49.

Spekman, N. J., Goldberg, R. J., & Herman, K. L. (1992). Learning disabled children grow up: A search for factors related to success in the young adult years. Learning Disabilities Research & Practice.

Stewart, J., Harris, J., & Sapey, B. (1999). Disability and dependency: origins and futures of 'special needs' housing for disabled people. Disability & Society, 14(1), 5-20.

Trute, B., & Hauch, C. (1988). Building on family strength: A study of families with positive adjustment to the birth of a developmentally disabled child. Journal of Marital and Family Therapy, 14(2), 185-193.

Turnbull, A. P., & Turnbull III, H. R. (1985). Developing independence. Journal of Adolescent Health Care, 6(2), 108-119.

Verté, S., Roeyers, H., & Buysse, A. (2003). Behavioural problems, social competence and self-concept in siblings of children with autism. Child: Care, Health and Development, 29(3), 193-205.

Weisberg, P. S., & Springer, K. J. (1961). Environmental factors in creative function: A study of gifted children. Archives of General Psychiatry, 5(6), 554-564.

Woodman-Worrell, A., & Higgins, M. (2019). Successful adoption for disabled children or children with mental health conditions: a systematic review. Practice, 31(5), 311-328.