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Promoting the Ability of Disabilities: The Caregivers Overview

[1]Mohd Syaiful Nizam Abu Hassan, [2]Nurul Jannah Mohd Juaini, [3]Mohamad Fauzi Abd. Latib, [*4]Paramjit Singh Jamir Singh, [5]Azlinda Azman, [6]Syazwani Drani, [7]Mohd Iqbal Haqim Mohd Nor

[123]*Faculty of Applied Social Sciences, Universiti Sultan Zainal Abidin, Gong Badak, Terengganu, Malaysia*
[4]*Social Work Programme, School of Social Sciences, Universiti Sains Malaysia, Penang, Malaysia, paramjit@usm.my*
[567]*Social Work Programme, School of Social Sciences, Universiti Sains Malaysia, Penang, Malaysia*

Abstract

The study examined a literature review on the factors of independence for the disabled. The paper's primary focus is to examine the significance of caregivers in promoting the ability of disabilities through encouraging peer support, environment and community support, and by the trainer of a trainee to help the disabled people identify their abilities for independence to live everyday life. The review unveiled the untapped reality that the disabled family's status has become a significant barrier to accessing different agencies and professionals for help, making it difficult for the disabled to identify their potential to become independent. From the review, an experienced caregiver with the requisite knowledge to handle the disabled children must consult more experienced individuals, including parents of the disabled and seek help from children's welfare, organization of disabilities and the government. Finally, the paper emphasizes the teacher-directed approach as an early intervention to a child's functional reading ability influenced by three primary determinant factors, including the trainer of the trainee, peer support, and environmental and community support.

Keywords: Peer Support, Environment Support, Community Support, and Trainer of the Trainee.

INTRODUCTION

The independency challenge among the disabled is a fundamental contradiction in which the government punishes the disabled for being the cause of their predicament and dependency. If this issue is not appropriately addressed, the disabled will continue to be excluded, even if it is accessible residual (Sandjojo et al., 2019). We live in an era where the standard of success is behaviour change (Michie, West, Sheals, & Godinho, 2018), and instructional technology is considered the most powerful approach to reducing behaviour problems (Kirkpatrick, Rivera, & Akers, 2022). Most families of disabled children access different agencies and professionals for help. It allowed them to tailor their challenges in understanding how to access available services and convince the agencies and professionals to come to their aid. In most cases, delays in receiving services make it difficult to understand the different agencies and professionals (Egilson et al., 2021).

The early intervention should focus on a teacher-directed technique in which specific skills are included at the respective child's functional reading level, and progress is evaluated frequently to check for deficiencies (Troia & Graham, 2002). Implementing instructional methods is considered a significant early intervention to building teachers' self-confidence in the classroom and behaviour change among disabled students with learning disabilities across societies. (Fu, Liang, Wang, Xu, & Xiao, 2022). Most teenagers and family members go through difficulties during the transition periods from being disabled and dependent to being an adolescent with more functional skills and behaviour changes. Most adolescents with disabilities cannot adequately function when compared with the non-disabled persons in areas of economic to contribute to family income, leisure and recreational activities, resting, and physical caregiving without the supervision and guidance from parents (McDermott, Brick, Shannon, Fitzpatrick, & Taggart, 2022).

Parents with intellectually disabled children experience stress compared to parents with children without intellectual disabilities. It is always a burden on the family of parents who are long term caregivers to children with disabilities. Most mothers act as the primary caregiver of the family (Anjali et al., 2017). Kim and Hwang (2019) assert that ‘good mothers’ are identified through their dedication and self-sacrifice in nurturing the disabled and promoting the successful treatment of children with disabilities.

The study reviews empirical research on independence among disabilities and the significance of a caregiver as a primary source of learning and behaviour change in children with disabilities. The study adopted a survey design where topics like caregivers, independency, disability and factor were searched on Google Scholar, Scopus, and Willey Online Library.

Identification of Caregivers

Caregivers care for children by learning the strategies for raising them and managing their stress. The review paper research indicated that caregivers to children include mothers, family and siblings (Mora-Lopez et al., 2022). Children with disabilities in this study are physical disabilities and mental disabilities. In most review papers, caregivers are mothers because they are dedicated and committed to the success of meeting the medical and behavioural needs of the disabled children (de Labra et al., 2015; Egan et al., 2022; Irfan, Irfan, Ansari, Qidwai, & Nanji, 2017). Most caregivers are housewives and have stable finances in their household. In addition, there is some challenge with disabilities. Children are specially related to the community and parents’ acceptance. Public service and outsider challenges are twice as hard as when the government only help with citizenship (Ghazawy, Mohammed, Mahfouz, & Abdelrehim, 2020). Parents’ ability to adapt to a new situation can give the caregiver stress and burnout on how to manage children or any family member with disabilities.

Independence Factor

Studies have shown that various independence factors disable children related to three main factors: trainer of trainee, peer and environmental and community support (Kamaralzaman et al., 2018; Quinn, 2016; Zahaika, Daraweesh, Shqerat, Arameen, & Halaweh, 2021). Once the caregiver has the experience to handle disabled children, they need to adapt. Most caregivers are in shook condition and fear for the children with such challenges. In addition, inadequate knowledge of children with disabilities and their development potential is a significant factor in increased stress and burnout among the caregivers, resulting in poor parenting (Bedewy, 2021).

Furthermore, as in development, parent or caregiver need to have adequate knowledge to handle and manage children with disabilities. It became imperative to consult more experienced individuals, including those with professional expertise and Licenced Developmental or Child psychologists and professionals with training in special education and children with disabilities (Zuurmond, Seeley, Shakespeare, Nyante, & Bernays, 2020). The caregiver also needs to be in a good financial state to handle the regular, monthly and annual medical check-ups of children with disabilities (Ismail et al., 2022). Similarly, the caregiver must seek help from children's welfare, organization of disabilities and the government for financial support and other benefits (Zuurmond et al., 2019).

Main Resources of Parents and Children Independency

The following data shows the primary resources for parents and children stressed out as documented by reviewing researchers. In total, seven parental resources could be identified.

i. The understanding of children's disabilities

ii. Government assistance by welfare funds and service

iii. Doctor and expertise knowledge in handling children with disabilities

iv. Training provided by the community

v. Counselling provided for caregivers to manage their stress

vi. Welfare trip from a social worker

vii. Community acceptance and public service (bus mobility and train mobility)

Trainer of Trainee

The heads of the family, primarily men, tend to work hard to earn a living to have a better life to cover all the expenses and provide for the family. Conversely, the situation is different for men who cannot earn income to take care of the family. They lose the right to receive assistance and training in managing family members with physical or mental disabilities, especially in hospitals (Masten, Lombardi, & Fisher, 2021). The major problem we face is that if the family does not guarantee an average family's financial state, the agency and the charity organization will not provide any training that the family needs (Deutsch, 1960). The parent's role is essential in the lives of more and more children who can become self-reliant. Parents with limited children go through three stages in shaping and reassuring them. A doctor has confirmed the first defect or illness. Second, find a doctor and a member that fits the child and the family. Thirdly, if parents cannot accept their children, there is no suitable program available to help them (Solomons, 1964).

In the 1970s, people started to recognise the importance of helping parents cope with disabilities (Barakat & Linney, 1995). The role of a therapist has been recognised and introduced to families with cases of disability. When therapists enter the family system and diagnose brain injury, they recommend suitable education for children with disabilities (Baum, 2007). Early recognition of disabilities reduces the parent’s disappointment when children have learning disabilities (Sadoo et al., 2022). Conversely, it becomes a challenge when it reaches adolescence because adolescence is synonymous with a time of developmental crisis (Egger, 2021; Ericson, Stadskleiv, & Hesla, 2021). The parents represent part of the helping team and first contact with the school. They facilitate how to work and educate the child and prepare for the child’s needs of disability (Logsdon, 2021). Moreover, parents need to monitor the tone of readiness the child to use in school and the separation process when the child is ready to move into the residence.

In most cases, when a father is fully employed and the mother is a full-time housewife, the mental and physical capacity of the disabled children is associated significantly with lower attention span and less activity in functional activities. Beighton and Wills (2019) assert that the significant indicator of successful development and behaviour change in the disabled children include family dynamics, family and friends interactions, advice and emotional support, and positive parent-child relationship.

Furthermore, disabled children still have difficulties with academic skills and the ongoing struggle to cope with learning, especially within e-learning (Cataudella et al., 2021). According to a recent study (Ishida, Okuno, Igarashi, & Takahashi, 2022), insufficient community support for parents, especially fathers, of children with disability with developmental disorders will affect their adjustment and satisfaction with managing the disabled children. When making a review and formal assessment of the disabled children, the care managers must know and understand the needs and life of the disabled (Inevatkina, 2015). The care managers must have a stable and attractive quality of life to make informed decisions about the healthcare services for the disabled. Cambridge (1999) added that a more strategic plan for activities enhances the performance of the care managers to provide appropriate services, placements and meet the needs of the disabled children.

Hishinuma and Nishimura (2000) assert that parent has confirmed that integrated services are a significant component for successful underserved students with disabilities. Findings from the research show a particular need to provide integrated and specialized services for students with disability. The school description provides primary services for integrated programs and a comprehensive discussion to meet the needs of the students with disabilities (Woodman-Worrell & Higgins, 2019). Most mothers who are housewives and single mothers that raised children with disability were significantly associated with psychological distress (Masulani-Mwale, Kauye, Gladstone, M., and Mathanga, 2018) necessitated to low-income family socioeconomic status and low levels of family support (Parish, Rose, & Andrew, 2010). It contributes to a high level of challenge in child upbringing (Miranda, Mira, Berenguer, Rosello, & Baixauli, 2019). Mothers were more likely to report low levels of support if they were single parents, living in poor housing, or had a son diagnosed with Autism Spectrum Disorder (ASD) (Alsabah & Vittrup, 2017; Sukeri, Bakar, Othman, & Ibrahim, 2017).

Furthermore, emotionally atonements, parental sensitivity, and responsibility with the adolescents largely depend on the ability of the parents to understand and interpret children's behaviour, speech, non-verbal expression and body language. Thus, through social interaction, disabled children develop the ability to understand the mental state of people around them (Howe, 2006). Suitable instructional material can significantly affect overall life success, the primary academic achievement of the student population. Early intervention and other successful instructional materials can strengthen students' disabilities. With successful modes of instruction, early intervention can target areas of deficiency and help students (Martin, 2008). The child's social achievements are a significant key to having a good relationship and bond between a child and mother, helping build the indecency of the disabled child. It also helps a child with a disability increase their social value and general well-being – internal comfort, satisfaction, and happiness.

Peer support and Key Worker

In the 1960s, a school established a token reinforcement system that helped the teacher grade the children with disability, increasing levels of academic behaviour among unserious and disruptive teachers who will work hard to obtain backup reinforcement (Shakespeare, Peterkin, & Bourne, 2018). A service organization can open up a system as an effective channel for communication and cooperation between teachers and parents, and children with special needs (Tan, Kasiveloo, & Abdullah, 2022).

A programmer has developed an activity to help the teacher in helping students with learning disabilities and having difficulty gaining knowledge. The programmer develops insight into understanding the learning task, teaching methods, and instructional materials used for the disabled children and their fellow students (Pribesh et al., 2019). The activity increases awareness of the disabled on different learning styles. The focus of the activity is to evaluate the learner's attitude toward the learning task, recognize the teacher's behaviour and teaching methods, identify the response of fellow learners with disabilities, and demonstrate the learning styles on the response of the individual child with disabilities (Chalfant, 1977). In order to be independent, especially for disabled people, they need to have a job and be employed. Employers' need for a support system must have significant involvement in developing curricula and employment transition mechanisms in vocational preparation programs (Efmov, Lengen, Kordsmeyer, Harth, & Mache, 2022).

Most of the intervention has increased peer tutoring skills and positive attitudes among non-disabled peers (Cerino, 2021). Evidence suggests that interactions between non-disabled peers and students with disabilities are significant criteria for a successful functional outcome. Employers' tax incentives to hire "targeted groups" and make necessary job accommodations must continue (Bonaccio, Connelly, Gellatly, Jetha, & Ginis, 2020; Vornholt et al., 2018). There is a need to restructure social work roles to ameliorate the challenging relationships with parents and other caregivers. The philosophy is based on collaboration between professionals to render social healthcare services to children with disabilities, parents, and caregivers. The essence is to build the potential for self-confidence, self-help and decision making among the disabled and caregivers (Bloch & Seitz, 1989).

In addition, the role the teachers and the school counsellors played in providing support in school for those children with disabilities who could not get appropriate support from home has been a success in the lives of disabled children. Teachers and counsellors familiar with the basic needs of children with disabilities and families can provide exceptional support (Barber & Mueller, 2011). The result of this survey will help and support the students and families of children with disabilities. It will emphasize collaboration between professionals to provide social healthcare services for the disabled child and family to enhance the potential for self-confidence, self-help and functional abilities (Halder & Datta, 2012).

Environment and Community Support

The research provides evidence of environmental factors that develop functional creativity among children with disabilities. Family characteristics also influence creative performance in children with disabilities. Environmental factors strengthened the technique essential in developing a creative function. The family patterns and their creative ability determine the adoption of progressive learning techniques that enhances creative performance among the disabled (Hoffmann & Muttarak, 2020). In addition, engaging the children with disabilities in productive interaction with peers and other members of the community increases a sense of affection and acceptability, which promotes learning and creative performance.

Furthermore, there is a need to organise intervention programmes to advocate for social support from social welfare, government and other agencies from the Non-Governmental Organisations (NGOs). The essence is to bring out the ability of the children with disabilities to increase creative performance and enhance functional learning skills among children with disabilities (Goulden, 2021). According to Kishore and Cooper (2022), the caregivers should partner with the government and other social healthcare agencies to document the social support techniques to support staff or teachers to build curricula that will effectively facilitate the adoption of a procedure to reduce problem behaviours and enhance productive behaviour through learning. Studies also emphasised the procedure for functional analysis among children with disabilities (Bouck & Joshi, 2012; Walker & Barry, 2018). Other studies indicate that children with disabilities experience personal tragedy because they feel unhappy about their condition (Shields, Murdoch, Loy, Dodd, & Taylor, 2006). Conversely, Blyth and Gardner (2007) indicated that providing financial and emotional support and employment and recruitment opportunities increases feelings of happiness among children with disabilities and family.

Studies established an association between the problems of relationships, high anxiety, and low self-esteem among disabled persons (Alias, Ghafar, & Azizan, 2019; Claudia & Luminița, 2020; Park & Lee, 2022). Others suggested that the siblings of children with disabilities require support programs to cope with the challenges (Aytekin, 2016; Kovalcíkova, Banovcinova, & Levicka, 2020; Nuri, Aldersey, Ghahari, & Huque, 2020). There is a need for early interventions from adopters to support the early developmental skills of disabled children to prevent future breakdown. Also, training the adopters can serve as a form of support. Social work can advocate for policies that support collaboration with the social welfare and other organisations to emphasise organisational development to ensure staff can facilitate support for adoptive placement. It indicates that collaborative support between all parties can play a part in successful placements (Woodman-Worrell & Higgins, 2019).

Conclusion

There is a paucity of articles addressing adults with learning disabilities within the community setting. The literature has only alluded to family, peers, and community members (Gajar, 1992). From the 1960s and 1970s, research more focused on providing practice to parents in more structural and formalized, but it has limitations depending on the family's financial status, making the knowledge and info limited to the only family with good or rich background or financially stabled. From the 1980s, research focused only on academic performance. The disabled child interacts with peers and teachers in the classroom, ensuring that they are more independent and possibly socialize with new friends in school or working. Since the 1990s, community support has played a significant role in supporting disabled children and families to make a better living. Supports system come from the community show that academic skills play a significant role in future of disabled children to be independent as possible. From 2000 to 2010, the focus is more on caregiver mental health and financial support. Lastly, from 2011 until 2019, it reveals the stress level of caregivers in handling children with disabilities on facing stigma and discrimination from the support system. The public has much distress over disabilities and misinformation regarding understanding unfortunate events.

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