

The Study of Problems Faced by Physically Disabled Children

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Abstract: *The present research is an attempt to study the understanding of problems faced by children with disabilities among the public of Chennai city. The problem faced by physically disabled children has evolved over time. In the past, disabled children were often isolated and excluded from mainstream society due to lack of understanding, awareness, and adequate support. Today, there is a greater recognition of the rights of disabled individuals, including children, and efforts have been made to improve their access to education, health care, and social services. The issue faced by them has got to the forefront of the society with active participation of NGOs and government within the context of current standing. It includes sources from surveys within the country and other countries at different levels. This paper represents the framework, policy choices and methods that the Indian government should adopt to tackle this issue and additionally describes the Impact on their quality of life. The research method used in this paper is a descriptive method. Sampling method is Simple Random sampling. The sample size is about 206 respondents. Sample frame is collected from in and around Chennai. The independent variables are age, gender, occupation, educational qualification, income. The dependent variables are problems faced by physically disabled students, The instruments and tools available for physically disabled children is convenient, problem faced by parents of autistic children is more difficult than normal, Children with disabilities shall have the right to free books, scholarship, uniform and other learning material. Rate how much will it be beneficial for the students. The findings of the study will be highly beneficial in preventing, diminishing or eliminating the problems in the fields of academics, locomotors, communication and adjustment of physically handicapped students..*

Keywords: Disabilities, Special care, bullying, challenges, locomotors

I. INTRODUCTION

Evolution of the topic is: The problem faced by physically disabled children has evolved over time. In the past, disabled children were often isolated and excluded from mainstream society due to lack of understanding, awareness, and adequate support. Today, there is a greater recognition of the rights of disabled individuals, including children, and efforts have been made to improve their access to education, health care, and social services. Additionally, advances in assistive technology have helped to increase the independence and quality of life of physically disabled children. However, there is still a long way to go to ensure that all physically disabled children have equal opportunities and are fully included in society. In India, the government has taken several initiatives to address the challenges faced by physically disabled children: Right to Education Act: This act ensures that children with disabilities have the right to free and compulsory education in inclusive schools. National Trust Act: The act provides for the protection, care and rehabilitation of persons with autism, cerebral palsy, mental retardation and multiple disabilities. Accessible India Campaign: The campaign aims to make public buildings and spaces accessible to persons with disabilities. National Policy for Persons with Disabilities: The policy aims to empower persons with disabilities and ensure their full participation in all spheres of life. Ministry of Social Justice and Empowerment: The Ministry implements various schemes and programs for the welfare and rehabilitation of persons with disabilities. Assistive Technology: The



government provides assistive technology devices and equipment to children with disabilities to help them lead an independent life. Overall, the government is taking steps to address the challenges faced by physically disabled children, but more needs to be done to ensure that these children have equal opportunities and lead a life of dignity. There are several factors that affect the problems faced by physically disabled children, including: Accessibility: Lack of physical accessibility to buildings, schools, and public spaces can limit the mobility of physically disabled children and make it difficult for them to participate in activities and receive education. Attitude: Negative attitudes and stereotypes towards physically disabled individuals can lead to social exclusion, discrimination, and low self-esteem in disabled children. Health care: Limited access to quality healthcare, rehabilitation services, and assistive technology can prevent physically disabled children from reaching their full potential. Education: Lack of specialized education programs and resources can make it difficult for physically disabled children to receive a proper education and reach their full academic potential. Finances: Financial difficulties can limit access to medical treatment, rehabilitation, assistive technology, and specialized education for physically disabled children. Culture and society: In some cultures and societies, physically disabled individuals may be viewed as a burden, which can result in discrimination and exclusion. Current trends relating to physically disabled children: Inclusiveness: A growing trend towards creating inclusive educational environments for physically disabled children. This involves designing classrooms and educational materials to accommodate children with disabilities. Assistive technology: The use of technology, such as electronic devices and software, to assist physically disabled children in learning and communication. Collaboration between healthcare and education: Increasing collaboration between healthcare providers and educators to address the physical, emotional, and developmental needs of disabled children. Parental involvement: A trend towards involving parents in their child's education and rehabilitation to support their child's development. Awareness and advocacy: Raising awareness about the challenges faced by physically disabled children and advocating for their rights, such as the right to education and accessible environments. Integration in society: An increased focus on integrating physically disabled children into their communities and promoting social inclusion, rather than segregation. The Main aim of this research paper is to identify the problem faced by physically disabled students.

OBJECTIVES:

- To find about Childhood Disability and to analyse the problems of disability.
- To find the Mental Health Issues of children with disabilities.
- To explore the Changing Landscape of Disability in Childhood.
- To find the facts and surveys about child disability.
- To get some suggestions for solving problems faced by them.

II. REVIEW OF LITERATURE

The aim of this review was to synthesise evidence of psychosocial and environmental factors associated with school participation of 4–12 year old children with disabilities to inform the development of participation-fostering interventions. **Donald Maciver (2019)**

Findings in the literature demonstrate that students with severe/multiple disabilities have access to a meaningful and appropriate inclusive education through IEP-specified accommodations and modifications incorporated through aUDL environment. **Wendy Rogers, Nicol Johnson, (2018)**

Based on peer sociometric reports, they examined how number of friendships, social acceptance, and characteristics of social networks vary as a function of disability profile. They also investigated teachers' awareness of the sociometric status of young children with disabilities. **Milene Ferreira, (2017)**

This study identifies the incidence and development of disabled children's problem behaviors (i.e., conduct, peer, hyperactivity, and emotional problems) during the early years. Using the Millennium Cohort Study, a nationally representative UK study, and a measure of disability anchored in the UK legal definition, we estimate growth curve models tracking behavior problems from ages 3 to 7. **Rebecca C Fauth, (2017)**



The purpose of this study was to assess the physical activity (PA) of children with physical disabilities (PD) in school and home settings and to simultaneously examine selected contextual characteristics in relation to PA in those settings. Children with PD (N = 35; Mean age = 15.67 ± 4.30 years; 26 boys) were systematically observed using BEACHES (Behaviors of Eating and Activity for Children's Health: Evaluation System) at school (before school, recess, lunch break, after class) and at home (before dinner) during four normal school days. Ru Li, Cindy Hui-Ping Sit, [...], and **Thomas L. McKenzie, (2017)**

This article enhances our understanding of bullying experiences among disabled children in both early and later childhood, drawing on nationally representative longitudinal data from the Millennium Cohort Study and the Longitudinal Study of Young People in England. We model the association of disability measured in two different ways with the probability of being bullied at ages seven and 15, controlling for a wide range of known risk factors that vary with childhood disability. **Stella Chatzitheochari, Samantha Parsons, Lucinda Platt, (2015)**

The article explores non-disabled children's enactment of various cultural schemas relating to disability and argues that although they are capable of questioning, even transforming, schemas, they are primarily engaged in enacting a series of 'hegemonic' schemas that maintain their privileged position as non-disabled people. The article concludes by urging schools and educationalists to do more to encourage non-disabled children to think differently and positively about disabled people. Angharad E. Beckett (2014)

The aim of this study was to investigate the impact of disability on the lives of children sponsored by Plan International across 30 countries. There is currently little large-scale or internationally comparable evidence to support these claims. **Kuper H, Monteath-van Dok A, Wing K, Danquah L, Evans J, Zuurmond M, et al. (2014)**

The purposes of this study were to explore caregiver perceptions of the origin of their children's disabilities, aspirations for their children's future, and the frequency with which they sought health care and rehabilitation services for their children with disabilities. A qualitative descriptive design using face-to-face semi-structured interviews of 13 caregivers of children with disabilities was employed. **Susan B Matt, (2014)**

The data within this paper draw on a larger evaluation study of the Blackpool Early Support Pilot Programme. The qualitative study used an appreciative and narrative approach and utilised mixed methods (interviews, surveys and a nominal group workshop). Data were collected from 43 participants (parents, key workers, and other stakeholders). **Bernie Carter (2011)**

Director-General to produce a World report on disability based on the best available scientific evidence. The World report on disability has been produced in partnership with the World Bank, as previous experience has shown the benefit of the collaboration between agencies for increasing awareness, political will and action across sectors. The World report on disability is directed at policy-makers, practitioners, researchers, academics, development agencies, and civil society. World report on disability **Megan Thomas (2011)**

The Children's Society's Shared Care Project in Solihull worked with disabled children and young people to develop 'Askability', a unique website (Askability.org.uk). The website was designed to make news, sport, film reviews and fun activities available to disabled children who had difficulties accessing websites and television programmes and so had no provision or access to news in a simplified format or language they could understand (ie. pictures, symbols). **Murray, M. (2007)**

The paper discusses the issues relating to the provisions, practices and curricular concerns for children with Special Educational Needs (SEN). Though SEN may result from a number of factors, in this paper, however, we are concerned with those arising from physical, sensory and intellectual disability. **(Education of children with special needs) (2006)**

This article takes a step forward and focuses on the cognitive processes as a result of experiencing a traumatic event. The Authors move away from the negative outcomes and highlight the process of developing positive perceptions in these parents. The focus is on the process of coping that generates positive perceptions and the ways that these positive perceptions are used as an effective coping strategy. **Ashum Gupta, Nidhi Singhal, (2004)**

This study investigated the QOL among parents of children with and without developmental disabilities. The relationship between parental QOL and children's functional independence was evaluated. Results indicated that parents of children with disabilities had lower QOL scores in the social relationships and environment domains. **Cecilia Yuen Shan Leung and Cecilia Wai Ping Li-Tsang (2003)**



This paper attempts to find areas of commonality between the opposing camps, and thus to rearrange the figures of the paradox at a fundamental level. The purpose is first to identify areas in which common ground can be achieved, and secondarily, to clarify the areas in which disagreement continues. While a general and unified theory of physical difference/ disability is beyond the scope of this paper the result may advance that general goal. **Tom Koch,(2001)**

Results showed that the disabled children were functioning well in physical skills and in their educational settings, and that parental attitudes were generally positive. Girl children were not initially referred for treatment as often as boys, yet at discharge parental attitudes were not discriminatory towards girls. **William Boyce, Shankar Malakar, Robert Millman and Krishna Bhattarai,(1999)**

Reviewing this research reveals as much about society's reaction to disability and to disabled children, as it does about the abuse itself. This Annotation presents research in relation to three issues: (1) prevalence of abuse of disabled children; (2) responding to abuse; and (3) preventing abuse. **Helen L. Westcott and David P. H. Jones,(1999)**

This paper deals with some of the more common problems run into when working clinically with families of LD children and presents some guides for handling them. In addition some common family crises are discussed in terms of their impact on LD children. **Allan Berman (1979)**

Kids and families are going through extraordinary pressure because of the Coronavirus pandemic, to some extent, because of the interruption of day to day existence emerging from commanded social separating conventions. Accordingly, the motivation behind the current report is to bring issues to light encompassing flexibility testing and versatility advancing variables for outcast kids and families during the Coronavirus emergency. **(Browne, Smith, and de Dieu Basabose 2021)**

III. RESEARCH METHODOLOGY

Empirical research is used for the purpose of the study. It helps to understand the behaviour of individuals/groups/society .Simple Random sampling method is used to collect the samples . The sample size is 206. Samples are collected based on the ease of access or availability . The independent variables are gender , age ,education qualification The dependent variables are problems faced by physically disabled students, The instruments and tools available for physically disabled children is convenient, problem faced by parents of autistic children is more difficult than normal, Children with disabilities shall have the right to free books, scholarship, uniform and other learning material.Rate how much will it be beneficial for the students The statistical tool used are SPSS-Graphs

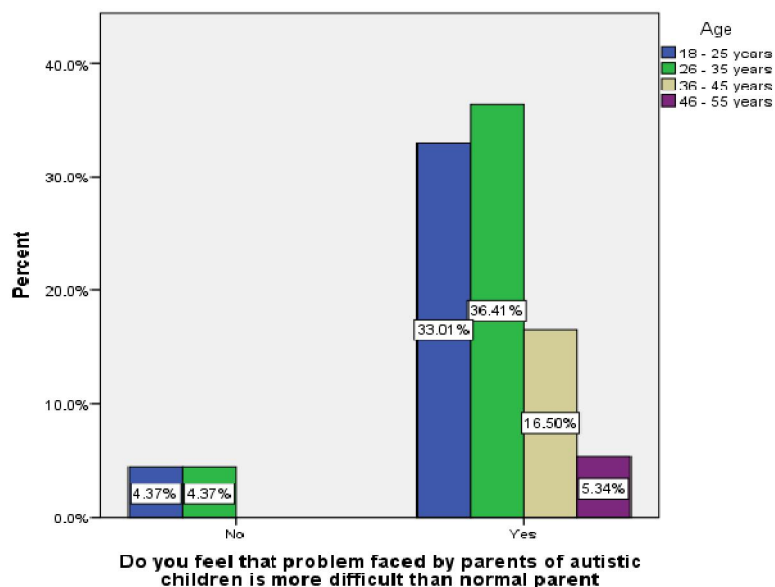
IV. ANALYSIS

Null Hypothesis: There is no significant association between problems faced by disabled children and occupation.

Alternate Hypothesis: There is a significant association between problems faced by disabled children and occupation.

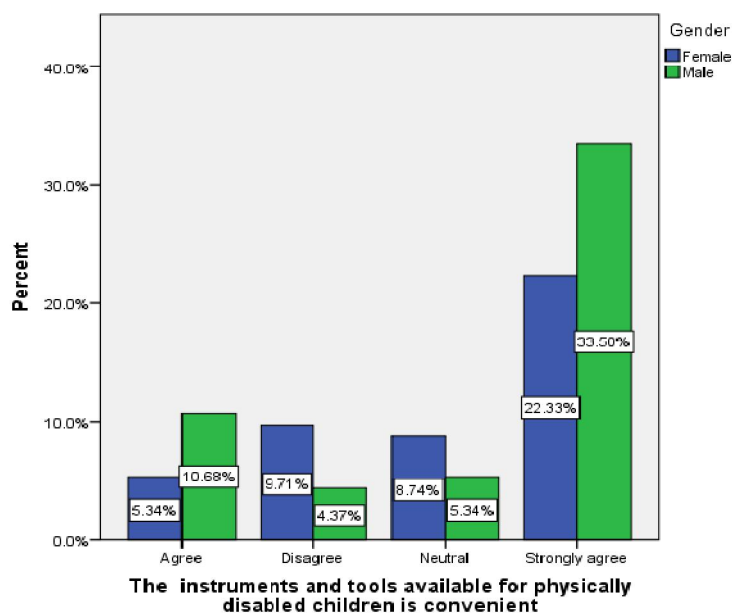
Figure 1:





Legend : Figure 1 shows that that problem faced by parents of autistic children is more difficult than normal parent compared with the age of the respondent.

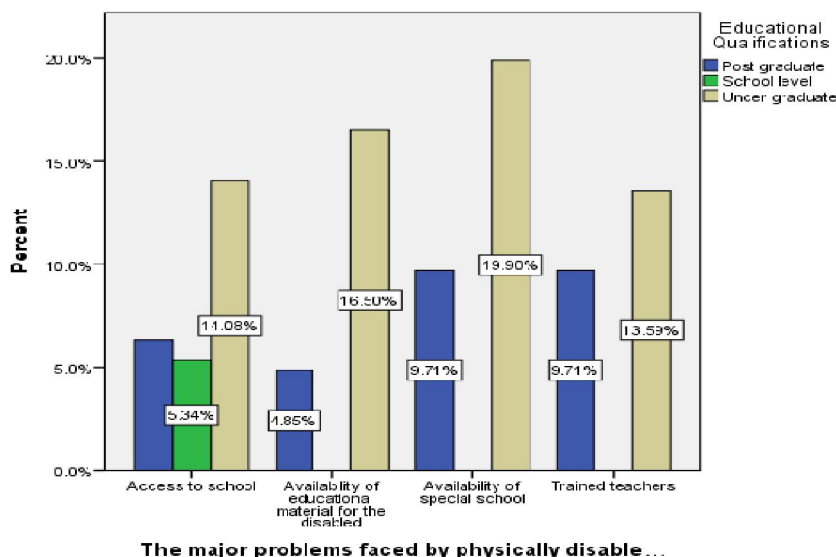
Figure 2:



Legend : Figure 2 shows that the instruments and tools available for physically disabled children is convenient which is compared gender of the respondent .

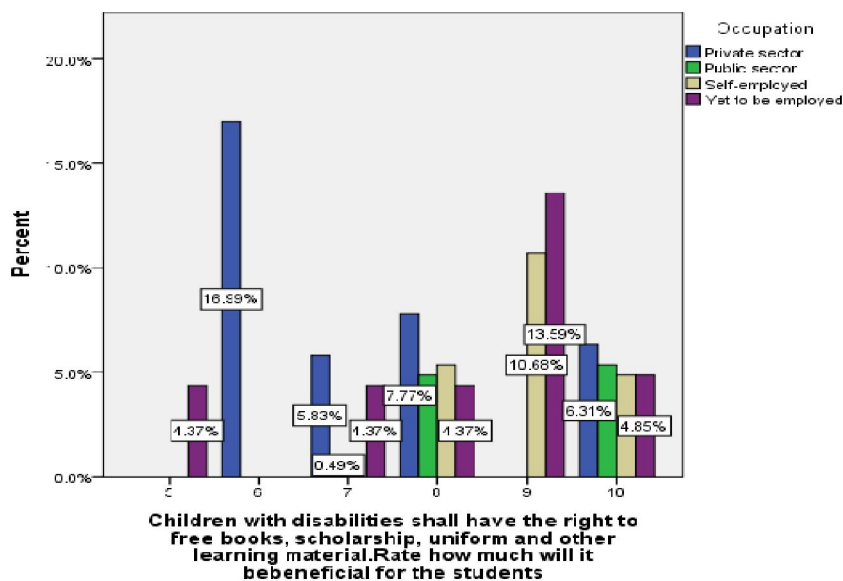


Figure 3:



Legend : figure 3 shows that The major problem faced by physically disabled student which is compared with the educational qualification of the respondent.

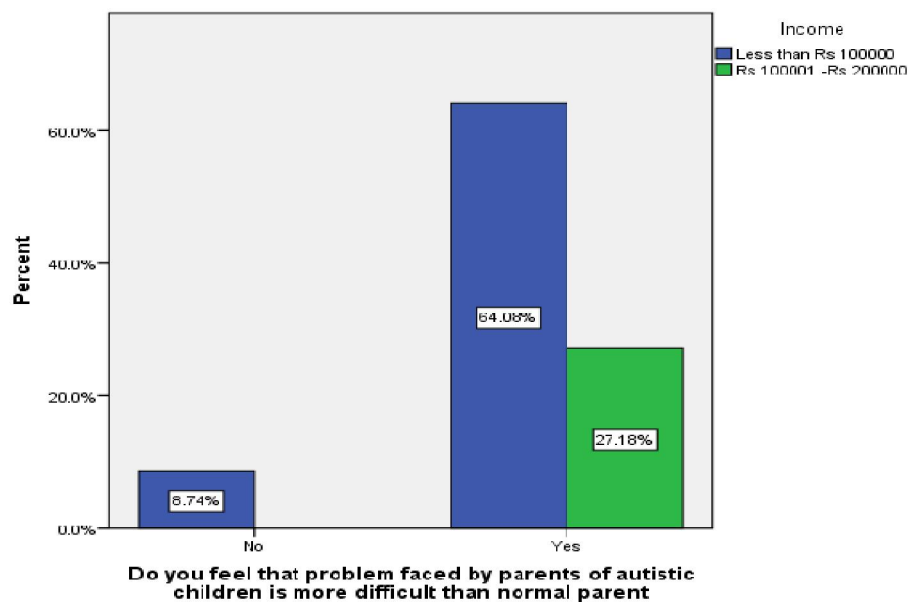
Figure 4 :



Legend : Figure 4 shows that Children with disabilities shall have the right to free books, scholarship, uniform and other learning material. Rate how much will it be beneficial for the students which is compared with occupation of the respondent

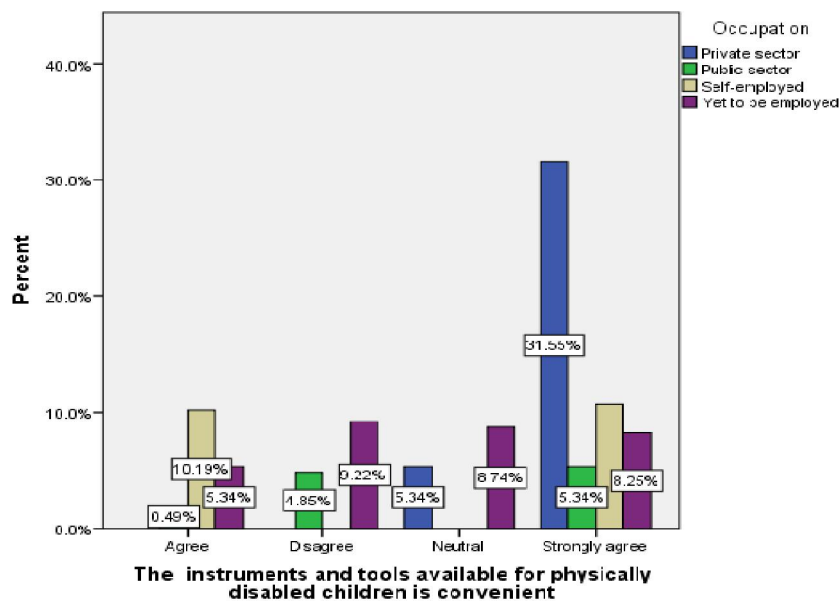


Figure 5 :



Legend : Figure 5 shows that problem faced by parents of autistic children is more difficult than normal parent which is compared with income of the respondent

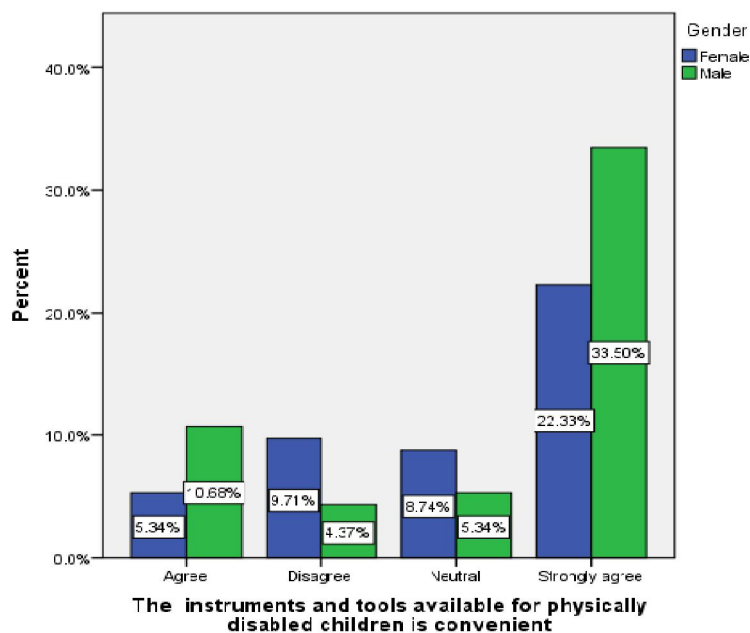
Figure 6 :



Legend : Figure 6 shows that The instruments and tools available for physically disabled children is convenient compared with occupation of the respondent .

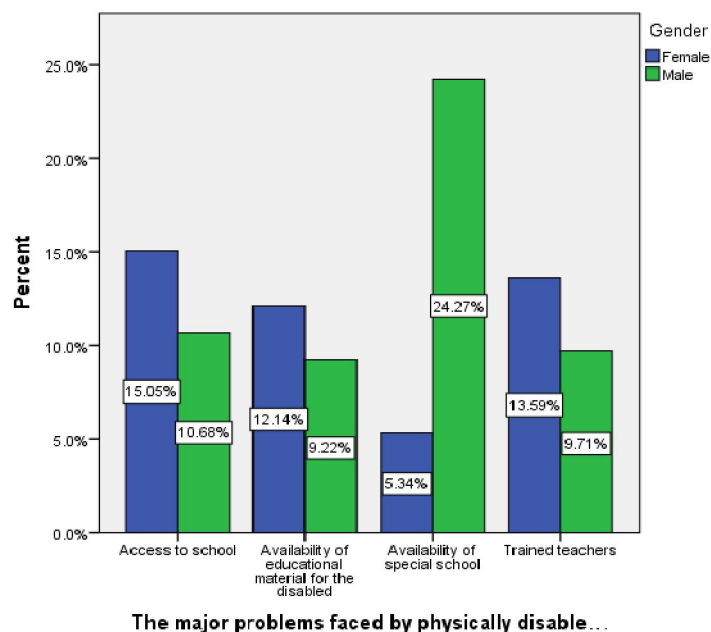


Figure 7 :



Legend : Figure 7 shows that the instruments and tools available for physically disabled children is convenient which is compared gender of the respondent

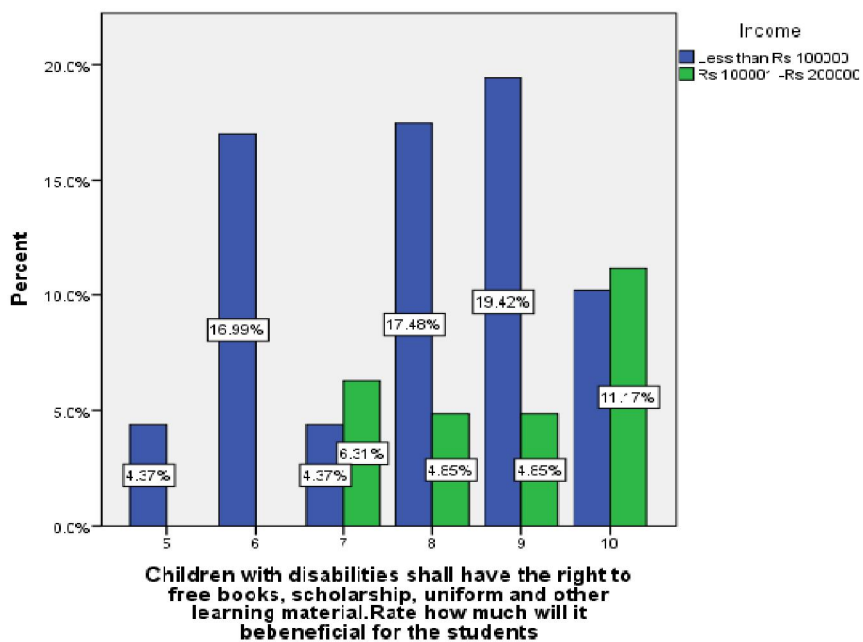
Figure 8:



Legend : figure 8 shows that The major problem faced by physically disabled student which is compared with the gender of the respondent.

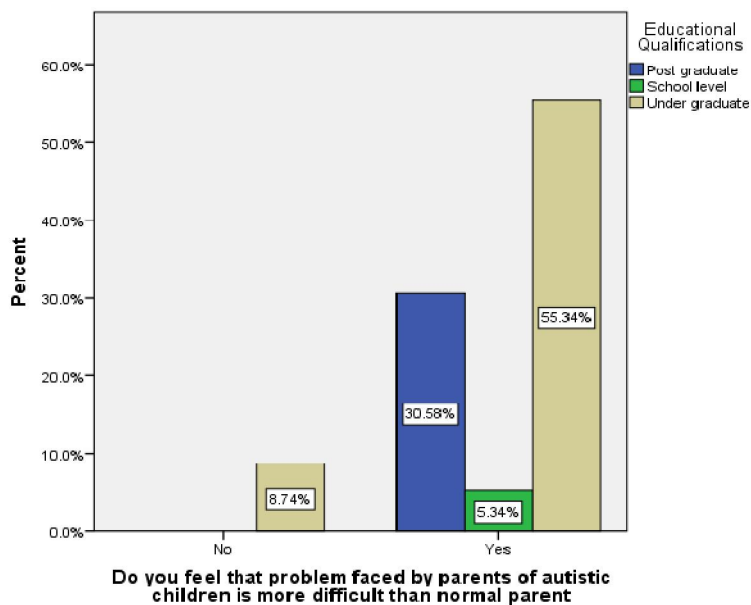


Figure 9:



Legend : Figure 9 shows that Children with disabilities shall have the right to free books, scholarship, uniform and other learning material. Rate how much will it be beneficial for the students which is compared with income of the respondent

Figure 10:



Legend : Figure 10 shows that problem faced by parents of autistic children is more difficult than normal parent which is compared with educational qualification of the respondent



V. RESULT

Figure 1 Shows that the majority of the respondents are from age 25 to 35 years and 18 to 25 years have agreed to the statement that the problem faced by parents of autistic children is more difficult than normal parents. **Figure 2** shows that the majority of the respondent is male who strongly agree with the statement that the instrument and tools available for physically disabled children is convenient. **Figure 3** shows that the majority of UG students have stated that availability of special school is the major problem faced by disabled children and majority of PG student have stated that availability of special school and trained teachers are the major problems faced by physically disabled students. **Figure 4** shows that majority of private sector have rated 6 to the given statement and majority of yet to be employed respondent have stated 9 to the given statement that child with disability shall have the rights to free books, scholarship, uniform, and other learning material will be beneficial for them. **Figure 5** shows that the majority of the respondents whose income is less than 100000 stated that the problems faced by autistic parent is more difficult than a normal parent and some of the respondents have disagreed with the statement. **Figure 6** shows that the majority of private sector respondents have strongly agreed to the given statement that the instruments and those available for physically disabled children are convenient. **Figure 7** shows that the majority of male respondents have strongly agreed to the given statement that the instruments and tools available for physically disabled children is convenient. **Figure 8** shows that the majority of male respondents have agreed to the statement that availability of special school is a major problem faced by physically disabled children and female respondents have stated that access to school is the major problem faced by physically disabled children. **Figure 9** shows that respondents with an income less than 100000 as the majority of respondents have rated 9 to the given statement that children with disability shall have the right to free books, scholarship, uniform, and other learning material will be useful for them. **Figure 10** shows that the majority of the respondents are undergraduates. They stated yes to the given statement that the problem faced by parents of autistic children is more difficult compared to normal parents.

VI. DISCUSSION

Figure 1 The majority of respondents has responded yes that the problem faced by the parents of autistic is more difficult than normal parent. This is due the developmental delays and social behaviour of the child is affected and constant attention and care must be provided. **Figure 2** The majority of the respondents has responded strongly agree regarding the instruments and tools available for physically disabled children is convenient. This is due to tool makes easy to diagnose the children, that makes the child to . **Figure 3** The majority of the UG have answered for availability of special school and PG for same school and trained teachers. This may be due to the difference in thought perspectives. Post graduates think good trained teachers can physically cope up the child with tactics which are indeed needed in special school . **Figure 4** The majority of the respondents were in the private sector and rated 6. People with disabilities should be given equal opportunities and work space for the beneficial to take care of themselves and to succeed in their dreams. **Figure 5** The majority of the respondents were the population less than 1lakh has responded yes. This is due the financial instability to take care of the autistic children and to afford multidisciplinary therapy approaches that has to be provided for the autistic children for their development . **Figure 6** The majority of the respondents were from private sector and answered strongly agree to the statement that instruments and tools available for physically disabled children is convenient. Since private sector plays more role in rehabilitation centre and has agree is easy to diagnose for the population of PWD. **Figure 7** The majority of the respondents were male who have answered strongly agree in need of instruments and tools that have to be available for the physically disabled children . Male workers are more in number in therapy setups than female . **Figure 8** The majority of the respondents were the population less than 1lak and rated 9. Person with disabilities should be given equal opportunities and work space for the beneficial to take care of themselves and to succeed in their dreams and financial problems of the parents to further take care of them in future . **Figure 9** The majority of the respondents of male has chosen special school and female has chosen access to school. This is may be due the male wants the children to in a school were the special kids are given special care according to their needs and female wants their children to have normal socialized life among with normal kids . **Figure 10** The majority of the respondents were undergraduates who answered yes that problem faced by the



parents of autistic children is more than normal parent. This is maybe the current generation of parents of special children are in level of higher secondary or UG and they feel it because of lack of less exposure of surroundings.

VI. SUGGESTION

- Autism spectrum disorder (ASD) is a developmental disability caused by differences in the brain. People with ASD often have problems with social communication and interaction, and restricted or repetitive behaviors or interests.
- Persons with Disabilities need constant care and attention from the parents and multidisciplinary approach and therapy for the motor, mental and speech development.
- Vocational programs and training can help the PWD to lead a life financially with the capacity they have.
- Creating Awareness among the people about the therapeutic services can help the special child in daily life.
- Providing inclusive education in private schools can also benefit the kids.
- Assistive technology can be provided for the betterment of the people like wheelchair, walkers, special computers, hearing aids, communication boards and text to speech.
- Providing ramps in every location can help.

VII. CONCLUSION

It is important to recognize that children with physical disabilities face unique challenges that can impact their development, social interactions, and overall well-being. However, with proper support and accommodations, these children can thrive and achieve their full potential. Parents and caregivers can play a crucial role in advocating for their child's needs and ensuring they have access to appropriate medical care, educational opportunities, and assistive technology. Additionally, it is important to provide emotional support and foster a sense of inclusion and belonging for the child within their family, school, and community. Society as a whole can also contribute to creating a more inclusive and accessible environment for children with physical disabilities by promoting diversity and challenging stigma and discrimination. This can involve increasing accessibility to public spaces and services, advocating for policy changes, and educating others about the experiences and needs of individuals with physical disabilities. Ultimately, with a combination of support, advocacy, and inclusion, children with physical disabilities can lead fulfilling lives and contribute meaningfully to society. While we all know that family members have positive perceptions, we do not understand what styles of positive perceptions improve family header. a lot of data about the advantages of positive perceptions would assist practitioners, significantly those who use cognitive-behavioral interventions with caregivers. This line of research may additionally clarify whether or not positive perceptions disagree for mothers versus fathers and whether or not gender moderates the link between positive perceptions and parental coping. analysis on this subject may additionally clarify whether or not totally different interventions square measure needed for mothers versus fathers. We need a lot of analysis into the cultural competency of our interventions with oldsters of children with disabilities. though we tend to know that families disagree across cultures, little research has examined the cultural ability of interventions. especially, studies of interventions that address desires of specific ethnic or cultural teams would be a far needed addition to the literature. additionally, future analysis may examine whether or not the cultural ability of practitioners improves family and kid outcomes.

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