

## The Extent Of The Importance Of Family Counseling In Supporting Parents' Acceptance Of Their Disabled Children From Their Point Of View In Jordan

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### Abstract

The study aimed to identify the importance of family counseling in supporting parents' acceptance of their disabled children from their point of view in Jordan. The study used the descriptive survey method. The study members consisted of an intentional sample of (100) guardians (father and mother) with disabled children in government centers in the capital, Amman. The results showed the importance of family counseling in supporting parents' acceptance of their disabled children. The result was based on the dimensions sequentially. The first dimension: acceptance of disability, was high with an arithmetic average of (3.94) and a rate of 78.8%, and the second dimension: the educational situation, was high with an arithmetic average of (3.80) and a rate of 76%, the third dimension: the social situation is high, with a mean of (3.73), and by 74.6%. As for the fourth dimension: the economic situation, it came to an average with an arithmetic mean of (3.37), and by 67.4%, and the total degree of the dimensions was at a high degree, with an arithmetic average of (3.69), and a rate of 73.8. The results also showed that there were no statistically significant differences due to the effect of the educational qualification in all fields and the total degree and that there were statistically significant differences due to the effect of the economic level in all fields and in the total degree, which came in favor of the low economic level.

Keywords: Family counseling, supporting parents' acceptance , disabled children, Jordan.

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## 1. Introduction

When a disabled child is born to a family; he goes through the stage of shock, then the stage of denial and escape from the bitter truth, followed by the stage of ignoring, either ignoring the situation or ignoring the child himself, and ending with the stage of surrender to reality no matter how bitter it is. Such an event requires parents and the rest of the family much more effort than the occurrence of normal birth and the natural child in order to deal with this child within the family. It is widely acknowledged that the mother, not the father, carries the lion's share of the weight of duty following the birth of a deformed child, whose involvement shifts from field to field. When she has multiple factors, including resilience in the face of adversity and the capacity to contribute economically, her parents are more likely to accept and foster her development, produce and get by on her alone, given her current set of talents and resources. She is happy because she is able to accept herself and others, contribute, and make sacrifices for the sake of her happiness. (Al-Masri, 2005).

The family is the first building block in the entity of society, the solid foundation, and the first social institution that receives the disabled child and that works to provide family care compatible with his special needs. The effects of sound social roles among family members are reflected in the psychological life of parents and children, especially in the childhood stage, which is the stage of psychological construction and discovery of the condition of the disabled child; this begins with early intervention in the lives of disabled children by changing some of the attitudes and behaviors practiced by the parents, which would have a positive impact on the children's lives, especially on their social and emotional behaviors and their cognitive development (Goodson, 2005).

Family guidance supports parents accepting their disabled children by helping family members (parents, children, and even relatives) individually and in groups to understand family life to achieve happiness and stability of the family and thus the happiness and stability of society. The categories of disabled people include (mental disability, visual disability, hearing disability, motor disability, emotional disability, learning difficulties, language and speech disorders, and behavioral disorders) (Al-Sawy & Abdel-Qawi, 2012; Sekudu, 2018).

Drummond (2005) indicates that the family's influential role is the parents' participation in rehabilitation programs for disabled children. It was found that the family uses mutual trust, cooperation, and firmness; The scientific, social and emotional aspects of children are developed, and it also indicates the significant role that the family can exploit: the role of peers in the life of this group. Family counseling improves the family's quality of life by helping it understand the child's

condition, accept it, improve patterns of interaction between the child and parents, and create an environment conducive to and encouraging total healthy growth. The role of family counseling is not limited to explaining how to deal with the disabled child only, rather, it includes clarifying the importance of the children's role and their acceptance of the presence of a disabled brother in the home, and for that, the guidance clarifies how to deal with the needs of brothers and sisters and the problems they face (Bou Ghazi & Arabi, 2016; Al-Nawaisah, 2013; Al-Sawy & Abdel-Qawi, 2012).

Disability has a significant impact on the family and the pressures that the family is exposed to as a result of their child's disability, and many studies have talked about those pressures and difficulties. However, it was not concerned with studying the parents' need for family guidance in allowing them to accept their disabled children. The real and effective participation in accepting the reality of the presence of a disabled child in the family and in the progress of her child's growth and development, based on her ability, efficiency, and ability to make all decisions that contribute to improving the quality of services provided to her children with disabilities, as a result of the lack of local studies in this aspect, and according to the researchers' knowledge, it may be the first study of its kind in Jordan. As a result of recent trends, the study seeks to consolidate the philosophy of empowerment and support for parents of children with disabilities through family counseling. Accordingly, the researchers believe that due to the importance of the subject and its needs in all societies, the widespread presence of disabled groups, and the need for families to support family counseling to accept their disabled children. Therefore, the researchers will investigate the importance of family counseling in supporting parents' acceptance of their disabled children from their point of view in the capital, Amman.

## **2. Theoretical framework**

### **2.1 The concept of disability and its types**

The topic of disability is highly controversial for several reasons; First: The term "disability" was only used in the last century to refer to a distinct group of people. Historically, the term "disability" is used as a synonym for "disability" or as a reference to legally imposed restrictions on rights and powers. In late 2006, the Oxford English Dictionary only recognized these two meanings. Second: Many different characteristics are considered disabilities, such as polio, deafness, blindness, autism, epilepsy, depression, and HIV. The term covers conditions as diverse as accidental loss of a limb or sensory

function; progressive neurological conditions such as multiple sclerosis; Chronic diseases such as atherosclerosis (Boorse, 2010).

The World Health Organization referred to in (South and North Center for Dialogue and Development, 2011: 7) defines disability as it is represented in every deficiency suffered by the individual as a result of an organic, physical or mental illness that leads to a state of incapacity that enables him to perform his basic duties on his own or to carry out his work or to continue with it at the normal rate. Disability is defined as "a defect in one of the functions of the body or a total loss of this function, as a result of a specific accident, a defect during childbirth, or a specific disease; in many cases, this disability does not depend on the lack of activities related to it, but rather affects the entire life of the sufferer, whether it is personal, social, or professional" (Al-Wahadin, 2015, p. 1).

The World Health Organization has developed a comprehensive and clear definition of disability, and it can be defined as a disability that is a mental, physical, or psychological injury that causes damage to the child's mental or physical development or both and affects his psychological condition and the development of his skills, education, and training. People with special needs are less than their peers of the same age, whether in mental and physical functions or cognition. The disability may be one disability or different impairments in the same child and may cause complete or partial disability. Al-Abdali (2010) mentioned different forms of disabilities, namely:

1. **Mental retardation:** It is a decline in the level of general abilities, as the degree of intelligence may be less than (70) and a deficit in adaptive behavior and its inability to perform independently or take responsibility for those of the same age.
2. **Learning Disabilities:** Disorders of the basic psychological processes (understanding, attention, remembering, thinking) necessary to use or comprehend language or teach them to read and write or learn through educational methods - its incidence is 3-5%.
3. **Hearing disability:** a loss of the sense of hearing that significantly affects his ability to communicate with others and to learn through standard educational methods; the rate of incidence is 6%
4. **Visual impairment:** a severe visual impairment that can be corrected surgically, with an incidence rate of 1%.
5. **Physical disability:** severe neurological or muscular disorders or other chronic diseases that restrict the child's ability to learn, the incidence rate of which is 5%.
6. **Speech and language disorders:** It is a disorder in (speech, voice, fluency, and language delay) and this makes the child need

treatment and educational programs, the incidence rate of which is 3- 3.5%.

7. **Behavioral disorders:** It is the deviation of behavior in terms of (frequency, duration, intensity, and form) that makes the child need educational methods dedicated to him; the rate of incidence is 2%.

## 2.2 What is family counseling?

Family counseling is one of the delicate disciplines which has taken great interest in the world since the second half of the twentieth century. It is striking that family counseling is linked to more than one specialty, as specialists in social work, psychiatry, and psychology are concerned with it. Perhaps this contributed to accelerating its development as a form of guidance and counseling (Banat et al., 2010). Adwan and Ben Amer (2016: 195) indicated that family counseling is one of the auxiliary professions, carried out by a specialized professional psychological counselor, who provides counseling services to the family that requests help, and these services are of a developmental or preventive and curative nature, extension work appears as a resource or an essential source to help family members solve their problems, identify their capabilities, and benefit from them to the fullest extent possible.

Al-Moussawi (2018: 7) defined family counseling as “a science that aims to help the family solve its problems, understand its circumstances and identify its negatives and positives, in order to achieve family harmony, and counseling is an artistic and scientific practice and an art of social relations.” Bou Ghazi and Arabi (2016: 271) defined family counseling as "helping family members achieve stability and harmony and solve family problems." From the preceding, it becomes clear to the researchers that family counseling is a process of helping parents with disabilities that takes place between specialists who provide support to accept their disabled children, develop their skills, and use them to solve their problems.

The goal of counseling is to ensure that people with disabilities obtain the best possible standard of living, enjoy high-level educational opportunities, and appropriate health and social care, and this depends on the psychological composition of the family, the extent of the disability and the amount of support the family receives. Families that enjoy a comfortable economic, social, and family status are better able to coexist effectively in the presence of particular circumstances. In contrast, families with poor social, economic, and family conditions suffer from more pressures, problems, and the inability to adapt. Therefore, the family's acceptance of the presence of a child with

special needs depends on the quality of counseling services provided to the family. Parents want to provide the better life possible for their children, but they do not know what services are available and how to obtain them (Al-Nawaisah, 2013; Al-Sawy & Abdel-Qawi, 2012).

There are several methods for preparing parents to deal with their children with disabilities, some of which are supportive and some are guiding or training methods. The important thing is to use the methods to reach the ultimate goal: family happiness, consistency, and effectiveness in dealing, whether on the part of the child or the parents. These counseling methods include family awareness, seminars, lectures, family counseling, emotional support, informational support, legal and moral support, training courses, and providing them with previous experiences (Abdul Nabi, 2013; Al-Nawaisah, 2013).

Abdul Nabi (2013) families' coping strategies vary depending on a number of variables, including individual differences, social support, access to resources, socioeconomic standing, marital stability, family harmony, and the severity of the child's handicap, child characteristics, family dynamics, and family members' subjective assessments of their own and their children's well-being were among the factors investigated in an effort to understand what set certain families apart from others.

Finding and making good use of resources—such as knowledge, professional help, connections with other parents, and support groups—has also been linked to productive participation. It stands to reason that the greater the efficiency and diversity of a family's resources prior to the birth of a disabled child, the more easily they will be able to adapt to the situation and deal with new challenges, given that the birth of a disabled child takes place in the very clear context of a particular family structure, at a certain stage of development, and at the same time dealing with other challenges (Kandel & Merrick, 2005).

The efficiency of counseling methods and programs depends on the prevailing culture of parents, the type of disability and gender, and the availability of an integrated team that includes (a social worker, psychologist, doctor, and special education teachers), and defining the plan for implementing the individual and group counseling program, taking into account the physical and medical needs of individuals with special needs, and communicating between the school and the family so that the counseling service is integrated. Accordingly; A set of basic skills required to guide parents appear, the most important of which

are: (knowledge, attitudes, and skills), in addition to facing the obstacles facing the family counseling process with parents, in order for counseling to have a role in modifying the culture of the family to deal effectively with people with disabilities, parents must be educated so that they are able to play several roles, the most important of which are: (their role as parents, their role as educators for their children, their role as mentors to other families that did not receive counseling service, and their role as claimants of their children's rights) (Al-Nawaisah, 2013; Al-Sawy & Abdel-Qawi, 2012).

### **2.3 Previous studies**

Sharma et al. (2022) study aims to define mental retardation, examine its causes and symptoms, examine the difficulties experienced by MR children and their families, define guidance and counseling, and explore the value of such services for MR people and their families, the ideal community for children with MR would provide them with the services they need, including suggestions for improving their access to a high-quality school and the work of counselors. Parents are the primary targets of guidance and counseling for children with mental retardation because they are the ones responsible for their daily care. They need to take the same kind of guiding and counseling approach that has helped other people with MR, so that other MR kids can benefit as well. The results of this research will benefit the overall health and happiness of MR kids everywhere.

Theofilidis (2021). The primary goal of this article is to introduce the idea of family therapy in the context of a child who has a learning problem or other condition. Important steps in therapy are explained, along with the counselor's and parents' respective roles. The most representative publications on the topic of family counseling were chosen after a literature analysis was conducted. In order to provide the best care possible for their child, families dealing with children who have special needs (such as a handicap or a learning disability) can benefit from receiving counseling.

Mohammed & Salih (2020) The study's overarching goal was to ascertain whether or not social care center employees' perceptions of the counseling requirements of individuals with special needs and their families varied with demographic factors like age and gender. The findings revealed that both individuals with disabilities and their families had counselling needs in the following areas: (the psychological field, the family field, the health field, the social field, the educational field). While the results showed no significant differences in employees' perspectives on extended needs by gender, they did show that employees' perspectives on counselling needs varied significantly by age group. Following the presentation of the findings, several suggestions and recommendations were made.

Suleiman (2017) study aimed to investigate the effectiveness of a counseling program for parents to overcome adverse reactions toward the birth of an intellectually disabled child. The results showed, that there are statistically significant differences between the mean ranks of the experimental group's scores on the adverse reactions scale and its dimensions in the post and follow-up measurements in favor of the follow-up measurement. Bou Ghazi and Arabi's study (2016) aimed to identify family counseling for parents of children with learning difficulties. The researchers used the inductive approach, where the researchers pointed out the importance of psychological counseling as an essential part of caring for children with learning difficulties.

The study of Al-Otaibi and Al-Sartawi (2012) aimed to investigate the supportive services needed by children with multiple disabilities and their families and their availability from the point of view of parents and teachers. The researchers applied the list of support services, which included the axes of child support services and family support and assistance services, to a sample of (106) parents and teachers. The results showed parents and teachers the need of children with multiple disabilities and their families for the various services included in the list of support services. They agreed on the services needed by children with multiple disabilities and their families, and their agreement rates varied somewhat in favor of the teachers. The results showed that there were significant and significant differences in the opinions of parents and teachers about the adequacy of services provided to the family and their children; the results showed that parents of children with multiple disabilities need financial support and assistance in paying fees and premiums, social and community support groups, guidance counseling, the parent or family training.

Al-Feki's study (2012) aimed to investigate the effectiveness of family counseling in improving the skills of active parenting in a sample of families of children with mild intellectual disabilities. The study used the Stanford Benih Intelligence Scale, Arabization and Legalization / Malika 1998, the Effective Parenting Skills Scale, prepared / Al-Feki 2008, and the Family Counseling Program prepared by the researcher, and the tools were applied to a sample of (5) families and their children in Shebin El-Koum, Menoufia Governorate. The study reached a set of results, including there is a statistically significant difference at the level (0.01) between the mean scores of the control and experimental groups after applying the family counseling program in favor of the experimental group, there is a statistically significant difference at the level (0.01) between the mean scores of the experimental group in the pre and post measurements after applying the family counseling program to calculate the measure and post.

Bunch's (2007) study aimed to identify the effectiveness of teaching supervisors, teachers, and parents how in providing a behavioral program in the early intervention stage for children with autism and developmental disorders. The results showed the effectiveness of parents, teachers, and supervisors in developing and positively influencing early behavioral therapy for children by providing positive results attributed in favor of the results after applying the tasks to the sample children. The study by Hassall & McDonald (2005) aimed at knowing the effect of formal and informal (social) family support, and family perceptions, especially the location of internal or external control or control, according to the location of control, on facing the psychological pressures faced by families and the acceptance of their children with learning difficulties. The study's results indicated the effect of family support, especially social support, in reducing psychological stress, as the relationship between them is inverse. The effect of the internal control site on reducing the level of psychological stress and the relationship between them is inverse because it is related to the family's use of problem-solving strategies. In contrast, the external control site does not contribute to reducing psychological stress.

### 3. Method and Procedure

#### 3.1 The population of the study

The study community members comprised parents with different disabilities whose children were distributed to (5) government centers in the capital, Amman, in the Hashemite Kingdom of Jordan, for the academic year 2021/2022. The researchers selected an accessible sample of parents of people with all kinds of disabilities. The study sample consisted of (100) parents of people with disabilities (father and mother) for the academic year 2019/2020; the study tool was applied to them. The community members were distributed according to the study variables, as shown in the following Table:

**Table 1.** Frequencies and percentages according to study variables

Variables	Categories	Frequency	Ratio
Qualification	High school or less	33	33.0
	Bachelor	52	52.0
	Graduate Studies	15	15.0
Economic level	High	16	16.0
	Average	28	28.0
	Low	56	56.0
	Total	100	100.0

#### 3.2 Study tool

The researchers prepared a questionnaire to investigate the parents' viewpoint on the importance of family counseling in supporting their acceptance of their disabled children in the capital, Amman, and after reviewing the literature, research, and previous studies (Suleiman, 2017; Bou Ghazi & Arabi, 2016; Al-Feki, 2012; Al-Otaibi & Al-Sartawi, 2012; Bunch, 2007; Kandel & Merrick, 2005). The questionnaire was prepared, and the tool consisted of (35) items, and it included four dimensions: (type of disability, educational status, economic status, and social status).

### 3.3 The validity of the study tool

To ensure the validity of the tool, the researchers measured the apparent validity by presenting it to several arbitrators specialized in special education, psychology, counseling, and curricula in order to ensure the measurement of the appropriateness of the paragraphs and their belonging to them, the clarity of the phrase and the soundness of its formulation, and making proposals for modification, addition or deletion; the arbitrators expressed their observations and the reasonable and sound opinion. They were taken formal modifications were made to the wording, and the questionnaire was taken out in its final form.

### 3.4 The reliability of the study tool

To ensure the stability of the study tool, the test-retest method was verified by applying the scale and reapplying it after two weeks on a group from outside the study sample (20). Then the Pearson correlation coefficient was calculated between their estimates at both times. The internal consistency method also calculated the reliability coefficient according to Cronbach's alpha equation and Table No. (2) shows the internal consistency coefficient according to Cronbach's alpha equation and the recursion stability of the domains and the tool. These values were considered appropriate for this study.

**Table 2.** Cronbach's alpha internal consistency coefficient and the repeat invariance of the domains, and the total score

Domain	Test/retest reliability	Internal consistency
Accept disability	0.84	0.78
Educational mode	0.89	0.80
Economic situation	0.87	0.81
Social situation	0.90	0.76
Overall degree	0.90	0.88

## 4. Statistical treatment

In light of the study questions, the researchers used appropriate statistical treatments by analyzing them on the SPSS program. Arithmetic averages, standard deviations, internal consistency coefficient Cronbach's alpha, and repetition and repetitions were used, in addition to the four-way analysis of variance to show the study variables and the use of Scheffe's method for dimensional comparisons of the effect of variables.

## 5. Results and Discussion

The first question: states, "How important is family counseling in supporting parents' acceptance of their disabled children from their point of view in the capital, Amman?"

To answer this question, the arithmetic averages and standard deviations of the importance of family counseling in supporting parents' acceptance of their disabled children from their point of view in the capital of Amman were extracted, and the Table below illustrates this.

**Table 3.** Mean and standard deviations of the importance of family counseling in supporting parents' acceptance of their disabled children from their point of view in the capital, Amman, arranged in descending order according to the arithmetic averages

Rank	N	Dimension	Mean	STD	Percentage	Level
1	1	Accept disability	3.94	.685	%78.8	High
2	2	Educational mode	3.80	.573	%76.0	High
3	4	Social situation	3.73	.640	%74.6	High
4	3	Economic situation	3.37	.661	%67.4	Moderate
		Overall degree	3.69	.573	%73.8	High

Table (3) shows that the mean ranged between (3.37-3.94), where the acceptance of disability came in first place with the highest arithmetic average of (3.94), with a rate of 78.8%. The educational situation came in second place with an arithmetic average of (3.80), at a rate of 76%, and the social situation came in third place with an arithmetic average of (3.73) and 74.3%. In contrast, the economic situation came in the last rank with an arithmetic average of (3.37), at a rate of 67.4%, and the arithmetic mean of the total degree as a whole was (3.69), with a percentage of 73.8%.

The results of the recent question showed that the importance of family counseling in supporting parents' acceptance of their disabled children from their point of view was high, as the overall result reached (3.69), with a total rate of 73.8%. The researchers attribute the result

to the high family support in Jordan that reflects the availability of all official services needed by families of people with disabilities in all fields to overcome the pressures faced by parents as a result of their child's disability and to meet the various requirements imposed by this disability, and to the importance of providing support for the acceptance of their children, both social and emotional support the information and resources necessary for those families, and their awareness to be able to play several important roles in the life of their child with disabilities. The result of the current study agreed with the study of (Hassall & McDonald, 2005; Kandel & Merrick, 2005; Al-Feki, 2012; Bou Ghazi & Arabi, 2016; Suleiman, 2017).

The current result showed that the disability acceptance dimension were high, and the mean (3.94). The researchers attribute the result to the fact that family support, in turn, modified the culture of the family to deal effectively with their children with disabilities, provide their children with special physical and medical needs, and provide them with the required basic skills (knowledge, attitudes, and skills), to achieve balance in the family, and bring about change and development for parents to accept Their children with disabilities, and it seems that the support is the latest case of positive adjustment among parents and adjustment within the family. In addition, family counseling shows parents how to obtain information and actively participate in consolidating a positive image of people with disabilities, which leads to their acceptance that their son's disability is different from others. Therefore, the result agreed with the study (Kandel & Merrick, 2005; Bunch, 2007; Al-Otaibi & Al-Sartawi, 2012; Bou Ghazi & Arabi, 2016; Suleiman, 2017).

The current result showed that the educational status dimension were high and that the mean (3.80). The researchers attribute the importance of family counseling with support begins to raising parents' awareness of the causes that led to disability to avoid those causes and the risks of having another disabled son. That family support has, in turn, modified parents' culture to deal effectively with their children with disabilities and activate their educational and caring role for their children. It seems that family support has contributed to guiding parents in forming a positive image of disabled children, raising their information and cultural level to develop their abilities in providing appropriate ways and methods to deal with their disabled children. And that the educational situation of parents may not have a significant role in accepting their disabled children, as there are many of the less educated and educated people who do not hide their children and accept them with love and open arms, believing that these disabled children are a blessing and mercy that God gave them

to them. They cannot be objected to; it helped them to know and demand the rights of their children with disabilities. These positive changes result from supporting family counseling and its contribution to parents' acceptance of their disabled children. The result of the current study agreed with the study of (Bunch, 2007; Kandel & Merrick, 2005; Al-Feki, 2012; Bou Ghazi & Arabi, 2016).

The current result showed that the social status dimension were high and that the mean is (3.73) The researchers attribute the result to the great role that family counseling plays through the social worker and the role he plays in identifying the conditions of the family and the child, and the social problems faced by parents and surrounding the child and the family makes his role pivotal and the need for it urgent. It seems that providing social support to parents and their families helped raise the social situation and their acceptance of their children within the surrounding environment and their involvement in it, as a result of their understanding that the needs of their son with a disability are the same as the needs of his brothers and any child around him, such as: physical, recreational, educational, playing with children, and to Their need for communication within the family and the environment, and it seems that family counseling contributed to providing positive social support to the child with disabilities when he performs desirable behavior and this is what made his acceptance and social integration more acceptable, and this appears as a result of changing the prevailing societal culture among parents and the environment, and communication between the family, school and family and the neighbors as a whole. It is also attributed to raising the information and experiences of the family about disability and its effects and their role towards the child with disabilities, showing patience and endurance when dealing with the child, and accepting his behavior in the family. Those around him contribute to physical and occupational therapy, correcting speech and speech defects, psychological counseling services with the family, relatives, and the community, and taking him to family visits and others. , and this is considered unconditional acceptance of their son's disability, and this reinforces the result with the importance of supporting family counseling to the high acceptance of parents for their children with disabilities to succeed by involving their disabled children in daily life and positive coexistence in the presence of this group. The result is also attributed to helping the parents and siblings of the child to be aware of their feelings towards him, understand his condition and accept it, and develop and invest as much as they have in their potential for growth, learning, and bias in acquiring the necessary skills to face the problems and pressures resulting from his presence in the family, and to participate effectively in his integration, education, and

training (Hassall & McDonald, 2005; Kandel & Merrick, 2005; Al-Otaibi & Al-Sartawi, 2012; Bou Ghazi & Arabi, 2016).

The current result showed that the economic situation dimension were medium and that the mean is (3.37). The researchers attribute the result to the fact that the economic situation is of great importance in the parent's acceptance of their children with disabilities and that the result was moderate, which is good and acceptable. The importance lies in the fact that urgent services and expenses of fees, installments, living, devices that people with disabilities may need, and the provision of specialists and others form the pattern the most essential thing in family counseling. It appears from the result that family counseling support does not provide material support for all needs and services as it should. Financial pressure on the family may lead to many psychological, familial, and marital problems due to the inability of parents to meet the unique needs of their son with disabilities and their feelings of inferiority and guilt. Their son, and their family as well, who may suffer destitution due to financial pressure on them, and it seems that the service that parents and their children receive is insufficient it should. The reason may be due to the parents' lack of conviction that the center and specialists do not provide appropriate services for their children, and if provided, it is insufficient. They may not receive service at all as a result of the slow improvement that their children are showing, which makes them feel frustrated at not being able to provide the best because of the economic situation. Add to the family, as family counseling supports parents, but to a moderate degree. This reason is reinforced by the result of item (24) states, "Family counseling directs financial resources that help us cover the high costs of medical treatment or the costs of performing surgeries for our disabled son." This came with an arithmetic average of (2.20) and a percentage of 44%. The result is attributed to the fact that parents suffer from a difficult economic situation due to not providing family counseling, which sufficiently helps in filling the high costs. They do not provide information that indicates the parent's financial sources that help them to pay the treatment costs. Medical and surgical procedures if needed by their disabled son. The weak result appears to be the parents' conviction that family counseling is not severe in providing financial support or directing them to financial sources that help them overcome the difficulties they face with their son medically. This constitutes a burden on the parents to accept and adapt the family. This result agreed with the study (Al-Otaibi & Al-Sartawi, 2012).

**The second question: "Are there statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the arithmetic averages of the**

**importance of family counseling in supporting parents' acceptance of their disabled children from their point of view in the capital, Amman, due to the educational qualification variable?"**

To answer this question, the arithmetic averages and standard deviations of the importance of family counseling in supporting parents' acceptance of their disabled children from their point of view in the capital of Amman were extracted according to the educational qualification variable to demonstrate the significance of the statistical differences between the arithmetic averages, the one-way analysis of variance test was used, and the tables below illustrate this.

**Table 4.** Mean, standard deviations, and one-way variance analysis of the importance of family counseling in supporting parents' acceptance of their disabled children from their point of view in the capital Amman according to the educational qualification variable

	High school or less		Bachelor's		Graduate Studies		F	Sig
	Mean	STD	Mean	STD	Mean	STD		
Accept disability	3.91	.776	3.92	.630	4.07	.689	.298	.743
Educational situation	3.77	.619	3.78	.543	3.92	.592	.399	.672
Economic situation	3.23	.680	3.41	.653	3.53	.630	1.278	.283
Social situation	3.69	.637	3.76	.613	3.68	.769	.162	.851
Overall degree	3.63	.613	3.70	.540	3.78	.621	.368	.693

Table (4) shows no statistically significant differences ( $\alpha = 0.05$ ) due to the effect of academic qualification in all fields and the total score. The researchers attribute the result to the fact that the support provided by family counseling works positively on parents' acceptance of their children with disabilities regardless of their educational qualifications and helps to overcome difficulties and problems of all kinds. The presence of a disabled child in the family affects all groups and genders without regard to their educational level. However, providing adequate support and assistance greatly contributes to acceptance and reinforcement of positivity and treatment of negative attitudes. However, parents' acceptance of their disabled children varies according to the degree of acceptance of the disability and the degree of awareness and knowledge of the characteristics of their child's disability. However, it does not attribute the result to educational qualification. Family counseling is enough to modify the culture of parents and the acceptance of their children with disabilities without the effect of educational qualifications on the degree of their acceptance.

**The third question: "Are there statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the arithmetic averages of the importance of family counseling in supporting parents' acceptance of their disabled children from their point of view in the capital, Amman, due to the economic level variable?"**

To answer this question, the arithmetic averages and standard deviations of the importance of family counseling in supporting parents' acceptance of their disabled children from their point of view in the capital of Amman were extracted according to the economic level variable to demonstrate the significance of the statistical differences between the arithmetic averages, the one-way analysis of variance test was used, and the tables below illustrate this.

**Table 5.** Arithmetic averages, standard deviations, and one-way variance analysis of the importance of family counseling in supporting parents' acceptance of their disabled children from their point of view in the capital Amman according to the economic level variable

	High		Moderate		Low		F	Sig
	Mean	STD	Mean	STD	Mean	STD		
Accept disability	3.64	.673	3.75	.695	4.12	.637	5.009	.009
Educational situation	3.63	.453	3.50	.611	4.00	.510	8.936	.000
Economic situation	3.19	.561	3.06	.693	3.57	.605	6.982	.001
Social situation	3.58	.604	3.48	.766	3.89	.533	4.695	.011
Overall degree	3.50	.483	3.42	.624	3.88	.503	8.033	.001

Table (5) shows that there are statistically significant differences ( $\alpha = 0.05$ ) due to the impact of the economic level in all fields and the total degree, and to show the statistically significant marital differences between the arithmetic averages, dimensional comparisons were used orally as shown in Table (6).

**Table 6.** Post comparisons in a verbal way to the impact of the economic level

		Mean	High	Moderate	Low
Accept disability	High	3.64			
	Moderate	3.75	.11		
	Low	4.12	.49*	.37	
Educational situation	High	3.63			
	Moderate	3.50	.13		
	Low	4.00	.36	.49*	
Economic situation	High	3.19			
	Moderate	3.06	.13		
	Low	3.57	.38	.51*	
Social situation	High	3.58			
	Moderate	3.48	.10		

	Low	3.89	.31	.41*	
Overall degree	High	3.50			
	Moderate	3.42	.08		
	Low	3.88	.38*	.46*	

\* Significant at the significance level ( $\alpha = 0.05$ ).

It is evident from Table (6) that:

- There were statistically significant differences ( $\alpha = 0.05$ ) between high and low, and the differences came in favor of the low economic level in accepting disability.
- There were statistically significant differences ( $\alpha = 0.05$ ) between average and low, and the differences were in favor of the low economic level in educational status, economic status, and social status.
- There are statistically significant differences ( $\alpha = 0.05$ ) between low on the one hand and high and average on the other. The differences came in favor of the low economic level in the total score.

The researchers attribute this a result of the presence of statistically significant differences in the low economic level in accepting the disability. However, the disability constitutes a tremendous financial burden on the family of the disabled child, represented in the general expenses and care of the child, medical and treatment care, his needs for prosthetic devices, education expenses, and special training for the disabled child in the centers. Of the disabled, as well as the indirect costs as a maid as a result of the parents' work or the mother's leave to care for the disabled child, and this negatively affects the economic income of the family, but the result seems superstitious. It works to provide rehabilitation and to provide financial support through exemption through which their children can be admitted to centers for free and free transportation, to bring a maid, to obtain a car without customs, and to support them in obtaining devices according to the type of disability, and treatment in government hospitals.

The researchers attribute a prevalent view in Arab societies some belief is that parents with a high economic status may be ashamed of the presence of a disabled child in the family. Therefore, they may hide him from view, and his treatment and training are in internal centers and sometimes outside their country. On the other hand, the owners of the average and low economic level seem to believe that the presence of a disabled child in the family is a blessing and a gift from God and that he has no income from that disability. Therefore, they provide him full care without complaining and involve him in their social life like ordinary children. However, the family, relatives, neighbors, and acquaintances may share His care, and family counseling supports those feelings and attitudes by adjusting their

cultures to accept their children. However, the result was that there were no differences in all fields, and this is on the one hand that the disabled son is an achievement that must be accepted, and family counseling works to provide the necessary support in order to enhance acceptance of parents and support them for a positive behavior of the disabled child in the family. On the other hand, this result differed from the study (Al-Otaibi & Al-Sartawi, 2012).

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