

SPECIAL NEEDS CHILDREN: A PARENT'S SUPPORT IN THE NEW NORMAL TEACHING PEDAGOGY AND LEARNING ALTERNATIVE MODALITY

CRIANÇAS COM NECESSIDADES ESPECIAIS: O APOIO DOS PAIS NA NOVA PEDAGOGIA DE ENSINO NORMAL E NA MODALIDADE DE APRENDIZAGEM ALTERNATIVA

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Abstract: The study aims to know the profile of the respondents in terms of age, gender, educational attainment, and monthly family average income of parents and to identify how the support is extended by the parents on their special need children toward their studies along the area of becoming a strong advocate, getting acquainted with school regulation, learning to access additional services, developing relationship with children module tutors, and future of special need children. The descriptive quantitative research design is employed in the study. The subjects of the study are the parents of the special needs children who are enrolled in the different Higher Education Institutions (HEI) both in private and government entities in the GCC country. Twenty (20) parents are topped in the utilization of the study. A non-probability sampling technique is utilized in the study which is purposive sampling because it is appropriate in the development of the study. The results show that there is no significant relationship between the profile of the respondents and how support is extended by the parents of the special need children toward their studies.

Keywords: Special need children. Parents' support. Alternative learning. Strong advocates. Acquainted with school regulation. Learning to access additional services. Developing relationship with children module tutors. Future of special need children.

Resumo: O estudo visa conhecer o perfil dos entrevistados em termos de idade, sexo, nível de escolaridade e renda média mensal familiar dos pais e identificar como o apoio é estendido pelos pais sobre suas crianças com necessidades especiais para seus estudos ao longo da área de se tornar um forte defensor, conhecendo a regulamentação escolar, aprendendo a ter acesso a serviços adicionais, desenvolvendo o relacionamento com os tutores do módulo infantil, e o futuro das crianças com necessidades especiais. O desenho descritivo da pesquisa quantitativa é empregado no estudo. Os temas do estudo são os pais das crianças com necessidades especiais que estão matriculadas nas diferentes Instituições de Ensino Superior (IES), tanto em entidades privadas como governamentais no país do CCG. Vinte (20) pais são os principais responsáveis pela utilização do estudo. Uma técnica de amostragem não-probabilística é utilizada no estudo, que é uma amostragem proposital porque é apropriada no desenvolvimento do estudo. Os resultados mostram que não há relação significativa entre o perfil dos respondentes e como os pais dos filhos com necessidades especiais dão apoio aos seus estudos.

Palavras-chave: Crianças com necessidades especiais. Apoio dos pais. Aprendizagem alternativa. Fortes defensores. Familiarizados com o regulamento escolar. Aprendendo a ter acesso a serviços adicionais. Desenvolvendo relacionamento com tutores do módulo infantil. Futuro das crianças com necessidades especiais.

Introduction

One of the pressing issues in the educational system at present is the special need children develop toward learning. It is a great challenge and issue to the educational system to be addressed to include the parents' support. Special needs children deserve equal right and equal protection as compared to the normal children (Mallillin, 2017). The principles of the educational needs' apply challenges in the learning problems among children with special needs processes. It outlines and attempts in the aspect of the general system in education for people in helping special needs children toward their learning. It discloses and modernizes the key concept to concise positive educational systems for children with special needs education. It integrates principles and establishes a system in quality education. It changes the global description of the area in special education. It acknowledges the system of special education in accordance to the requirements of the society equitable to quality and access. It provides instruments in the transformation of the system in education principles and competencies in learning. It practices and establishes the structure point and principle substance. It foresees the content of educational adequacy in knowledge and scientific structure of education through attitude, competency, and concrete subject quantity. It identifies expected outcome in comprehensiveness standard of education in special need children implementation (Засенко, & Прохоренко, 2018).

On the other hand, becoming an advocate to the special needs children in support of their education provides intensive services in battling to their needs that prevail their skills, tools, and information. It is important to note that children with disability ensure education with appropriate design to provide their needs and equality. Special care given to the exceptional children facilitates better advocacy on their struggles in life and services. It facilitates values and advocacies in their effort to be involved in their school activities and in their assertiveness to their learning process. Parents and teachers are facilitators on resources and knowledge as support to them (Burke et.al, 2019). Hence, inclusion practices of self-advocacy are developed and designed to guide and to analyze the dimension, knowledge, and their rights. It provides the

exceptional students to have their advocate challenges in their learning (Abera, & Negassa, 2019).

In addition, the support given to special needs children from the parents in acquaintance with the school regulation provides provision and guidelines to special curriculum education that enhances the framework in their work of progress into professional educators, individuals, and as parents to strive and to ensure the best practice achievement and process. Special children are peculiar and they have their own need to be safe and stimulating in the care of the environment to be matured and to grow intellectually, emotionally, socially, and physically. It demonstrates the commitment of both parents and teachers to provide and support in the environment safe to develop their potential individual challenges and strengths. It is conditioned in the development of the innovation of parents in the implementation of technologies among them. It ascertains the analysis of their educational learning and experiences (Razumova, Ruslyakova, Bazhenova, Shpakovskaya, & Tokar, 2019). It also provides the disabilities of learning to a self-regulatory cognitive on the characteristics of the motivation learning influences in support of their special children. It measures the complete disability learning to self-efficacy in their academic performance to intelligence of theory, and goals in the academic preference attribution effort in exerting the context of learning. Special needs children have a disability of learning in their academic low self-efficacy performance of their fixed intelligence due to their late development and have only limited ability in their level. It influences their attribution ability and preferences (Baird, Scott, Dearing, & Hamill, 2009).

Consequently, the support given by the parents in the learning to access and additional services is very significant in the learning process of the special needs students' children. It provides support in the development of the child and transition that fits on the right of the special child. It also provides the best plan and support to help in various programs that can enhance their development and learning. It provides and legitimizes effort in the implementation of education inclusion in school. It provides privilege to expand their opportunity to obtain services in the quality of education. It provides balance for readiness in learning adequacy on support and facilities. It gives an indication for children with disability appropriate for their educational services and their needs (Efendi, 2018). Besides, support in terms of concerns, attitudes, beliefs, efficacies, and intention provide services to include the learning processes inside the classroom. It predicts to determine the attempt and intention learning disabilities

inside the classroom. This can provide a better positive attitude in the implementation of the learning intention process. It emerges both the efficacy and attitude of the learning inside the classroom (Sharma, Aiello, Pace, Round, & Subban, 2018).

Subsequently, the support given on the development in a positive partnership with the special needs children in school facilitates the student in sharing the significant information to provide better relationships in their studies. It ensures that proper communication is always updated and progress. Communication can be informal or formal through teacher and parents' dialogue. It is known as development on the relationship between the module tutors, parents, and children. This ensures that they are building a work relationship on the support given to them. They can share knowledge on the development of the child. They can even show empathy through demonstration and listen actively toward parents' interaction. It describes a development of the protocol of support to the best of their capacity and ability toward learning. It determines and expects on the development in tutoring and helping inclusively at school of learning. It adopts the design and needs analysis in support of them (Santoso, & Rudiyati, 2019, April). However, it establishes and implements the understanding and knowledge on the sustainable development of the child in their education. It explores the education role on sustainability of special need children, (Hirst, 2019).

Furthermore, support by parents is important for special needs children because they deserve to be protected and concerned about their future. Parents have many plans about their future so they can live like a normal person. It highlights the development and advances in the promotion of their learning. It is a challenge on their capacity as parents on the survival of their future development and function. It embeds on their system and interaction on timing development which is very crucial in nurturing their children with disability experiences (Masten, & Barnes, 2018). It also stressed consistently that teachers can give support in the determination of the success of their education. The knowledge and attitude of teachers in the success of the special needs children can determine their future development (Kurniawati, De Boer, Minnaert, & Mangunsong, 2017).

Statement of the problem

1. What is the profile of the respondents in terms of
 - a. age,

- b. gender,
 - c. educational attainment, and
 - d. monthly family average income?
2. How support is extended by the parents on the special need children toward their studies along the area of
- a. becoming a strong advocate,
 - b. getting acquainted with school regulation,
 - c. learning to access additional services,
 - d. developing relationship with children module tutors, and
 - e. future of special needs children?
3. Is there a significant relationship between the profile of the respondents and how support is extended by the parents of the special needs children toward their studies?

Hypothesis

There is no significant relationship between the profile of the respondents and how support is extended by the parents of the special need children toward their studies.

Theoretical Framework

The study is anchored on the context, culture and disability in a systematic review of historical and cultural theory based studies on the learning and teaching students with special needs or disability, Bal, Waitoller, Mawene, & Gorham, (2020) as this theory deals on behavior and cognitive theories. Teaching students with special needs and disabilities is demonstrated by the cognitive and behavior theories privilege on the analysis of every individual. Cognitive and behavior theories are dominant particularly on special need children. It provides and attempts to teach special needs children for the proposed cognitive approaches on mix physiological to remediate the mobility of physical dysfunction and senses of students with special needs. The student and identification of disabilities and gifted students are highly influenced by every individual and cognitive behavior theories. The intellectual assessment was adopted in the 20th century and may continue for strong hold on identified students on both gifted or children with disability and special needs. Behavior theories and practices have informed the dominant as applied to analysis of the behavior on the common form of teaching special need children. The

approaches of learning and teaching fuse an individual bounded point of the learner. The ingrained approach to teaching the special need children or special education design and tends to disseminate and tests the teaching practices and intervention of individual form of special need children that remedy and focus on student deficit and disabilities. It draws increasingly on historical and cultural activity theory as a predominant and alternative cognitive and behavioral theories to learning and teaching students with special needs.

Concept of the Study

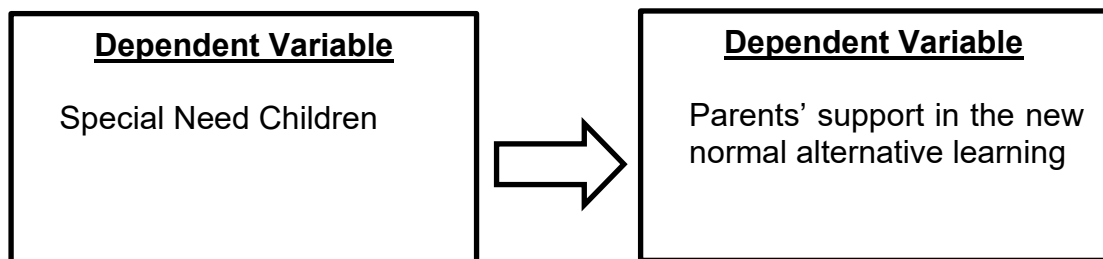


Figure 1: Dependent and independent variables on special need children and parents' support in the new normal alternative learning

Methodology

Research design

The descriptive quantitative research design is employed in the study because it is an appropriate design on the study under investigation. It provides basic knowledge in the interpretation of applying the findings of the research in support of parents to special needs children. It is a design that provides generated knowledge, shape, and study. It discusses the question purposes and types associated with the special needs children. It reviews the research design to address the question types of the study which interprets the research accordingly, Cook, & Cook, (2016).

Respondents of the study

The subjects of the study are the parents of the special needs children who are enrolled in the different Higher Education Institutions (HEI) both in private and government entities. Twenty (20) parents are topped in the utilization of the study. They are very cooperative because they have special needs children and they want to address and help in the improved educational system and in support of this study.

Sampling Techniques

A non-probability sampling technique is utilized in the study which is purposive sampling because it is appropriate in the development of the study. It is direct and simple because all the respondents topped in the study have special needs children. This is best in matching the sampling because it provides objectives in the trustworthiness in selecting the samples of the study as to dependability, credibility, conformability and transferability. It outlines the support of the parents to their special need children in terms of becoming a strong advocate, getting acquainted with school regulation, learning to access additional services, development relationship with children and module tutors, and the future of the special need children. It highlights the purposive sampling integration of dependent context design of the study, Campbell, et.al, (2020).

Research instruments

1. Support extended as to becoming a strong advocate

Scale Level	Descriptive Interpretation	Descriptive
4.20-5.00	Strongly Agree	Support extended as to strong advocate is highly observed
3.40-4.19	Agree	Support extended as to strong advocate is observed
2.60-3.39	Neutral	Support extended as to strong advocate is limited

1.80-2.59 is not observed	Disagree	Support extended as to strong advocate
1.00-1.79 is not observed at all	Strongly Disagree	Support extended as to strong advocate

2. Support extended as to get acquainted with school regulations

Scale Level	Descriptive Interpretation	Descriptive
4.20-5.00	Strongly Agree	Support extended as to school regulation is highly observed
3.40-4.19	Agree	Support extended as to school regulation is observed
2.60-3.39	Neutral	Support extended as to school regulation is limited
1.80-2.59 is not observed	Disagree	Support extended as to school regulation
1.00-1.79 is not observed at all	Strongly Disagree	Support extended as to school regulation

3. Support extended as to learn how to access additional services

Scale Level	Descriptive Interpretation	Descriptive
4.20-5.00	Strongly Agree	Support extended as to access additional service is highly observed
3.40-4.19	Agree	Support extended as to access additional service is observed
2.60-3.39	Neutral	Support extended as to access additional service is limited
1.80-2.59 service is not observed	Disagree	Support extended as to access additional
1.00-1.79 service is not observed at all	Strongly Disagree	Support extended as to access additional

4. Support extended as to develop a good relationship with special need module tutor

Scale Level	Descriptive Interpretation	Descriptive
4.20-5.00	Strongly Agree	Support extended by the module tutor is highly observed
3.40-4.19	Agree	Support extended by the module tutor is observed
2.60-3.39	Neutral	Support extended by the module tutor

1.80-2.59 Disagree Support extended by the module tutor
is not observed is limited

1.00-1.79 Strongly Disagree Support extended by the module tutor
is not observed at all

5. Support extended as to future of special needs

Scale Level	Descriptive Interpretation	Descriptive
4.20-5.00	Strongly Agree	Support extended to future special needs is highly observed
3.40-4.19	Agree	Support extended to future special needs is observed
2.60-3.39	Neutral	Support extended to future special needs is limited
1.80-2.59 is not observed	Disagree	Support extended to future special needs
1.00-1.79 is not observed at all	Strongly Disagree	Support extended to future special needs

Results

Table 1. Profile of the respondents

Profile	Frequency	Percentage	Ranking
1. Age			
35 below	2	10	3.5
36-40	2	10	3.5
41-45	10	50	1
46-50	3	15	2.5
51 above	3	15	2.5
2. Gender			
Male	4	20	2
Female	16	80	1
3. Educational Attainment			
Elementary Level/Graduate	8	40	2

Secondary Level/Graduate	9	45	1
College Level/Graduate	2	10	3
Others:	1	5	4
4. Monthly Income			
OMR 10,000.000 below	1	5	6
OMR 10,001.000 - OMR 15,000.000	5	25	1.5
OMR 15,001.000 - OMR 20,000.000	5	25	1.5
OMR 20,001.000 - OMR 25,000.000	4	20	3
OMR 25,001.000 - OMR 30,000.000	3	15	4
OMR 30,001.000 and above	2	10	5

Table 1 presents the frequency and percentage distribution of the profile of the respondents. It shows that the 41-45 years age bracket is 10 or 50% among the respondents. Female respondents' is 16 or 80% among them. Secondary level/graduate is their educational attainment which is 9 or 45% among the respondents, and monthly average family income is OMR 10,001.000 - OMR 15,000.000 and OMR 15,001.000-OMR 20,000.000 is 5 or 25% among the respondents.

Table 2. Support extended as to becoming a strong advocate

Indicators	WM	I	R
1. Advocate successfully to their rights to learn.	4.12	A	2.5
2. Advocate successfully to their needs in school.	4.12	A	2.5
3. Know their rights to communicate effectively.	4.05	A	4
4. Ask questions about the services being provided for their child.	3.38	M A	5
5. Assist their children on their needs in school regarding their growth and development	4.28	SA	1
Average Weighted Mean	3.99	A	
Standard Deviation	0.351		

Table 2 presents the support extended to special need children toward learning along the area of becoming a strong advocate. Assisting their children on their needs in school regarding their growth and development, with (WM=4.28) or Strongly Agree which means support extended as to strong advocate is highly observed. Advocate successfully to their rights to learn, and Advocate successfully to their needs in school, with (WM=4.12) or Agree which means support extended as to strong advocate is observed. Know their rights to communicate effectively, with (WM=4.05) or Agree which means support extended as to strong advocate is observed. Ask questions about the services being provided for their child, with (WM=3.38) or Moderately Agree which means support extended as to a strong advocate is limited. The overall (AWM=3.99) or Agree which means support extended as to strong advocate is observed.

Table 3. Support extended as to get acquainted with school regulations

Indicators		WM	I	R
1.	Support them to maintain the passing mark of their modules.	4.23	SA	1.5
2.	Remind them always of the rules and policies of the school.	4.23	SA	1.5
3.	Teach about the educational rights of children with special needs.	3.75	A	4
4.	Provide special need families with access to seminars on their special need children.	3.39	M A	5
5.	Navigate or direct special need children to the educational system in the college.	3.90	A	3
Average Weighted Mean		3.90	A	
Standard Deviation		0.354		

Table 3 presents the support extended to special need children toward learning along the area of getting acquainted with school regulations. Support them to maintain the passing mark of their modules, and Remind them always of the rules and policies of the school, with (WM=4.23) or Strongly Agree which means support extended as to school regulation is highly observed. Navigate or direct special need children to the educational system in the college, with (WM=3.90) or Agree which means support extended as to school regulation is observed. Teach about the educational rights of children with special needs, with (WM=3.75) or Agree which

means support extended as to school regulation is observed. Provide special need families with access to seminars on their special need children, with (WM=3.39) or Moderately Agree which means support extended as to school regulation is limited. The overall (AWM=3.90) or Agree which means support extended as to school regulation is observed.

Table 4. Support extended as to learn how to access additional services

Indicators	WM	I	R
1. Need to identify the services being provided among their special need children.	4.20	A	2
2. Need to know how to use insurance to secure services they need.	4.00	A	3.5
3. Need to know how to access mental health services	4.00	A	3.5
4. Train to work with children with special needs.	3.36	M A	5
5. Need to know all the necessary support given to their special need children.	4.88	SA	1
Average Weighted Mean	4.09	A	
Standard Deviation	0.544		

Table 4 presents the support extended to special need children toward learning along the area of learning how to access additional services. Need to know all the necessary support given to their special need children, with (WM=4.88) or Strongly Agree which means support extended as to access additional service is highly observed. Need to identify the services being provided among their special need children, with (WM=4.20) or Agree which means support extended as to access additional service is observed. Need to know how to use insurance to secure services they need, and Need to know how to access mental health services, with (WM=4.00) or Agree which means support extended as to access additional service is observed. Train to work with children with special needs, with (WM=3.36) or Moderately Agree which means support extended as to access additional service is limited. The overall (AWM=4.09) or Agree which means support extended as to access additional service is observed.

Table 5. Support extended as to develop a good relationship with special need module tutor

Indicators	WM	I	R
1. Collaborate with special needs teachers to support their child.	4.20	A	2.5
2. Inform the special need teacher regarding the behavior of the child in his learning activities.	3.42	A	3.5
3. Collaborate with special need teacher in managing the behavior of the child	4.33	SA	1
4. A thorough communication must be done from time to time regarding the special needs children.	4.20	A	2.5
5. Develop a good relationship with both parents and teachers for better learning development of a special need child.	3.42	A	3.5
Average Weighted Mean	3.91	A	
Standard Deviation	0.454		

Table 5 presents the support extended to special needs children toward learning along the area of developing a good relationship with special needs module tutor. Collaborate with a special need teacher in managing the behavior of the child, with (WM=4.33) or Strongly Agree which means support extended by the module tutor is highly observed. Collaborate with special needs teachers to support their child, and thorough communication must be done from time to time regarding the special needs children, with (WM=4.20) or Agree which means support extended by the module tutor is observed. Inform the special need teacher regarding the behavior of the child in his learning activities, and Develop a good relationship with both parents and teachers for better learning development of a special need child, with (WM=3.42) or Agree which means support extended by the module tutor is observed. The overall (AWM=3.91) or Agree which means support extended by the module tutor is observed.

Table 6. Support extended as to future of special needs

Indicators	WM	I	R
1. Vigilant about identifying the opportunities of his special needs child in the future.	4.02	A	3.5
2. Identify the skills of his special child in the future.	4.02	A	3.5
3. Help and guide his special needs child in the educational choices base on his skills.	4.18	A	2
4. Prepare his special needs to be independent for his future.	4.78	SA	1
5. Help his special need for his social security and benefits in the future.	3.40	M A	5
Average Weighted Mean	4.08	A	
Standard Deviation	0.492		

Table 6 presents the support extended to special need children toward learning along the area of future of special need children. Prepare his special need to be independent for his future, with (WM=4.78) or Strongly Agree which means support extended to future special needs is highly observed. Help and guide his special needs child in the educational choices based on his skills, with (WM=4.18) or Agree which means support extended to future special needs is observed. Vigilant about identifying the opportunities of his special need child in the future, and Identify the skills of his special child in the future, with (WM=4.02) or Agree which means support extended to future special needs is observed. Help his special need for his social security and benefits in the future, with (WM=3.40) or Moderately Agree which means support extended to future special needs is limited. The overall (AWM=4.08) or Agree which means support extended to future special needs is observed.

Table 7. Significant relationship between the profile of the respondents and how support is extended by the parents of the special need children toward their studies

Variables	computed r value	Relationship	Decision
Age:			
➤ Becoming a strong advocate	0.011499	not significant	accepted
➤ Getting acquainted with school regulation	0.011485	not significant	accepted
➤ Learning to access additional services	0.011515	not significant	accepted
➤ Developing relationship with children module tutors	0.011487	not significant	accepted
➤ Future of special need children	0.011514	not significant	accepted
Gender:			
➤ Becoming a strong advocate	0.007184	not significant	accepted
➤ Getting acquainted with school regulation	0.007175	not significant	accepted
➤ Learning to access additional services	0.007194	not significant	accepted
➤ Developing relationship with children module tutors	0.007176	not significant	accepted
➤ Future of special need children	0.007193	not significant	accepted
Educational Attainment:			
➤ Becoming a strong advocate	0.012779	not significant	accepted
➤ Getting acquainted with school regulation	0.012763	not significant	accepted
➤ Learning to access additional services	0.012797	not significant	accepted
➤ Developing relationship with children module tutors	0.012765	not significant	accepted

➤ Future of special need children	0.012795	not significant	accepted
Monthly Income:			
➤ Becoming a strong advocate	0.023028	not significant	accepted
➤ Getting acquainted with school regulation	0.022999	not significant	accepted
➤ Learning to access additional services	0.023060	not significant	accepted
➤ Developing relationship with children module tutors	0.023002	not significant	accepted
➤ Future of special need children	0.023057	not significant	accepted
Significant at 0.05 level, one-tailed test, df at 18 with critical r-value of 0.444			

Table 7 presents the significant relationship between the profile of the respondents and how support is extended by the parents of the special need children toward their studies. It shows in the table that when two variables are tested against each other. It reveals that the computed r value is lower than the critical value of 0.444, with df of 18 which is the relationship is not significant and the hypothesis is accepted. Therefore, it is safe to say that there is no significant relationship between the profile of the respondents and how support is extended by the parents of the special need children toward their studies and the alternative hypothesis is rejected.

Discussion

Parents' support is indeed significant to their special needs children toward their studies. It is effective in different ways that provides positive implication to the family in the community. It provides programs to parents that are useful to address the knowledge and development practice and skills in parenting and modality. It provides challenges and contextual involvement of parents adequate to the physical, emotional, and health issues among their special children (Eddy, et. al. 2019).

Hence, the profile of the respondents show that they are very willing to support their special needs children because they are at their prime age where support is their main concern. Likewise, to female respondents where they need to provide tender loving care to their special

need children, though most of the respondents are secondary level, they stressed the need of helping them on their studies which is important on the development of their children and their learning process. They have ways and means in supporting them to sustain their need toward their studies. It is a transformation and traditional responsibilities of parents to mainstream and find themselves as multifaceted dexterous in the responsibilities toward the education of their special need children (Lyn, Loh, and Rosli, 2020).

Consequently, the extended support to the special needs children toward their learning through becoming a strong advocate to prepare them to exercise their right to learn as compared to the normal children. They have the right to proper education and this is what the parents are pushing for as support to them. They have the right to communicate effectively. Proper services are being provided because they need a tender loving care due to the late development in their aspect of life. Parents do their very best to assist them in their growth, development in life. Parents with disabilities children provide advocates to the special services in their education which is very crucial to the perspective and understanding. It focuses on the support advocates toward social learning and communication. This supports and techniques provide a positive result for them (Burke, et. al., 2018). In addition, parents play a significant role in their learning process at home and in their environmental education. It influences parents on their advocate and support. It provides recognition to parents on their efforts and challenges. It develops and provides a resilient style of parents' advocacy and persistence to navigate the learning process (Park, Foley-Nicpon, Choate, & Bolenbaugh, 2018).

Constantly, the support of parents to their special needs children in getting acquainted with the school regulation can help them to learn and pass in their modules. Support is indeed needed for them since they will remind of the rules and policies to be followed in their studies as part of the process in their learning and development. They teach and have hands-on educational rights. They even support their children to the access of seminars and training to enhance learning among their children with special needs and attention. They even navigate to direct their special need children to the educational system in the college. It helps in the assessment of the educational and pedagogical intervention among them. It is an assessment of inclusive intervention in education that can be addressed to learning diversity and needs (Schwab, Hessels, Obendrauf, Polanig, & Wölflingseder, 2015). Certainly, the attitude and knowledge of parents provides them the courage in sustaining their needs in school because it associated their

information and familiarity and support. It provides understanding to the real situation that leads to a positive attitude towards them. It is very important for parents and teachers to know, understand, respond and to manage them well because they have different concerns in their status in life (Narita, & Hamano, 2019).

Conversely, the support of parents to their special needs children on how to access and learn additional services provide to identify the needs of services as support for them like insurance for their security and services need. They need also to know how to access their mental health services and need to be trained to work through with their special condition in life and to know the necessary support among them. It ensures that they learn the essential support and expected additional need of learning. It implies that learning knowledge and needs among them are important (Mitchell, & Sutherland, 2020). Asides, priority must be given emphasis which is allocated as resources for additional support to special need children. It is a collective responsibility to individual learning experiences among them. Parents' access to this information must be given emphasis also as partners to educational learning (Armstrong, 2020). Indeed, parents with special needs and disabilities in life disrupt the development of their children in terms of intellectual, emotional, social, physical, and mental on their career and social life. Likewise, their academic needs are provided necessary services which are special as compared to normal children. It determines the effectiveness of commitment and acceptance to increase their self-esteem (Barida, & Widyastuti, 2019).

Furthermore, development of good relationships with module tutor, parents collaborates with their special needs tutor to support their children on their learning process. They even inform the special needs tutor on the attitude and behaviors of their children with disabilities to enhance the learning activities among them. They are very supportive in the collaboration on their module tutor in the management of their special need behavior because learning is a process. There is open and transparent communication from time to time for proper monitoring on their progress. They also develop a good relationship with both parents and teachers for better learning. It is important to note that developmental features of the special needs children as supported by their parents at home and school would mean an increase of their knowledge of learning like the normal children. Support must be given through proper knowledge of education, nutritional knowledge as part of the development, proper care, clean living aspect, and the process. It provides parental guidance on the child aspect of development and needs. It

is effective in the proper development of the child with disability. Tutors also need this concept as partners in the education process of the special needs children. The perspective and understanding of the situation requires parenting techniques for proper monitoring and development (Akmal, & Hardono, 2019). Similarly, to programs on parenting intervention behavior and change among special need children. Support is indeed important as part of their tender loving care to their children. This is a very challenging situation on their part. They struggle to care for their special needs children. This includes the dynamic intervention and timing to the child with disability for their support and needs. The intervention determines the support given by the parents along the special needs, issues and conditions. It helps the parent to assess the quality of the improvement of the special need development relevant to its effectiveness and well-being (Bradshaw, et.al., 2019).

Moreover, parents' support prepares the special need in their future to become independent and mature. They are vigilant in identifying the opportunities that can help them to live a normal life. They also identify their skills and through their skills that is where they can enhance and improve to develop the skills needed. They also guide and help on the choices of their education based on the skills of the special need. They can help them to develop and improve their independence. They are preparing them for their benefits and social security in the future. Yet, opportunities in education prepare them in the future because they are examined on their development and progress aside from their needs. It provides them a better competency in the future (Cooc, 2019). Nonetheless, special need children usually encounter difficulties in their learning process and development due to their situation. Their effort to learn can improve and enhance their adaptability to the achievement of their goal in the environment of learning. The application and the analysis of the trends in the special education support the dimension of their learning process as a device of learning, technique and strategy, learning domain and issue in their environment of learning (Cheng, & Lai, 2019).

Conclusion

1. It shows that becoming a strong advocate is to assist their children in their needs in school regarding their growth and development.

2. It shows that getting acquainted with school regulation reveals that there is support given to them to maintain a passing mark in their module and always remind them of the rules and policies of the school.
3. It shows that there is a need to know all the necessary support given to their special needs children in terms of how to access additional services among the special needs children.
4. It shows that there is collaboration with special needs teachers in managing the behavior of the special needs child in terms of good relationship with their module tutor development.
5. It shows that they prepare special needs children to be independent for their future.

Recommendation

1. Parents must know the different services supplied among their special needs children because most of them are asking about what services are being provided for them to become an advocate for them.
2. There is a need to provide a special need family to access seminars and workshops as support for them to have a thorough background in the proper handling of special needs children and for them to be acquainted with the rules and regulations in school as well.
3. There is a need to train and to work with special needs children and how to access additional services for them as part of their development and progress in their learning.
4. There is a need to inform the special needs tutor regarding the behavior of the special need children and to develop a good relationship with both parents and module tutors for better learning and progress of the special need child.
5. Parents should be vigilant in identifying the opportunities and skills of the special needs children in preparation for their future.

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