



ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF SPECIAL NEEDS EDUCATION

PARENTAL SUPPORT FOR CHILDREN WITH INTELLECTUAL DISABILITY:
PRACTICES, CHALLENGES AND OPPORTUNITIES AT TEKLE HAIMANOT GENERAL
PRIMARY SCHOOL

BY

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A THESIS SUBMITTED TO THE DEPARTMENT OF SPECIAL NEEDS EDUCATION OF
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DECLARATION

I the researcher, declare that this thesis is my original work on the parental support for children with intellectual disability at Tekelhayimanot general primary school and it has not been submitted for any other degree or examination at any other universities or institutions and all sources of references used for this thesis have been duly acknowledged. It is submitted to in the partial fulfilment of the requirements for the degree of masters of Art in special needs education by coursework and research report in the Department of Special Needs Education, at Addis Ababa University.

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ABSTRACT

The major purpose of this study was to assess the practice, challenges, and opportunities of parental support for children with intellectual disability at Tekelehayimanot general primary school. To achieve the stated objectives, a case study, and qualitative research design were used. Parents, teachers, counselor, and school directors were selected by available sampling technique. Interviews and focus group discussion, were used as instruments of data collection and data was audio recorded and note taken. The collected data was analyzed through description, coding and categorizing in to themes and sub themes and interpretation of the major themes were used to reach at major findings of the study. Based on the data analyzed, the researcher reach at the following major findings were identified. First, there were better parental support practice for children with intellectual disability on the ground. Such as, provision of educational materials and provide training on four basic adaptive behavioral skills. Second, lot of support practice was left to mothers and mothers have more burden than that of fathers in supporting practice. Third, with regard to the practice of supporting their children's education and adaptive behavioral skills training development, there were lots of challenges like low economic status and large family size, low educational status, lack of training, and impact of corona virus with some opportunities to children with intellectual disability and their parents. Such as, social support, modeling, learn from other, attitudinal change towards disability and other opportunities which was important for both parents of children with intellectual disability and their children. Based on the findings of the study conclusions and recommendations were forwarded

Key words: Parents, Support, Children with Intellectual Disability, Intellectual Disability, practice, challenge, opportunity and Basic Adaptive Behavioral Skills.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Parents are the central and most important link in the education, care and supervision of children with intellectual disability. Parents are the one and the most important foundation through which children satisfy their daily need of life and they also plays a significant role in children's holistic development in any direction Parents are the first teachers and role models in the education of their children with special needs and children without special needs also parents plays a critical role in providing a learning bridge between school and home (Isack& Joav 2007).

According to Harvard Family Research Project (2012), one of the most effective means of ensuring academic success is to involve parents in their children's education for supporting. While parental support have benefits on all children. Those with special needs often require a greater degree of parental support or help than their peers without special needs in order to be assured of receiving an equivalent level of instruction like children without special education needs.

Children with intellectual disability often face multifaceted classroom and home challenges requiring special attention from teachers and parents. So, active support and intervention from their parents is mandatory. Because, parents can play a lot of supporting roles including as their advocates and as person who can provide appreciated insight into their specific needs to children with intellectual disability. Services for their children with intellectual disability beyond this legal mandate IDEA also acknowledges the unique importance of parental support for children with intellectual disability throughout their time at school and in home. Parental support in the education of children with intellectual disability refers to the participation of parents in a wide range of home and school based activities to improve their children education and basic adaptive behavioral skills development which is a common responsibilities of special needs expert and school communities (Harvard Family Research Project (2012)).

Similarly, the U.S, Department of Education (2003) defines parental support in the education of children with intellectual disability as the participation of parents in a regular two way and making meaningful activities in supporting their children education and to develop the basic adaptive behavioral skills. Thus, parental support in the education of their children with intellectual disability is becoming an area that is considered important not only for children's schooling but also an essential support to their children psychological. Social and basic adaptive skills development

Parental involvement or engagement in supporting children with intellectual disability is recognized as a major strategy for successful education and adaptive behavioral skills development of children with intellectual disability and it is an important ingredient for effective practice of inclusive education with full of parental support and adaptive behavioral skills training for children with intellectual disability (Vanderpuye, 2013 & Monika, 2017).

Parental support or helps for children with intellectual disability has a lot of important such as: to learn and achieve better, develop self-esteem, develop daily living skills, show higher aspiration and motivation towards schooling and training(Epstein, 2009). (Patrikakou, 2005), also explained that parental support or helps can motivate schools improvement teaching and learning, and hence contributes towards better learners' achievement. More specifically research on children with disability reveled that active parental support improves student school attendance, social skills development, adaptive behavioral skills training and academic success.

Thus, parents are the most crucial educators of their children who provide a multitude of supports that encourage learning (Fan & Chen, 2001, Washington, 2011). In order to understand parental support in education and adaptive behavioral skills training for children with intellectual disability. Some empirical studies have been conducted internationally and nationally on parental involvement for supporting and academic achievement of children with special educational needs. For example, Balli (2016) and Monika (2017) conducted a study in regular schools of Albania, El Shourbagi (2017) in Omani regular schools of Botswana studied on parental involvement for the aim of supporting their children with intellectual disability and Mebrat and Dawit (2019) also conducted a study on the issues of parental support for children with visual impairment in the case of Bahirdar primary schools.

1.2 Statement of the Problem

Parents are the one and the most important foundation through which children satisfy their daily needs of life and it also plays a significant role in children's holistic development in any direction. Parents are the first teachers and role models in the education of their children with special needs and children without special needs also parents play a critical role in providing a learning bridge between school and home. (Isack& Joav 2007).

According to Harvard Family Research Project (2012), one of the most effective means of ensuring academic success is to involve parents in their children's education. While parental support have benefits on all children, those with special needs often require a greater degree of parental support or help than their peers without special needs in order to be assured of receiving an equivalent level of instruction like children without special needs in the school.

Children with intellectual disability often face multifaceted classroom and home challenges requiring special attention from teachers and parents. So, active support and help from their parents is mandatory. Because, parents play a number of assistant activities including as their supporters and as persons who can provide valued insight into their specific needs to their children with intellectual disability (Harvard Family Research Project, 2012).

Regarding this issue (Mebrat & Dawit, 2018) were conducted a research in primary Schools of Bahirdar City at Parental involvement in the education of children with disabilities focused on only students with visual impairment and parental support practice. However, the researchers has not focus on the specific parental support Practices, challenges and opportunities for parents of children with intellectual disability and their children.

Roman Negesh (2019), also conducted a research on the lived experience of single mothers of children with intellectual disability in the center for mentally challenged children in Addis Ababa. But, the focus was on the lived experience single mother who have children with intellectual disability and lived experience not on the parental support practices, challenges and opportunities of parents of children with intellectual disability.

Therefore, this research was conducted to assess the practices, challenges and opportunities of parental support in the education of their children with intellectual disability in Tekilehayimanot general primary school.

Biramo, 2017, Tadele& Demiesie, (2006) also conducted a study on parental involvement and children's academic achievement by using quantitative research paradigm correlational and regression analysis. But, the focus of these research was on examining the relationship between parental involvement for support and academic achievement of student without special needs.

Most of these studies was not focused on children with special needs and parental support rather the focus was only on parental support and academic achievement specifically to the so called normal children and there was also epistemological or knowledge gap in the previous study.

However, to fill the gap this study was conducted to assess the practice, challenges and opportunities of parental support for children with intellectual disability in Tekilehayimanot general primary school.

There were lack of research on parental support practice, challenges and opportunities for children with intellectual disability and their parents. Because, of this children with intellectual disability were affected by so many obstacles at the school and in home. Because, there were lack of parental support practice the researcher initiate to conduct this research because of the knowledge gap in the previous study and parental support in the education of their children with intellectual disability is so critical and important.

Because, children with intellectual disability affected started from the four basic domain of adaptive behavior skills (daily living, communication, motor skills and socialization skills) daily living skills like using of toilet, dressing, self-feeding, safety skill and grooming and hygiene. Therefore the researcher examining this study on the practice, challenges & opportunities of parental support in the education of their children with intellectual disability.

The current study aimed to answer the following basic research questions:

1. In what way parents support their children with intellectual disability in the school?
2. What are the challenges that hinder parental support for children with intellectual disability?
3. What are the opportunities provided for enhancing parental support for children with intellectual disability?

1.3 Objectives of the Study

1.3.1 General Objective of the Study

The general objective of this study was to assess the practices, challenges and opportunities of parental support for children with intellectual disability in Tekilehayimanot primary school.

1.4 Delimitation of the Study

Geographically, the study was delimited at Teklehaimanot general primary school.

Conceptually, the study was delimited in assessing the practices, challenges and opportunities of parental support for children with intellectual disability.

Methodologically the study was delimited on qualitative research approach and case study design.

1.5 Significance of the Study

The primary objective of the research was to assess the practices, challenges and opportunities of parental support for children with intellectual disability. So, the findings of this study can serve as critical input to develop realistic and effective support system in the future. Parents of children with intellectual disability, children with intellectual disability, special needs teachers and all the school community have got benefit from this study.

And the beneficiaries of the outcomes of the study would be children with special needs specifically children with intellectual disability, parents who have children with intellectual disability, special needs expert and the school community at large are beneficiaries from this study.

The study also tries to indicate better practices of parental support activities in the education of their children with intellectual disability particularly students who are grade one up to grade four. Curb out the challenges that hinder parental support practices in the education of their children with intellectual disability, indicate the opportunities or the advantages of parental support in the education of their children with intellectual disability and be a pillar to conduct other researches in the next time.

1.6 Conceptual Definitions of Terms

Intellectual disability: in this study the term intellectual disability indicates a general deficit in cognitive function that emerges during childhood or before the age of 18. (American Association on Intellectual and Developmental Disabilities 2007).

Adaptive behavioral skills: in this study Adaptive behavior is the collection of conceptual, social, and practical skills that are learned and performed by people in their everyday lives (<https://www.aidd.org/intellectual-disability/definition>)

CHAPTER TWO

REVIEW OF RELATED LITERATURES

2.1 Definition of Intellectual Disability

Educators used different terminologies for the definition of intellectual disability. However, definitions that contained the three mandatory components frequently accepted and presented in many study areas. These three components which must exist in the individual to define as having intellectual disability these are: considerable limitation of adapting functioning, limitation of adapting behavior in all its aspects and the onset or occurrence of the disability before the age of 18 (Rubin & Divon, 2014).

According to the tenth revision of the WHO (2011) Intellectual disability is an abnormality in the basic four adaptive behavioral skills that has enormous social effects it is not only affects the persons who suffer from it can also affect the family and society as a group. Intellectual disability is a problem defined by the presence of incomplete or arrested mental development principally characterized by the deterioration of concrete functions at each stage of development and that contribute to the overall level of intelligence. Such as cognitive, language, motor and socialization functions in those variance adaptation to the environment is usually affected.

For intellectual disability scores for intellectual development levels must be determined based on all of the available information including parental support for Children with Intellectual Disabilities. On the other hand, the American Association on Intellectual and Developmental Disabilities (2007) indicates that in addition to a significantly sub-average intellectual functioning concomitant limitations are observed in two or more areas of adaptive behavioral skills and the disorder presents itself before the age of 18. According to Robert L. Schalock, Luckasson, & Marc Tassé (2021) the definition of intellectual it refers to substantial limitations in present functioning. It is characterized by significantly sub average intellectual functioning existing concurrently with related limitations in two or more than two of the following adaptive behavioral skills areas those are: communication, self-care, home living, social, community use self-direction, health and safety, functional academics, leisure and work and it can be happen before the age of 18.

For the application of the 1992 AAMR definition, the following four assumptions were essential. These were: cultural, linguistic diversity, Valid assessment considerers' as well as differences in communication the existence of limitations in adaptive behavioral skills happen within the context of community environments typical of the individual's age peers and is indexed to the children's individual needs for intervention or support practice. Specific adaptive limitations often co-exist with strengths in other adaptive behavioral skills or other personal competences. With suitable interventions or support over a sustained period, the life functioning of the children with intellectual disability will generally improve.

AAIDD (2007) Defines intellectual disability that is a disability characterized by significant limitations both in intellectual function and adaptive behavioral skills expressed in conceptual, social, and practical adaptive behavioral skills and the disability happened before the age of 18.

American Association on Intellectual and Developmental Disabilities (AAIDD, 2010) dined Intellectual disability as significantly sub average general intellectual functioning existing concurrently with deficit in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance. Intellectual disability is a problem defined by the presence of incomplete or arrested mental development principally characterized by the deterioration of concrete functions at each stage of development and that contribute to the overall level of intelligence like cognitive, language, motor and socialization skills (World Health Organization, 2011).

2.2 Causes of Intellectual Disability

Nearly 70% of children with severe intellectual disability have organic or biological cause for their problem and 50% of children with mild intellectual disability have environmental cause for their problem (McLaren & Bryson, 1987) cited in Abha (2016). Determining the cause of intellectual disability is a difficult process. A child may be with intellectual disability for a multitude of cause and frequently the cause is unknown. In attempting to determine possible biological causes of intellectual disability in an individual are their time of occurrence: prenatal onset (occurring before birth), perinatal onset (occurring during the birth) and postnatal onset (occurring after birth) (Beirne, Smith, Patton, & Kim, 2006).

2.3 Classification of Intellectual Disability

Accordingly, the classification of intellectual disability it is usually made on the basis of the available educational support. Individuals categorized as intellectual disability have a wide range of ability and require diverse educational services and support. In order to meet these needs intellectual disability has been classified into four educational levels (Zigler, 1986) those are: Educable (mild intellectual disability), Trainable (moderate intellectual disability (IQ 35-49), Supportable/sever intellectual disability (IQ 20-34) and profound intellectual disability (IQ less than 20).

2.3.1 Mild Intellectual Disability

Educable children fall in between 50 and 70 IQ they are not noticeably different from 'normal' in their physical characteristics and general health. During preschool years they can develop language and social skills and they have little sensory-motor impairment. They often display of only 1 to 3 years in school performances. They are capable of learning fundamental academics and personal responsibility. Most of them can be placed in regular classes and special education support services where they get support to maintain reasonable academic and social progress (Jacobson & Mulick, 2005).

2.3.2 Moderate Intellectual Disability (IQ 35 -49)

The adaptive capacity of trainable children is seriously impaired and their functioning ability is approximately one-half to one-third of the expected at their chronological age. They are able to master self-care skills, basic language, and cognitive concepts to include functional academics. They can learn to talk or communicate during preschool years but are minimally aware of social rules and standards. With supervision, they can live in community homes and work with supervised workshop facilities. (Jacobson & Mulick, 2005).

2.3.3 Severe Intellectual Disability (IQ 20- 34)

Supportable children manifest poor motor development during the pre-school years and develop little or no speech. They may learn to talk and acquire basic hygienic skills during their later school years. They get little from vocational training but as adults they may perform simple tasks with close management. They are more likely to have clear organic/physical difficulties. Their educational emphasis is on achievement of self-care, motor and language skills with due focus on their ability to function effectively in various environments (Jacobson & Mulick, 2005).

2.3.4 Profound Intellectual Disability (IQ less than 20)

Children who are profound intellectual disability manifest only minimal sensory-motor functioning during their preschool years. They may demonstrate some motor development during their later school years and may benefit from minimal self-care training. Although some speech and greater motor development may occur when they reach adulthood and they exhibit very limited self-care they require constant management in a very structured environment (Jacobson & Mulick, 2005).

2.4 Characteristics of Children with Intellectual Disability

2.4.1 Developmental Characteristics

Studies have found out that in comparing with their peers without intellectual disability. Children with intellectual disability are characterized by slow rate of learning and delays in most areas of development (Garwood, 1983) they are expected to show 1 to 3 years delays across all the various curriculum domains: cognitive, motor, social development, self-help skills, language use and development and academic readiness skills. It is the difference in overall achievement that makes children with intellectual disability different from their' normal 'peers. Children with intellectual disability show delays in all areas of development because of their sub-average intelligence. (Taylor&Stenberg, 1989).

2.4.2 Cognitive Characteristics

Children with intellectual disability needs basic adaptive behavioral skills in order to get information from the instruction .The following lists are some skills children with intellectual disability needed (Taylor, 2005)

Attention: Study findings indicate that individuals with intellectual disability indicate poor performance. Because, they pay attention to few dimensions and because they have difficulty in identifying certain relevant dimensions used during discrimination exercise. Even after attending the tasks they face difficulties in developing strategies to understand the material (Saunders, 2001).

Memory: Children with intellectual disability have deficits in memory especially in short memory processes due to inability to use good learning strategies.

Transfer of learning: Children with intellectual disability are also said to experience difficulties in applying information in new situations that are somewhat different from those experienced during initial learning. (ibd)

Discrimination: They also face problems in discrimination because of deficit in attention and identifying dimensions upon which to discriminate learning problems. Materials are discriminated on the dimensions of shape, color, size, brightness and position. . (ibd)

Relativity: The ability to make relative comparisons along dimensions of size, distance, time and order is the basis for more complex involving measurement and sequencing. Children with intellectual disability show limitations in performing almost all tasks. . (ibd)

Imitation: Imitation is a skill children develop naturally through play and learning experiences at home and with peers. Many children with intellectual disability needs specific instruction and practice before they can imitate a model. . (ibd)

Speech and language: Language is a cognitive process of making object-label association. Students with mild or moderate intellectual disability follow the same basic order of language development as children without any intellectual disability. However, moderate delays in speech and language are common among the children with mild intellectual disability.

Regarding speech articulation errors (omission of sounds, substitution of one sound for another, addition of extra sound, distortion of pronounces), voice disorders (pitch disorder, disorders of voice quality and voice volume) and stuttering (repetition of consonant or vowel sounds, hesitation in sound patterns, prolongation) are the most common problems of children with intellectual disability. (Beirne, Moore- & Montgomery, 2006).

2.4.3 Academic Characteristics

Children with intellectual disability perform poorly in most academic areas comparing with their peers. The poor performance is usually attributed to a cumulative failure effect. Because of the depressed mental age (MA) children with intellectual disability are not ready to begin the traditional school curriculum at the same chronological age (CA) as are children without intellectual disability. They begin school later compared with their normal peers of the same levels. Challenged with frequent disappointment and frustration in the classroom they fall further and further behind academically. Parallel to the cumulative effect of academic failure there is also a cumulative effect frustration caused by inappropriate expectations and tasks resulting in a child with behavior problems in a class. (Drew & Hardman, 2007)

2.4.4 Social/Emotional Characteristics

Generally speaking, children with intellectual disability exhibit socially inappropriate and emotionally immature behaviors. Inappropriate behaviors antisocial behaviors and odd mannerisms can lead others to reject those with intellectual disability. Children with severe and profound intellectual disability have difficulty with independent living skills like eating, dressing, exercising bowel and bladder control and maintaining personal hygiene that they often need to care for throughout their lives. (Casella 2004).

Children with intellectual disability are sometimes characterized by rigidity which in part results from social deprivation and decreased motivation for social reinforcement. They are also described as dependent and other directed probably as a result of their repeated failures in his past and their tendency to mistrust their own solutions. Moreover, students with mild or moderate intellectual disability suffer from poor self-images or self-concepts. Mild intellectual disability children placed in regular classes tend to be more fearful. Children with intellectual disability in regular classes tend to be ignored or rejected by their colleagues due to their low intellectual status. (Sahira, Zulkifli, June, Teng & Nur, 2015).

2.4.5 Physical/Motor Characteristics

Children with intellectual disability have no significant physical and motor impairments and they approach chronological age expectancy in height, weight, and skeletal maturity. However, they lag behind their peers on measures of gross motor proficiency and physical fitness showing a marked difference in body coordination, strength, and flexibility-generally described as clumsiness. This deficiency is evident in activities that involve body awareness in space, Basic physical abilities (strength, flexibility, balance and endurance), and sequential patterns of movement, eye-hand coordination, and eye-foot coordination and timed fine motor activities. (Hallahan & Kauffman, 2006).

2.4.6 Communicative Characteristics

As conceptual development and language development are closely related individuals who show delayed cognitive functioning (intellectual disabilities) typically show delayed language and communication skills. Delays in speech and language development are not sufficient by themselves to make possible predictions of intellectual disability in the preschool years. Articulation, voice and stuttering problems are the most common problems. Articulation includes four types of problems: Omissions, Substitutions, Additions and Distortions. In the sum, children with intellectual disability may have difficulty in expressing themselves. This is particularly true with those who experience severe and profound intellectual disability.

2.4.7 Characteristics in Adaptive Behaviors

Dre, Laogan, & Hardman (1988), cited in Tirussew (2005) provided some examples of adaptive behaviors skills deficiencies in school that are associated with intellectual disability. Lack of school copying behaviors related to attention to learning tasks, organizational skills, questioning behavior, following directions, maintaining school supplies and monitoring time use, poor social skills related with working cooperatively with peers, poor social perceptions, poor response to social cues, poor use of socially accepted language, acceptable response to teachers, poor language skills to understand directions, communicate needs, express ideas, sustained or frequent idleness, aggressiveness under stress, classroom disturbance, social withdrawal, poor self-care skills in personal hygiene and dress, drawing of conclusions from experiences, and planning of activities and delayed academic development to form letters, blend letter sound, recall content from reading and listening, make mathematical computations, and repeat information in a logical way.

2.5 Parental Support Practice for Children with Intellectual Disability

According to Emerson & Hatton, (2008). Children with intellectual disability mostly live with their parents at home with a provision of lifelong support by parents This support can contain direct care (helping with activities of daily living like washing or dressing), emotional care (providing support and encouragement), mediation care (negotiating with others on behalf of the individual that means services) and financial care (Horowitz, 1985).

This need is for lifelong support has led historically to study on parenting a child with intellectual disabilities to be outlined within stimulus-based orientation to stress models and the medical model. All of which make intellectual disability as a series of functional shortages or limitations (Emerson & Hatton, 2014).

Both focus on the child as a ‘negative stressor’ and report the negative impact or burden that the child’s impairment(s) have on the parent including higher levels of psychological distress, depressive symptoms and poorer general health than parents of typically developing children without intellectual disability (Miodrag & Hodapp 2010, Woodman & Hauser-Cram 2013) with these poor outcomes increasing with the duration and intensity of the ‘caring’ role (Neece & Baker 2008, Department of Health 2010).

Subjective findings of parents reporting ‘positive aspects’ of parenting in studies assessing stress were initially seen as denial or as a maladaptive reality distortion (Affleck & Tennen 1996). However, often conceived as reflecting opposite dimensions, negative and positive appraisals of the impact of parenting a child with an intellectual disability have been found to be independent of each other and can also occur simultaneously (Stainton & Besser 1998, Hastings & Taunt 2002, Rapanaro 2008).

Parents are the first teachers and role models in the education of their children with intellectual disability and children without intellectual disability also parents plays a critical role in providing a learning bridge between school and home whereas instilling in their children positive attitudes and values towards learning and life Parental support in their children’s education and basic adaptive behavioral skill can upbringing child’s holistic development specifically it is very critical for students with intellectual disability (Manzon, Miller, Hong, & Khong. 2015).

According to Harvard Family Planning Project (2012), one of the most effective means of ensuring academic success is to engage parents in their children's education and adaptive behavioral skills development for support. While parental support has benefits on all students those with intellectual disability often require a greater degree of parental help or support than their peers without intellectual disability at school and home.

Children with intellectual disability usually face multifaceted classroom challenges requiring special attention from teachers and active support from their parents. Because, parents play a number of supporting roles including as their advocates and as person who can provide important information into their specific needs to teachers who may at times feel pressed by trying to meet the needs of children with intellectual disability. Parental support in the education begins at home with the parents providing a safe and healthy environment, proper learning experiences, help, and a positive attitude towards children with intellectual disability. By assessing parents' and teachers' perceptions, educators and parents should have a better understanding of effective parental support practices in promoting student achievement especially parents of children with intellectual disability and services for their children.

At school prominent aspects of parental support include contacting school personnel, counselors attending parents, teacher organizations and volunteering at school. Parental support is very important for students with intellectual disability for their learning and adaptive behavioral skills development (Fan &Chen, 2001).Individuals with Disabilities Education Act (2004), suggesting that parental support in decision making relation to their children with intellectual disability for the education is very advantages for their children with intellectual disability and themselves.

In the field of special educational needs partnership with parents and teachers is generally a crucial part of making and implementing an effective individual education program or plan for children with intellectual disability (Cook, 2012). Parents, teachers, counselors and school administrators must work together to ensure the education and wellbeing of the children with intellectual disability at the school. Parental support takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations coordinating with personal fulfilment and decent citizenship, contact with schools to share information, participation in school events, participation in the activities of the school and participation in school governance parents can impact children's academic results through active support in learning in the home and at school(Desforges&Abouchaar,2003).

According to Evans, Shaw, & Bell (2000), parental support usually includes activities such as involving in cognitively stimulating tasks such as reading together and dealing with children's school-related conducts like organizing and monitoring children's time. Such support from parents at home can support children's educational accomplishments and give inspiration to learn and it has been realized that a key to student with or without special needs doing well in school is for parents to be involved in supporting activities (Rogers 2009).

According to Minke & Anderson (2005), indicates that the importance of empowerment of parents to appreciate them to be advocates of their children's supportive relationship between parents and teachers or special needs experts are very important to parental involvement in supporting children with intellectual disability at the school.

Parental support is an important motivation for homework completing parental involvement in school improves academic achievement of children with intellectual disability and parental support in the school is both critical and legal mandate for parents who have children with intellectual disability.

According to individual with disability education act (2004), parents must be involved in individual educational plan or program team, decision making process on have opportunities for meaning full and active involvement (Fish, 2008).

Parents are the central and most important link in the care, education, and supervision of their children with intellectual disability for parents of children with intellectual disability, social support from groups and other parents play a special and important role. Although family members and friends provide important emotional support they typically do not possess the understanding personal knowledge, and experiences of parenting a child with special needs.

Parental support and parent school community collaboration are considered as vital in establishing effective educational plan or program for students with intellectual disability (Fish, 2008). Unfortunately, studies on parental support at individual education program or plan meeting indicates that despite the legal mandate parental involvement at individual education program or plan meeting is low to help students with special needs (Martin, 2006).

School based parental support are more positive influence in the early years when children need extra support or help to adjust a new learning environment (Emerson, 2012). They suggest gain in learning are more likely when parents are involved to facilitate supportive learning environment for students with intellectual disability in home and at school.

Brien & Stelmach, 2009, suggests that many of the practice that has become accepted as parental support are school centric practice which are suggested by special needs expert this indicates that activities such as volunteering at school, monitoring students report, attending parent teacher conference and participating in school committee are more important parental support or help for children with special needs. Parental support in the education of children with special needs is positively affects their holistic development (Cutler, 2000).

Parents can support their children with intellectual disability in many systems among those methods of helping children with intellectual disability by their parents are assessing their homework, monitoring their progress, providing educational materials, giving training on adaptive behavioral skills and creating good environment to learn (Chang & Sung, 2009).

Parental engagement in supporting students with intellectual disability includes numbers of activities that takes place within the home and at school it involves parent's information to their children progress and parental support in making decision about their children schooling.

Parental support creates a school parent partnership defining that at the connection both parents and school recognize respect and support each other in the learning and teaching process of children with intellectual disability (Epstein, 2001).

2.6 Parental Participation for Supporting CWIDs

Practices of parenting have been researched broadly with some study showing strong connection between certain practices and positive children's outcomes. Parents are the primary responsible person about their children's care and support weather they are married, separated, or divorced. Moreover, they have ample information about their children diversified and specific needs have more time and opportunities to observe and support the child However, from the previous experiences' parents are withdrawn from their child's school. Because, they believes that teachers and school communities are more professionals to treat or support their children with intellectual disability. On the other hand, teachers and school communities did not giving the opportunities to participate and support their children in the assessment process, goal setting, and development of instructional programs and in the evaluation process of their children's achievement (Guralnick 2017).

2.7 Adaptive Behavioral Skills and Intellectual Disability

Children with intellectual disability have two or more than two adaptive behavioral skills limitation and it is the central issues of any educational program and educational support give more to the development of those adaptive behavioral skills. (Bekele, 2019). Adaptive behavioral skills were refined into eleven specific adaptive behavioral skill areas those are motor, Communication, Social, Self-care, Home living, Community use, self-directions, Health and safety, Functional academic skills, Leisure time use and Vocational/work/skills (AAMR, 1992).

Children with intellectual disability have much social incompetence skills because of their adaptive behavioral skills limitation and the society were isolated them because of their limitations. So, to become social competent in any activity children with intellectual disability should get effective and individualized educational instruction for their education and behavioral skills development (Smith, 1995).

2.8 Challenges of Parental Support for Children with Intellectual Disability

According to World Health Organization (2010), there are many reasons from parents and schools for the challenges of support for the education of their children with intellectual disability in the school. From the challenges the listed are the most known challenges that hinder parental support practices in the education of their children with intellectual disability. Those are shortage of time, bad experience, illiteracy, lack of incentives from the school system, absence of special education polices or laws, negative attitudes and beliefs towards children with special needs, discrimination, classification and labeling, negative societal perception of special needs, poverty, lack of knowledge about available services and limited knowledge about the category or types of disability are the challenges that hinder parental support practice in the education of their children with intellectual disability at the school. Children with intellectual disability are taken to school and left in the care of teachers who are overwhelmed by the large number of children in the classes that they do not pay much attention to the children with intellectual disability. Children with special needs in Ethiopia like other developing countries are a marginalized group and face problems as a result of their special needs. Including adequately trained teaching staff.

Early identification of special needs efforts is still a challenge as most parents seek help as the last resort students living with intellectual disability face challenges ranging from discriminatory attitudes, abuse and violence and challenges to access that lead to segregation and exclusion in the family context at work, school and in the society where disability is often observed as a load and shocking (African Union of the blind, 2007).

2.8.1 Lack Collaboration between Parents and Teachers

In the field of special educational needs teamwork between teachers and parents is mostly a crucial part of making and implementing of an effective individual educational plan or program to support their children with special needs at the school (Cook, 2012) cited in Jennie &Dalia. Parent's teachers and school managers must be work collaboratively to ensure the education and wellbeing of children with intellectual disability and their parents. Definitely, the history of the support practice of parents in the felid of special educational needs for children with intellectual disability has been beset with tension between parents and professional.

Because of this there is lack of collaboration between parents, teachers and school community in general. Jennie & Dalia (n.d) and also, from the previous involvements' parents of children with intellectual disability are reserved from their child's education because they believes that school managers and teachers are more expertise to treat and support their children with intellectual disability. Until the 1960s, most medical professionals throughout the world held that the important solution for protecting children with intellectual disabilities especially if they have a severe cognitive impairment was isolation of the child from the family and placement in a facility designed to handle the specific disability (Ferguson, 2008)

2.8.2 Low Economic Status of Parents

Socioeconomic status of parents played a great role in parental support practice in the education of their children with intellectual disability while some expressed socioeconomic status is not being a factor in the level of parental support practice. Because, the school provided certain amount of initial capital for children with intellectual disability. Economically better families could maintain their children's educational problems than for those living in serious poverty (UNICEF, 2006).cited in Kebede, (2019).

According to Kaur (2005) all of the evidence show that children from better income home background that is not only economically and socially at its lowest level lacks orientation towards formal education and adaptive skills training. Poverty, lack of parental support and absences of supervision from parents upsets enrollments of children with special needs. Furthermore, priorities in such parents are directed to existence of the daily life than succeeding in school. In similar way, as the above result indicted that parental support practice for children with intellectual disability at the school are limit due to their income level and lack orientation toward formal education and training of basic adaptive behavioral skills.

2.8.3 Lack of Training for Parents

Due to the unique needs of children with intellectual disability parents of these children have an increased need for supports, training, educational programming, and interventions to assist them in facilitating and fostering their child's development, managing the impact of chronic stressors, and buttressing parent and family well-being. (Wendy, Russell, Tracy Jane, 2015)

The purpose of this review is to summarize and discuss recent study involving education and training for parents of children with intellectual disability and to identify promising practices for further evaluation with children who experience intellectual disability. In addition, to our knowledge none have critically evaluated the literature as it important to parents of children with intellectual disability (Wendy etal.2015).But, parents and special needs expert have not gave emphasis for training of parents who have children with special educational needs.

2.8.4. Low Educational Status of parents

Education has many advantages for every aspect in any direction including supporting children with special needs in general and children with intellectual disability in specific Children who have healthier educational practice are coming from parents who are educate. Their parent's educational background is a little bit supportable when it is compared to children from parents who are not educate it is clear that if parents are educate children have a probability of gain better support from their parents. Parental education affects school enrollment of children with special needs and the training of adaptive behavioral skills development. Educated parents can understand the value of education and adaptive behavioral skills training and it's important to the child with intellectual disability. But, parents who are not educate may not realize that children with intellectual disability have the same needs like other children without disability (Kebede, 2019).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The major objective of this study was to assess the practices, challenges and opportunities of parental support for children with intellectual disability at Tekilehayimanot general primary school Debermarkoss town. Thus, the case study qualitative research design was used. This is because the nature of study that was conducted pushed to use qualitative case study design to investigate deep data from participants.

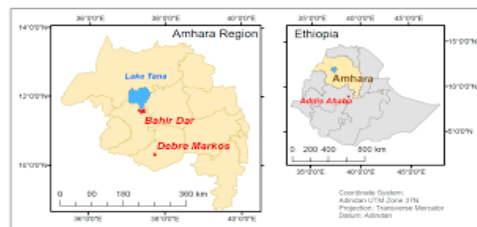
To strengthen this Creswell (2014), stated that case studies are a design of inquiry found in many fields especially evaluation in which the researcher develops an in-depth analysis of a case usually a program, activity event, process, or one or above individuals. Cases are bounded by activity and time and researchers collect information in detail using a multiplicity of data collection instruments over a period of time.

Qualitative research approach can provide more in-depth information and allow the researcher to observe, describe, and interpret the setting and also this research approach help to provide rich descriptions of a phenomenon and enhance the understanding of a particular setting or event.

As Creswell (2014), qualitative research would be conducted when we need a complex detailed understanding of the issue which can only be established by talking directly with people going to their natural setting. A case study is a research design that provides a detailed analysis of a single individual, group, institution or problem of interest. Thus, the researcher was applied a case study design to this study with the aim of making an in depth analysis of the practices, challenges and opportunities of parental support for children with intellectual disability at Tekilehayimanot general primary school.

3.2 Description of the Study Area

Tekilhayimanot general primary school is one of the schools which is located in Gozamin woreda East Gojjiam Zone of Amara regional state which is two hundred sixty-two (262) kilometers far from the regional city Bahirdar and two hundred ninety-nine (299) kilometers distance from the capital city of Ethiopia Addis Ababa. And it has a longitude and latitude of 37°43'E, 10°20'N and an elevation of 2,446 meters above sea level. (Internet, GPS coordinates of Debre Mark'os, Ethiopia).



3.3 Sampling and Sampling Techniques

The total participants of the study were twenty from these five of them were students with intellectual disability, ten were parents of students with intellectual disability including mother and father, two were directors, and two were special needs education expert, one counselor were the sample of the study.

For this study particularly available sampling technique was used for all parents who have children with intellectual disability, special needs teachers who teach children with intellectual disability, directors and counselor those were very important for this study.

Available sampling often helps to overcome many of the limitations associated with qualitative research approach and it is the most useful sampling technique in exploratory (qualitative) research approach or paradigm (Creswell 2014).

3.4 Data Collection Instruments

The data in this qualitative research approach were collected from different groups by using two data gathering instrument tools. Those were semi structured interview with special needs education expert who teach children with intellectual disability, parents who have children with intellectual disability, counselor, school directors and students with intellectual disability and focus group discussions.

3.4.1 Interviews

Semi-structured interview questions were used to collect data to get useful information from special needs teachers who teach children with intellectual disability, directors, counselor, children with intellectual disability, and ten parents of children with intellectual disability to assess parental support practices, challenges and opportunities in the education of their children with intellectual disability. The questions in the interview guide were developed from the three research questions presented in chapter one. To check the validity and appropriateness to the participant's interview questions comments was collected from special needs education expert at Woldia university and research advisor. And the interview schedule were arranged through the facilitation of special needs education teachers at the schools.

3.4.2 Focus Group Discussion (FGD)

In focus group discussion one, five parents who have children with intellectual disability, one director, one counselor and one special needs education expert who teach students with intellectual disability and one members of parents, teachers and students association were participated. Discussion questions were developed to gather information about the parental support practices, challenges and opportunities in the education of their children with intellectual disability in order to get data which are versatile that cannot be collected through other data collection instruments. Seven focus group discussion (FGD) guiding questions for the participants were prepared based on the research questions and specific objectives the focus group discussion was consume two up to three hours.

Focus group discussion (FGD) two, five parents who have children with intellectual disability and one special needs expert who teaches children with intellectual disability were discussed on the same issues. Because, it is important to include all the participants in the focus group discussion and triangulating the data.

3.5 Procedures of Data Collection

From the beginning, I have read the parental support practice, challenges and opportunities for children with intellectual disability from different sources. This helped me to develop a data collection instrument by using standards and indicators. After preparing the data collection instruments proof reading has made again. Then, to go to school, I handover the letter from Addis Ababa university, collage of educational and behavioral studies, department of special needs education. After handing over the letter and proofreading the instrument, I went to the selected school to communicate with the school director to get permission to collect data from the participants. Then, after getting permission from the school director, I communicate with the special needs expert who teach children with intellectual disability participants by providing data namely main director, vice- director, teachers, parents of children with intellectual disability, counselor and parent teacher students association members. I also got permission from them and start to collect data by using the designed data collection instruments that were interviews, observation, focus group discussion and document analyses or review.

3.6. Data Sources

Primary data sources was consulted to obtain information about the subject under study. The primary sources were parents of children with intellectual disability, special needs education expert who teach children with intellectual disability, counselor, school directors and other key informants were also taken as a source of primary data for this study.

3.7. Methods of Data Analysis

According to Kombo & Tromp (2006), Based on the nature of the research questions and the data that were collected from the informants was coded, classified, organized and interpreted. The data obtained through interviews and focus group discussion were analyze by using thematic data analysis technique. But before starting the data analysis process the researcher was read and documented raw data that gathered from interviews and observation based on the informants' responses and observations of the researcher that described the conditions or the occurrences under the study.

Subsequently, the researcher was grouped and categorized findings and finally analyzed it by using the inductive data analysis method means description, coding and categorizing themes and sun themes.

3.8. Credibility and Trustworthiness

According to Shank, 2006 & Trochim, (2006), Qualitative research approach addresses issues of trustworthiness like credibility, dependability, conformability and transferability. To ensure credibility the researchers spent a long time in the school conducting interviews discussing in focus group discussion, deep observation and document analysis in order to gain parental support practices, challenges and opportunities in the education of their children with intellectual disability at the school to ensure dependability. Conformability by using Triangulation that is the degree to which results of research could be confirmed by others was obtained by ensuring the findings were the result of the experiences and ideas of respondent's rather than feelings of the researchers.

3.9. Ethical Considerations

Ethical concerns among other things constitute the principles of privacy, informed consent, confidentiality, protection from harm and avoiding deception (Piper & Simons, 2005). These broad principles were applied while undertaking the present study. To protect participant's names of people and places were to pseudonyms during transcription and analysis and no data were identifiable and no participant details stored with transcripts. Thus, confidentiality of participants were secured during the presentation of the data, as well as recruitment. Prior to conducting the interview and focus group discussions the participants were obliged to sign a consent form which details all the ethical consideration included in the study. The researcher carried the personal and moral obligation to treat participants with respect and dignity paving a way for establishing a conducive environment for everyone participating in this study.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

The chapter deals with the results and discussion of the findings from the interviews and focus group discussions about the practice, challenges, and opportunities of parental support for children with intellectual disability in the study area. And the data analysis was conducted thematically. Hence, this chapter presented the core and major research questions and research objectives of the study.

For this purpose, the research participants were asked about their different experiences about the practice, challenges, and opportunities of parental support for children with intellectual disabilities. Based on this research participants were required on provision of educational materials and adaptive behavior skill training provided for their children with intellectual disability. In which the study examined the practice, challenges, and opportunities of parental support in the life of children with intellectual disabilities. Then research participants were asked about parental support practice, challenges and opportunities for their children with intellectual disability.

Then the study assessed the practice, challenges, and opportunities of parental support for children with intellectual disability. Participants were also asked how the adaptive behavior skill training is planned for each child with intellectual disability and also they were asked what adaptive behavioral skills training is given for children with intellectual disability.

In this regard, the study explored the efforts made for children with intellectual disabilities to make them lead their daily life activities. Finally, they were asked to explain the parental support in the education of their children with intellectual disabilities.

To answer the research questions and achieve the specific objectives the data were collected through semi-structured interviews and focus group discussions.

The participants of the current study were ten parents of children with intellectual disability, two teachers who teach children with intellectual disability, five children with intellectual disability, two school directors and one school counselor.

4.1 General Back ground of Participants

Table 1. Demographic Characteristics Directors, Counselor & Special Needs Teachers

Participants	Age	Sex	Qualification	Work experience in the school
Main director at the school	52	M	MA in educational management	12 years
Vice director at the school	48	M	BA in leadership	8 years
School Counselor	30	M	BA in counseling psychology	5 years
Special needs teacher one	32	F	BA in special needs education	11 years
Special needs teacher two	28	F	12 th grade and some short training	4 years

As it is shown in Table1, the school main director of Tekilehayimanot general primary school has MA degree holder in educational management the vice director has BA degree holder in leadership and the counselor has BA in in counseling psychology which does not relate with special needs education in general and intellectual disability in specific. But, during interviews time they explained that they have acquired different skills and knowledge in their university studies as a common course and through workshop trainings and experiences. But, teacher one has BA degree by special needs and inclusive education and teacher two has some short training related to special needs and inclusive education. This the study was conducted for the aim of academic study so that the names of participants of this study were not mentioned for any one. The researcher used quotation to indicate the direct speech of the research participants throughout the research work.

Table 2. Demographic characteristics of Parents of children with intellectual disability

Participants	Sex	Age	Educational status	Occupation	Child	Sex	Age	Disability Type	Classification
Parents (Father & Mother)	M	38	BA degree in educational management	Leader in education office	1	M	9	Intellectual disability	Mild
	F	33	10 th Grade	House wife					
Parents (Father & Mother)	M	39	BA degree in adult education	Adult education expert	2	M	8	Intellectual disability	Mild
	F	35	10+2	Secretary					
Parents (Father & Mother)	M	37	BA degree in Management	Vice director	3	M	8	Intellectual disability	Mild
	F	32	8 th Grade	House wife					
Parents (Father & Mother)	M		None	Daily laborer	4	M	9	Intellectual disability	Mild
	F	35	10 th Grade	Office cleaner					
Parents (Father & Mother)	M	35	MA in social work	NGO expert(WVE)	5	M	7	Intellectual disability	Educable (Mild)
	F	32	None educate	House wife					

As it is shown in table 2, ten parents of children with intellectual disability were between age 32-40 for them semi structured interviews were administered in order to assess the practice, challenges & opportunities of parental support in the education of their children with intellectual disability in provision of educational materials and basic adaptive behavioral skills training at Tekilehayimanot general primary school for their Children with Intellectual disability.

In this research work two directors (main and vice) two teachers who teach children with intellectual disability, one counselor and ten parents of children with intellectual disability were interviewed for the purpose of assessing parental support practice, challenges and opportunities in the education of their children with intellectual disability.

In this chapter of the research results from data collected in a qualitative approach are presented. The purpose of the study was to assess the practice, challenges, and opportunities of parental support in the education of their children with intellectual disability in Tekilehayimanot general primary schools at Debre Markos town administration.

Most of the activities in which school parental support in the education of their children with intellectual disability were focused and give more emphasized for the basic four adaptive behavioral skills for their children with intellectual disability such as: Communication, daily living, socialization and motor skills (Widaman & McGrew 1996).

And the researcher tried to present the findings from the interview questions and focus group discussions about the practice, challenges, and opportunities of parental support for children with an intellectual disability based on the following themes those were accepting the unexpected reality, parental coping strategies, parental support practice, challenges of parental support and the opportunities of parental support with other sub-themes and the researcher was used direct quotation from the respondents thorough out the research work.

4.2 Accepting the Unexpected Reality

This theme is all about the parent's struggle to understand the situation and to reach the stages of acceptance of the problem of their children and addressing the need of their children with intellectual disabilities. All participants in this study declared that they passed through extremely difficult situations in getting information what was their children's problem or difficulty exactly. In addition to the parent's physical well-being and mental readiness this process also highly required time, money and community support though none of the participants have fulfilled these conditions. Traditional practices, medical diagnosis, personal knowledge and individual information were mainly considered as measures taken by parents of children with intellectual disability about understanding the unexpected reality and looking for solution for their children with intellectual disability.

4.2.1. Medical Diagnosis

Medical diagnosis is the way that parents of children with intellectual disability participated in this research used to know their children's real condition as well as providing appropriate support. They also explained that the service which are important for support was not easily available and the process was so comprehensive which required finance, time, energy as well as psychological and emotional readiness of parents (Roman, 2019).

In relation to this mechanism to accept the unexpected realities on their children parents of children with intellectual disability have no much knowledge what intellectual disability means and there were a denial to accept the unexpected realities which was happen on their children. Then after through medical diagnosis they accepted the unexpected reality of their children.

Though I used to go from one clinic to another including big Hospitals, no one told me exactly what the problem is except I had prescriptions for some examinations and medicines. Finally, a Doctor who works in a government hospital directed me to another hospital to get service for diagnosis, and then they told me that my child is with intellectual disability. But ... You know..., it was not easy ... especially for me to understand what intellectual disability means...I mean ...I didn't get it was clearly explained by the health care professionals as it will be the life-long problem ... (Parent of Child 1, Mother)

Although it was too late, I took time in hospitals to find out why my child was like that. It took a long process for diagnosis, and it was a big problem for me to waiting months to know what it was, to go from one hospital to another. "Not only that, because of too much information I was getting from individuals, professionals, and others, like traditional healers the experience of parents of children with intellectual disability that I visited, it was completely difficult for me to understand which information was correct and work on it. (Parent of Child 2, Mother)

I was so busy by my child to go lots of health center starting from small clinic up to big hospitals to know the problem of my child especially after the age of four. Because, before four years I could not understand my child was with a problem after four years he becomes a disabled child his activity is so slow comparing to

other children with the same age in my community. But, still that time I could not know what the problem was. After the age of five and above I have go to Yekatit - 12 Hospital by referral from the clinic and Yekatit hospital gave a letter for me about my child problem. But, at that time I could not understand what intellectual disability means. Then, I have go to Tekilehayimanot general primary school with my child and the letters which was provide by yekatit-12 hospital at that time the school accepted my child and give some advice to me and I was happy(Parent of child 4, Mother).

4.2.2. Information from the Individuals

All parents agreed on one common idea that they couldn't get clear information and directions from health professionals. On the other hand, some individuals including religious leader, community leader, counselors, teachers and parents of a child with intellectual disability before previous year play a great role as sources of information that helped parents who have children with intellectual disability more to have ideas about intellectual disability. According to the responses of parents of children with intellectual disability, the response leads to conclude that accepting the unexpected reality was difficult and all the individuals and health professionals have different perspectives regarding to children with intellectual disability and spiritual leaders show a direction to go spiritual places for the purpose of getting solution for their children with intellectual disability.

A counselor in one high school told me about the diagnosis service in Black Lion Hospital in Addis Ababa so I went there. I didn't know that I have to go to the hospital for diagnosis since a religious leader told me to go and get solution for the child and me in the church and use spiritual water Eminent Kibakidus. ... I wonder why other medical people didn't inform me to do so while I was there to other medical issues of my child... A person who was working with me informed me that he saw children like mine on the way to the place of spiritual water. So, I found the place and then the priest told me where I have to go for diagnosis and then I go to Wenikisht gebireal in Bahirdar to get spiritual water which will a solution for my child. (Parent of Child 4, Mother)

4.2.3 Traditional Ways

Like that of information from individual's aspect all parents agreed on one common idea that they couldn't get clear information and directions from health professionals. On the other hand, some individuals including religious leader, community leader, counselors, teachers and parents of children with intellectual disability plays great role as sources of information that helped parents who have children with intellectual disability more to have ideas about intellectual disability.

Regarding to the traditional ways of accepting the unexpected realities of their children problem all of the interviewees confirmed that they were in a situation to understand their children problem by different systems or methods including traditional practice to accept that unexpected reality and provide support for their children at school and in home.

"... It was not easy for me to understand my child's problem so I did some traditional practices based on advices I got from community and religious leader and other people who used that traditional ways of practice as the solution for different problems they faced in their family life."

Like what is called in Amharic ባላህር ፣ጠንቋይ (Parent of Child 2, Mother)

"I used to go everywhere that persons told me to go and followed every rule to do so, though that changed nothing in my child's problem except make me obsessed and being impatient." (Parent of Child 3, Mother)

"Since I got birth, I was looking for and running to the "real healer. Everyone told me that I must go here and there, and you know? I did everything that neither I nor my child could get benefit from this practices. The only thing was lots of my money and my energy and it is was challenge for the full families". (Parent of Child 4, Mother)

4.3 Parental Coping Strategies

In this theme most of the parents' responses on the strategies that they used to cope with the challenges or the problems focused on their spiritual beliefs like praying, fasting and attending church ceremonies. They also used the experience of parents of children with intellectual disability mentioned that the relationship with other families of children with intellectual disability in the school and having good relations with teachers make them see life in a better way.

Moreover, hoping to see a bright future in their children's life helped them to keep struggling their current life and not to give up easily. As revealed below, on this issue all parents were pass through the five stages of grief those were denial, anger, bargaining, depression and acceptance. But, accepting the unexpected reality of their children problem was not easy to reach this stage.

I did not know my child has a problem up to four years. But, I was suspecting there is something. Because, my child was not speak eat move like other children in my surrounding. after four years I go to Debire markos referral hospital for assessment and the doctor in that hospital told me the child is with intellectual disability at that time my questions was what mean intellectual disability and the doctor told me everything and I was shouting I remember that day throughout my life and I was denied the situation and did not remember what happen on me". ...But now I accept the problem of my child as a problem and now my child can learn and go to school like other children even if there is a great challenge with me because he cannot go to school without me or his father because of his problem. (Parent of Child 1, Mother)

"...even if there is big change in my child now. But, sometimes I am anger and depressed when I see his activity because sometimes, he did not remember things I told."(Parent of Child 4, Mother)

4.3.1 Hope (Better Future)

Hope was used as coping strategies that parents of children with intellectual disability explained that they could get the energy to continue their struggling and it helped them not to give up. As all parents mentioned that their life is full of ups and too many downs, it was too hard to reach here if they didn't hope for better days for their children, for their health, financial as well as social problems.(Melford, 2015).

As the researcher understood from the interviews parents of children with intellectual disability have a big hop by their children in the future. Because, they do not know what happen in their children in the future time and they used hope as coping strategies or to accept the reality which happened on their children.

I think hope is something that God gave me next to my child. No matter it would take a long time or challenge, I hoped to see my child would be able to walk, to speak ... and I got the energy to do my best for that. Whenever I could see the small step and very slow progress on walking or other skills, ..., it might not visible for others, but I, ... I refilled to have a hope to see my child could be running, playing, toileting, dressing, ... oh yes, it would be so hard especially for me to reach here and see my child without having a hope ... I might not be alive so as my child, ... yes I think like that. (Parent of child 4, mother)

“Hope is hope because my child is usually mine so I have hop by my child in the future and I am Christian. So, Christian often have hope for everything in the future.” (Parent of Child 5, Mother)

4.3.2 Spiritual Believes

According to Haworth, Hill & Glidden, (1996). cited in Gloria, Simon & Matthew (2010). for many parents' religious believes coping is give as an important coping strategies in the time of adversity. Religious coping involves religious or conditions designed to support persons to cope with difficult life condition including caring and educating for children with intellectual disability.

In relation to this parental coping strategies all parents of children with intellectual disability were in the way to accept the problem on their children and all were believed by God to adjust their condition and the problem of their children in the future time and they believe that the cause of intellectual disability is not the punishment of God.

As I believe that I would pass all those challenges or problems happened on my child with the support of God, I used to fast and pray every day. I was asking God to give me strength to work and a safe place where I should leave my child during my working hours, and ... he gave me that, so I'm still counting on him for the future. My child is the only means for my life for the future. Because, he is mine last child for the family. (Parent of Child 1, Mother)

4.3.3 Developing Relationships

Relationships with other parents of children with intellectual disability were one of the coping strategies used by parents who have children with intellectual disability in recent years. This relationship was established. Since, their children joined the school. During the interviews all participants acknowledged the directors and mainly special needs teachers for their effort to convince them to attend some training given to parents and they paved the way and facilitated situations for parents to uncover their issues to each other.

In the beginning, parents were impressed by others' freedom of sharing and gaining from others' experiences. According to their explanation after two meetings they became no longer listeners rather they also shared their own life experiences.

They mentioned that other parents of all children in the school were like mentors on how they support their children with intellectual disability to develop adaptive behavioral skills with other children how they supported them in developing simple routine tasks at home and enable the children to be less dependent in daily livings kills.

The result from FGD with parent-student and teacher association also supports the idea mentioned by parents. Making parents feel free to gain and share their life experiences is one of the oldest cultures of the school. Teachers also explained that most parents were so depressed and lonely when they came to the school for the first time.

They needed more human elements like friendship, discussion and socializing than other means of supports. This is bridge the gap between their need and the support system that many parents missed throughout their life.

In relation to this parental coping strategies parents of children with intellectual disability explained their responses as below and from the responses the researcher conclude that making relationships with parents who have children with intellectual disability before some years, teachers who teach their children and other community members has a lot of importance to cope with the problem and accepting the situation and they can provide good support for the education of their children with intellectual disability and basic adaptive skills training at school and in home.

Whenever I attended the meeting or training for parents, ... I feel like I am in my family, it is helping me a lot to realize that I am not the only one who is challenging and gave me the power to go further to support and share my experiences for others, ... I mean for new parents” ... for me, ...it’s a big chance to have person concerned to others, like teachers in the school, and have friends to share my feelings, and above all, I feel so relaxed when I see my child plays freely with his friends. (Parent of Child 4, Mother).

Since I came here, I feel like I have families thinking of me and my child. Teachers, school, administrators, counselors’ and other parents are like my brothers and sisters. Above all, when I see my child, always feel happy to come and stay the whole day here, in a clean and secured compound and having friends, getting different pieces of training. (Parent of Child 3, Father)

4.4. Parental Support Practices

Practices of parenting have been researched broadly with some studies showing the strong connection between certain practices and positive children’s outcomes and parents are the primary responsible person for their children’s care and support whether they are married, separated and divorced. Moreover, they have ample information about their children diversified and specific needs have more time and opportunities to observe and support the child (Roffey, 2011)

4.4.1 Provision of Educational Materials

Provision of educational materials is an important role played by parents who provide educational material such as books, pens, cardboard, school uniforms and other teaching and learning materials. They aware of the view that it was their responsibility to provide educational material to develop effective education for their children with intellectual disability. Because, a child with intellectual disability need the individualized help that’s available as special education and related services and the level of help and support that need will depend upon the degree of their disability. In these sub-themes parents of children with intellectual disability were explained their responses in the following way and the researcher conclude that parents of children with intellectual disabilities were involved better in most areas of parenting activities for their children’s success in learning in schools.

Therefore, as reported by parents and teachers, it was recognized that parents of children with intellectual disabilities supported better in full filing learning materials or resource for their children education and adaptive behavioral skills training.

“I provide the basic learning materials like pens, paper, pencil, exercise book, uniform and even more than my child who has not intellectual disability who attended the same school. Besides, the school support my child by providing some money” (Parent of Child 1, Mother)

“I tried my best to support my child. My child received the necessary learning materials such as pen, paper, pencil, exercise book, uniform, and others. And also, I try to support my child in the home many times than that of the school because of my work.”(Parent of Child 2, Mother)

I give some support to my child in the school and at home whenever I have time even I discuss with teachers about my child. Because, the problem is difficult and the child is mine. So, I have the responsibility to provide support for my child. So, I must be full fill the materials which are important for my child with discussing special needs teachers.
(Parent of Child 3, Mother)

“I afford the basic learning materials which are important to my child and buying everything that my child wants for his schooling with the support of their teacher and I often communicate with my child’s teacher to full filing the needed materials in the home and school.” (Parent of Child 5, Father)

“Parents of children with intellectual disabilities tried their best to support their children’s education by full filing the learning materials. However, we have observed that some parents did not provide books and other learning materials on time. Because, of financial problems. (Special needs teacher 1, who teach children with intellectual disability)

4.5. Parental support practice in Adaptive Behavior skills

Many of children with intellectual disability need support with their adaptive skills training which are (daily living, communication, motor skills and socialization skills) Teachers and parents can support a child work on these skills at both school and home. So in this part, the study tried to assess the type of adaptive behavioral skills training on the provision of support for children with intellectual disability by their parents and how parents practicing for supporting the basic adaptive behavioral skills of their children with intellectual disability. (Tadesse, 2015)

According to the response of parents, teachers, and other key informants at the school after the accomplishment of the assessment process they provide support based on the child's skill gap the school train them on the following adaptive behavior skills area with the support of their parents and they provide adaptive behavior skill training support focusing on the four basic adaptive behavioral skills.

4.5.1 Communication Skill Support by Parents

According to Assfaw, Amsalu Ayenachew, Mohammed & Tadesse (2015).Communication is broadest sense and interaction that transmits information is spoken or written words don't need to be used. However, for communication to exist there must be both a sender and receiver. In each of these interactions there has been (1) message, (2) expressive communication by the sender and (3) receptive communication by the receiver.

Regarding communication skill development parents of children with intellectual disability respondents were explained the supporting practice in language and communication skills training for their children with intellectual disability at school & in home. In this basic adaptive behavioral skills parents were reported the following data at the time of the interview section.

From the response parents of children with intellectual disabilities tried their best to provide support in the area of language and communication skills training including expressive and receptive skills in this area the researcher observed parents who have good academic status were provide more support than that of who have low educational status in communication skills domain.

“I try to support my child in this basic communication skills such as expressive and receptive skills by giving a chance to express his need and calling the name of all the family members and neighbors. Besides, the school support my child in providing some support related to communication skills.” (Parent of Child 1, Mother)

I often read some stories with my child who has this problem in the home and talks some terettret for the purpose of increasing the receptive communication skills and then I raised some question form the story I red to see the skills of expressive communication skill. But, it was so difficult especially the expressive communication skill. Because, my child is in difficult situation to expressing himself and talking what the story was. But, in home and at night I usually follow my child performance in communication by reading some stories which is easy like Dairy of some individuals and I try to see his expressive and receptive language skills by asking some easy questions related to the story. (Parent of Child 1, Mother)

I always provide support in home for my child in the development of language and communication skills as far as possible. Because, my child stays much time in home than school so much support is provided in home than that of school and also I always stay home with my child. Because, I have not work or I am house wife. I always read story and even I try to sing song for the child. But, he cannot follow me for a long time and forgot it at a time especially in the expressive skills there is a great problem and the big problem is lack of training for us from the school on how to support the child with this problem on language and communication skill development (Parent of Child 3, Mother)

I am not educated as much to support my child in basic communication skill development and I have not got much training from the school and any other concerned stakeholders on how to support my child. But, I usually give support on daylily living skills and also I am in difficult circumstance because of my child problem and my husband also none educate. In addition to this I have economic problem to live with this child. (Parent of Child 4, Mother)

I try to everything which is best to support my child to develop every basic adaptive behavioral skills even if it is difficult or challenge and consumes my time. Because, the school is far from us. But, I always go to school with my child. Because, he is my child so I usually in supporting my child in all adaptive behavioral skills. Because, what is called in Amharic “የላም ቀንዲ አይከብዳትም” And also I try to crate conducive environment for my child. Because, children with intellectual disability need some extra help and modification in their surrounding environment, as well as in the kinds of activities they do. (Parent of Child 5, Mother)

In Tekilehayimanot general primary school, some parents were visit their children sometimes at the school As explained by parents, special needs teachers this was known that parents of children with intellectual disabilities support their children better in communication skills development activities for their children academic success in the school.

“... I have to often conduct a visit to the child to ensure that my child is fine I believe observing my child enables me to know and the problem of my child. It is also helps to me to follow the activities of my because of this and other reasons I observe my child at the school.”(Parent of Child 4, Mother)

“Parents of children with intellectual disability have lots of problem in relation to time and economy but even in this situation they try to support their children with intellectual disability in the school specifically at morning and at the time of returning to home and also the critical support were proved in the home than school.”(Special needs teacher 1, who teach children with intellectual disability)

In the range of communication skill development we have given some training on how to support their children with intellectual disability in the area of communication by using the following relaxed task. Such as: use short sentences while communicating with the child they provide music and motivate them to imitate the rhythm of the song and also they put objects in front of the child and point to the object and they ask the child to look at it and tell the name of the object in order to develop appropriate and right sound”. Name all body parts, know & tell names of family members, peers, teachers, and common objects etc.

Understand the stories what they heard before, respond appropriate answers on requests, know and tell their address. Develop on what, when, why, etc. type of questions and answers. (Special needs teacher 2, who teach children with intellectual disability)

4.5.2 Daily Living Skills Support Practice

As indicated in the review of literature this domain is very critical for children with intellectual disability which includes issues like using the toilet, dressing, self-feeding, safety skill and grooming and hygiene. About this basic area or domain the participants have reported their support system for their children with intellectual disability. Parents contract children with intellectual disabilities in different ways. Fathers need a firm idea of the further needs and abilities of the child while the mother focuses on the caring and nurturing duties Hastings (2005). Mothers tend to have a greater influence over their child's day-to-day caring needs than fathers. Hastings (2005) found that most mothers saw children with disabilities as permanent children despite the child's age and always felt the need to protect the child and this daily living skills development support was left to mothers.

4.5.2.1 Eating and Drinking Skills

Concerning eating and drinking skills enhancement of children with intellectual disability parents were asked what kind of training do they provide to develop eating and drinking skills development and their response were as follows:

- A. How to use fingers/ spoons to eat food independently.
- B. Fiche water from a jar to cup & drink properly.
- C. Take the amount of food and eat independently.
- D. Chewing food by closing their mouth.

Respondents reported that they provide the above training frequently and observe and monitor the result of the training and train them repeatedly as needed. Concerning to this skill Parents of children with intellectual disabilities tried their best to provide better support in the area of eating and drinking adaptive behavioral skills. But, this basic adaptive behavioral skills support was left to mothers.

This issue is very critical and sensitive for the child and difficult for parents and also teachers but whatever it is I always in supporting my child in daily living skills by giving training how my child use toilet, how to wear the cloth, how to eat how to wash their hand and face every day especially at morning and at night. Because, I have not time except morning and night because of my work nature. But this work is always done by my wife. Because, she has no work she is house wife. So, she usually support the child in home and school to develop the skills of eating and drinking. (Parent of Child 1, Father)

We are a caregiver. Because, a caregiver is anybody who is found in the peripheries of this school. We teach daily living skills which is part of caregiving, we train the child so that they become functional and independent. Independent is not all about securing jobs but also one's ability to wash clothes, brush your teeth, self-care and being able to mix up with other, and we teach all these as a teacher (special needs teacher 2, who teach children with intellectual disability).

We are supposed to be in this class with an attendant who will see to it that children who defecate are cleaned, those who drool are cleaned up and provide other needed assistance when necessary. It is unfortunate that I don't have any attendant to support me. We clean them up when they defecate and drool, and this has been very challenging for me. (Special needs teacher 1, who teach children with intellectual disability)

I cannot to express this difficult support and I have not word even if the child is mine and supporting the child is my responsibility. But, supporting the child in daily living skills is very difficult especially for mothers. Because, everything is left for mothers that is the difficult thing for supporting my child. Even my husband supports me some times and I usually train my child how to eat and drink propyl directing how to use fingers/ spoons to eat food independently, chewing food by closing their mouth, fische water from a jar to cup & drink properly and other important thing which relate to eating and drinking skills (Parent of Child 1, Mother)

4.5.2.2 Toileting skills

In this area participants were asked what steps they take to support how to use toilet for children with intellectual disability and their response were as follows:

- A. Pool down their clothes and function independently
- B. Clean the toilet room & keep privacy
- C. Indicate or tell toilet needs
- D. Sites on toilet seat & flush appropriately some respondents reported that they provide these supports very often. On this issue some parents and teachers were reported some basic ideas.

In this adaptive behavioral skills training support practices the study revealed that parents of children with intellectual disabilities have provide better support with difficult situation sometimes they were blaming God when they tried to support their children in this basic adaptive behavioral skills training.

“I cannot getting support from anyone, even I cannot get any support from my family members in the home except my husband on this skill development and also the child is not happy by supporting others because of this I am just struggling on my own. I cannot force someone to support the child.” (Parent of Child 1, Mother)

I have not word to say something about toileting skills of my child for my life the difficult thing is using of toilet. Even, my child was use the house as a toilet in the previous time and I was struggling this skills by supporting the child even I was saying what is called in Amharic የእኔን ጅል ግደልልኝ የሰዉ ጅል አኑርልኝ“and also I was always blaming my God because sometimes the child comes with stools from the toilet especially before schooling. But, I often train my child how to use toilet and wash his hand after toileting by showing the practice and also I often see his face to understand his needs of toileting (Parent of Child 2, Mother)

I was blaming what is wrong with me God is God punish me. Because, I have not knowledge about this problem before assessment were done specifically using toilet was very difficult for my child but thanks to my wife she was always with the child to support when he moves in the house. Because, the child use toileting everywhere in the home because of this our support was up to school on this skill development to train the child how to use toilet propyl and correctly (Parent of Child 4, Father)

I have meeting with parents who have children with intellectual disability once a week in the school to discuss about their children and their supporting practice at that time all parents agree that the most difficult skills from the four domain is daily living skills from this using of toilet is very critical. Because, this skills touches all the family members. Although with this difficult situation parents have tried their best support for their children.
(School Counselor)

4.5.2.3 Grooming and Dressing Skills

Parents were asked what items they support to develop grooming and dressing skills for their children with intellectual disability and their response were presented as follows: Wash hands before and after eating in order to protect themselves from germs, comb their hair by applying oil, cut and clean their fingers nails, take bath independently, brush his/her teeth take off simple clothe swear his/her clothes and close back and front buttons/ zips or snaps correctly. Parents reported that they provide the above support very often because of the over protection of families in additions of the type of their disability they require frequent support. On the other hand, respondents were asked what type of support they provide to protect themselves from potential accidents for children with intellectual disability and their response were how to protect themselves from fire accident, protect themselves from car accident, handle sharp objects carefully and protect themselves from electric shock. (Swanson & Vaughn, 2015)

4.6 Socialization Skills Development Support Practice

Regarding social skill development of children with intellectual disability participants reported that they support them the following personal skills play with her/ his peers cooperatively, remembering and greeting his/her friends by calling their names and how to be concern of problems of others, apologize for making mistakes or errors and ask permission on the time of using others property (Jacobson, 2006).According to the response of parents of children with intellectual disability, it is possible to conclude that parents of children with intellectual disability have not frequently provide support on this skills. Because of time limitation and not to give a chance to their children to interact with other children because of frustration from their peers.

I try to help my child in this social skill development when I go to the school at the time of returning of students from school and in the morning when I was going to school with my child at this time, I give a chance to play with friends and sometimes my child tries to go with other students without me. But, I often follow my child even he go with other children because sometimes he miss the place of the school and also the home(Parent of Child 1, Mother)

“In socialization skill development I did not give support for my child. Because, I did not give permission or chance to interact with other children. Because, I afraid of other children some children are hitting my child because of his behaviors.” (Parent of Child 2, Mother)

4.7 Gross Motor Skill Development Support

Regarding gross motor skills development support practice parents were asked what kind of support they provide in order to increase the gross motor skill development of children with intellectual disability and their respond were by practicing the following significant skills.

Which are critical for the development of gross motor skills those were: moving his/her hands and foot properly and freely, run smoothly by changing direction and speed, catch objects with both hands, Kick objects/ balls, techniques of pushing, pulling, jumping, and through objects/ balls. (Chanie 2010).The respondents give all the components of gross motor skill development support in the school.

4.8 Fine Motor Skill Development Support

Concerning on fine motor skills development support respondents were asked what kind of support they provide in order to improve fine motor skills development of children with intellectual disability their respond was as follows in relation to fine motor skill development support respondents reported that to develop fine motor skills of children with intellectual disability.

They support their children by showing the following activities in the home and school those are: How to holding and use pen/ pencil, open/ lock with key, fold and cut paper/ cloth., put thread on beads and needle and they often practice this activity with their children with intellectual disability. (Chanie 2010),

In general, all participants reported that parental support has a great important for children with intellectual disability if they receive parental support as early as possible it prevents them from secondary problems. In other words, whenever they come at early age the children will be prevented from having additional problem. Because of this teacher said when we work on small age children there is a big change.

4.9 Challenges of Parental Support Practice

According to World Health Organization (2010), Enriched education and care needs for children with intellectual disability is challenge the parent's capacity to fulfil their parental functions leading to overtiredness and segregation parents and neighbors living with a child with intellectual disabilities. Therefore, be entitled to a higher level of protection in the best interests of the child. There are many reasons from the parents and also from the school for this challenges of support for the education of their children with intellectual disability in the school from the challenges the listed are the most known challenges that hinder the support of parents in the education of their children with intellectual disability those are shortage of time, bad experience and illiteracy.

4.9.1 Negative Attitude and Beliefs

The majority of people still believe that a disability is revenge for past wrong works committed. The low parent inspiration to educate children with intellectual disability is a major problem to active involvement for support practice by the parents.

The main difficulties faced by parents in educating their children with intellectual disability are stigmatization, negative attitudes from members of the community and parental ignorance. Such a child is a shame to the whole family. Hence, their exclusion by parent or the society (George, 2018).

In relation to this challenge parents were reported as follows and the researcher concluded that negative attitudes and beliefs towards children with special needs and their parents in general and children with intellectual disability and their parents in particular were the challenge that hinder the practice of parental support in the education of their children with intellectual disability at the school.

There are bad or negative attitude towards my child and me by communities and neighbors. Sometimes. they says how is your child who is mentally retarded and he is your burden or what is called in Amharic ሽክም and what is your future plan with this patient child? This is the indication of your bad work and practices in the previous time. (Parent of Child 1, Mother)

In our community there are a great problem in relation to cause of disability because of this there is negative or bad attitude towards my child and me some students and some community members were insulting my child what is called in Amharic አንተ የቤተሰብ ሽክም .And some others insults me what is called in Amharic አንች አትረቢ ልጅሽ አይረቢ. But, he is my child I do not know why the community members insulting him and I do not ask some support from them for my child but they have negative attitude towards my child and me. (Parent of Child 2, Mother)

4.9.2 Discrimination

Stigma and discrimination may lead to children with intellectual disability and their parents facing exclusion and desensitizing treatment and stigma can often result in weakened status in the society and community (George, 2018). In relation to this challenge parents, teachers and other key informants stated the following responses and the researcher understood from the responses of participants discrimination was a challenge that hinder parental support practice in the education of their children with intellectual disability at school and discrimination cannot be eliminate overnight. Because, it needs lots of work with other stakeholders and now there is some change on the attitudes of community towards disability.

There are so many challenges in relation to discrimination on the child and also on parents because of the types of disability which was happened on the child because of this even some community members said that no one must be make marriage relation with their family members. Because, they believes that that the cause disability is heredity this was the great challenge in supporting children with intellectual disability in the school because there is frustration form parents(School Director)

Now there is some change on the attitude of the community and society towards disability. Because, they see my child can learn with their children without disability. But, on the cause of disability still there is big problem because of this there is discrimination on us when we involved to support the child with intellectual disability at the school. (Parent of Child 4, Mother)

Discrimination is a challenge that hinder parental support practice in the education of their children with intellectual disability at the school and we cannot eliminate discrimination at a time. Because, this issue needs to have deep work to change the attitude of the community towards disability which leads to discrimination. But, there is little change now. (Special needs teacher 1, who teach children with intellectual disability)

4.9.3 Negative societal Perception

According to (George, 2018).Negative perceptions in society can create feelings of shame among parents who may keep their child with intellectual disability away from public view.

In some cases, children with intellectual disability are hidden away or forbidden from taking part in social participation and education due to stigma or negative perceptions sometimes children with intellectual disability are kept a distance from school.

False and harmful beliefs about disability can have implications for all aspects of the lives of children with intellectual disability and their parents. Fear and ignorance about the nature of disabilities have had negative impact on the parent's ability to support their children with intellectual disability in the school (George, 2018).

According to the responses of the participant's negative societal perceptions is the most challenge that hinder parental support practices in the education of their children with intellectual disability at the school.

'...the negative perception of the society is the greatest challenge when we try to support the child at the school even some society members balms us why, they consume their time on the child. Because, the child is not important in the future except consuming the time and money.' (Parents of all Children)Participants in this study repeatedly mentioned that misunderstanding of the community towards disability is highly aggravating the existed unfavorable living conditions of both children with intellectual disability and their parents.

Parents also explained that how discrimination and stigma even in their own family forced them and their children being isolated from most of the events in which they had great role before. As the data through interview and observation confirmed that there was negative societal perceptions towards children with intellectual disability and their parents even from the extended family.

You know what? I ... might tolerate what others said about me and my child. But, my sister, even she couldn't understand me and my child! Oh...God!!! She believes and says it now and then that God gave me the disabled child to punish me for my sin not to ask her willing to live with my partner and my husband was not happy when she come to my house even if she is my sister. But now my husband was reject her idea. (Parent of Child 4, Mother)

4.10. Low Socioeconomic Status and Large Family Size

Socioeconomic status played a great role in parental support practice in the education of their children with intellectual disability economically better parents could maintain their children's educational problems than for those living in serious poverty. Concerning to low socioeconomic status and large family size all participants agree on lack of economy is the most challenge that hinder parental support practice in the education of their children with intellectual disability at the school. (UNICEF, 2006). Thus, participants argued that parents of children with intellectual disabilities who have high economy challenges in little circumstance than that of parents who have low economic status in the practice of supporting their children with intellectual disability in their education and adaptive behavioral skills training in home and at school.

Economy is everything especially for those who have children with intellectual disability like me. Because, if there is good economic status supporting the child is easy. I can full file everything by using economy for my child. But, my life is hand to mouth. So, for me economic is a great challenge that hinder my support practice in the school and home. Because, I have another child who live with me and my husband was not involved to support the child because of his work. But, if we have good economy we can hire a care giver for my child. So, economy is very important to support the child who has intellectual disability at the school and in home. (Parent of Child 2, Mother).

When we see the parental support practice for their children with intellectual disability in the school the status of their economy affects their practice even some parents often ask why the government give some help by money for us. Even if, the government tries to paid some money for children with disability. But, that is not enough to them. So, economy is a challenge that hinder parental support in the education of children with intellectual disability. (Special needs teacher 2, who teach children with intellectual disability)

Economy is very important for supporting children with special needs and for children without disabilities. However, lack of economy is the greater challenge that hinder parental support practice in our school even if the government paid some money for children with disability. But, that is not enough for my child in this time. Because, you know that everything is increasing now. (School Director)

Children in small family's size receive a greater amount of individual attention and tend to be comfortable around adults at an early age. The family have also a function to afford formal and informal education to children or family members. The impact of family size on parental support practice on their children education and adaptive behavioral skills training was expressed in detail by parents of children with intellectual disability.

In relation to large family size challenge that hinder parental support practices in the education of their children with intellectual disability parents reported the following responses and from the response, it is possible to understand that large family size affects parental support practice in the education of children with intellectual disability and the so called normal children in the home. Because, lager family size has its own effect on economy and other determinant things in the home. Beside other parents one parent reported in the opposite side on the challenge of family size that hinder parental support practice in the education and adaptive behavioral skills tanning for children with intellectual disability. She believed that if there are large family size supporting practice is better than that of small family size. Because, they can support each other.

I have four children in my house including my child who has a problem and to provide support for this child is difficult in this large family size even it is difficult to fulfill educational materials, clothes and food sometimes my child who has a problem cannot be interact with other children in the home. (Parent of Child 1, Mother).

Large family size is challenging issues in the education of my child who have disability and have not disability. Because, providing support is not an easy task for someone who have large family size you know that how much cost is increasing for everything in this year. So supporting children with intellectual disability is difficult in large family size. Because, it affects all the family members. (Parent of Child 2, Mother)

I have five children in my home including one child with this problem and I support my child greater than other child who is normal. But, it affects our family because every attention is given for the only child who have problem because of this other child hits the child. So, my family size challenges my support practices. Because, if there is no other child in the home I can treat my child with intellectual disability easily (Parent of Child 3, Mother)

You know that this is well known large family size affects everything starting from home up to school and it is difficult for anyone who have children with disability in general and children who have a problem of intellectual disability.

If there are many children in the home it is difficult to provide support for children with intellectual disability in better manner and condition. Because, other child dislikes the child because every attention is given for that child and others was out of attention. (Parent of Child 4, Mother)

I think large family size has not effect on parental support practice in the education of children with intellectual disability. But, in the opposite side large family size is good. Because, they have a chance to support each other in the home. In my home there are five children from those one is with intellectual disability and there is no challenge because of family size even sometimes my child who has this problem go to school and return from the school with my child what is called “normal” this gives a chance to get time to me. (Parent of Child 5, Mother)

4.11 Lack of Training for Parents

Due to the specific needs of children with intellectual disability parents of those children have an increased needs for support, training, educational programming and help to assist them in facilitating and nurturing development of their children managing the influence of chronic stressors, and buttressing parents wellbeing (Wendy, Russell, Tracy Jane, 2015). In relation to the above challenge that hinder parental support practice in the education and adaptive behavioral skills training of their children with intellectual disability.

All of the interviewees confirmed that there were no much training for parents who have children with intellectual disability at the school. But, training has their own benefits for parents who have children with intellectual disability to support their children education and basic adaptive behavioral skills training effectively. And not only for parents of children with intellectual disability but also for parents of children with different types of disability at the school and parent training must be supported by policies and legal frameworks for the development of special needs education and parental support practice.

I need to have training on how to support my child in the home and school. But, there is not much training from the school community about support mechanism for me. But, providing support for children with intellectual disability is very challenging issues and lack of training on how to support my child is the most challenge for me. (Parent of Child 1, Mother)

“ ... There is no much training for me and other parents who have children with any types of disability in the school. But, the problem is not only from the school but also from me because I have not time to receive the training from the professionals. Because of, my work nature.” (Parent of Child 2, Mother)

According to my idea training is very important not only parents who have children with intellectual disability but also for every parent. Because, training can be used as to creating awareness about disability and developing acceptance for our child but there is a great problem which is related to payment if there is training every parent need payment even teachers need payment for providing training. (Parent of Child 4, Mother)

You know that as special needs expert, training is very important. But, there is lack of training for parents of children with intellectual disability from the school because of different reason from different side there is problem from teachers, parents and from the school and budget is the most challenge for giving training. But, parents need training even in the home. (School Vice Director)

We accept that parents and directors reported about lack of training affects parents of children with intellectual disability to provide support in every aspect even there are teachers who have not special needs background but they came by short training from the education office of the region this is another challenge which affects parent training in the school. (Special needs teachers 1, who teach children with intellectual disability)

4.12 Low Educational Status of Parents

Education has many advantages for every aspect in any direction including supporting children with special needs in general and children with intellectual disability in specific regarding this issue parents, teachers, counselor and school directors reported the following responses.

From the responses it is possible to conclude that parents who have high educational status have high parental support practice in the education of their children with intellectual disability than that of parents who have low educational status. So, low educational status is challenge that hinder parental support practice in the education of their children with intellectual disability at the school.

Education is key for everything education is key for peace, democracy and development for parents of children with intellectual disability is more important. Because, I have seen this from my experience how much educational status of parents are critical in every participation someone who have good qualification in education have more participation than that of none educate parents in decision making process at the school about their children and other things (School Vice Director).

Some parents who have good educational qualification can give more support for their children with intellectual disability than that of none educate even they gives some advice for me about their children needs. So, educational status can be affect the practices of parental support for the education of their children with intellectual disability. (Special needs teacher 1, who teach children with intellectual disability).

“... Education is good. I am so sad. Because, I am not educate person and because of this supporting my child is difficult to me. Because, I cannot read and write and also sometimes I cannot understand my child what the child needs from me and I often blame my family and myself.”
(Parent of Child 5, Mother).

4.13 Lack of Collaboration between Teachers and Parents

In the field of special education collaboration with parents and teachers is generally a key part of creating and implementing an effective IEP to support children with intellectual disability in the school (Cook, 2012). Parents, teachers and school administrators must work together to ensure the education and wellbeing of the students and their parents.

Regarding to this, parents, teachers, and other key informants reported the following responses. From the response, it is possible to understand that lack of collaboration between teachers and parents were challenges that hinder parental support practice in the education of their children with intellectual disability and in the opposite collaboration between parents who have children with intellectual disability and school community were important issue in parental support practice in the education of their children with intellectual disability at the school and in home.

There is no better collaboration between parents who have children with intellectual disability and special needs teachers who teach their child and other school communities. Because, of different reason such as lack of time negative attitude from societies, and discrimination towards children with disability and their parents. But, this is not good for parents, teachers and children. Because, this affects support from parents and teachers even there is a problem with us. Because, no one is not a member of (PTSA) from those who have children with intellectual disability. So, this will be changed for the future to develop the relationship between parents of children with intellectual disability and school communities. (One Member of Parent Teacher and Student Association (PTSA))

In this issue there is a great problem from parents to work with teachers and other school community for the development of their children education and other adaptive behavioral skills. Because, those are the first teachers for their children and they know their children well than school community. Because of this, low collaboration between parents and teachers could affect parental support practice in the school. Even, some parents cannot come to school even I write letters. (School Director)

Even if working collaborate with teachers and other school community is important for our children and for us to provide support for our children easily and see some development in different basic adaptive behavioral skills and in the education. But, there are lots of barriers which affect our collaboration with school communities such as, lack of time, supporting in the school is left for teachers and we were busy by other work even if we try to all the best for our children (Parent of Child 5, Father)

4.14 The Impact of Corona virus

Most parents in that community and school reported that the coronavirus pandemic made it more difficult to meet the needs of students with disabilities and providing support in the education and adaptive behavioral skills training of children with disability.

Regarding this challenge all of the interviewees confirmed that the impact of covid-19 is the challenges that hinder parental support practice in the education of their children with intellectual disability and also affects their economy.

Because, there was no work for parents especially for daily laborers in the time of emergency and that affects the support practice of their children with intellectual disability and other children in the family.

“I have not word to express the impact of corona virus not only supporting my child but also to survive in better manner. Because, it affects all the family members even I cannot get some support from other persons because of this pandemic disease.”(Parent of Child 1, Mother)

Corona affects all things not only supporting children with disability but also it affects all the family members. Because, the school was closed around eight months that was a big challenge for me. Because, the child was stay with me in the house with my children without disability and that time was so difficult for every family member's and I was in difficult situation to support my child with intellectual disability. (Parent of Child 2, Mother)

This pandemic disease is very difficult someone who have children with intellectual disability like me. Because, the transmission method of this virus is difficult for children with disability. Because, it needs hand washing, not touching the mouth eye and face but you know that it is difficult to children with intellectual disability they touches everything in every were without any limitation and care. (Parent of Child 3, Mother)

“Corona virus is very challenging issues in every activities specifically someone who have children with intellectual disability is so difficult. Because, my child cannot keep himself from this virus because of his disability he did not know what corona is and he cannot give emphasis on this issues.” (Parent of Child 4, Mother)

I have got many challenge in the time of corona virus to provide any support for my child especially at the school compound. Because, there were discrimination on my child and me from the school community including the school counseling. Because, they afraid of the pandemic disease in the area that is a very challenging issues. Because, children with intellectual disability touches everything in everywhere. So, he will be transmit the virus easily for other school community. Because of this, there are discrimination on my child and on me by school community. (Parent of Child 5, Mother)

The spread of coved-19 is not the only challenge for parents. But also, it is a challenge for us and every one in our surrounding. Because, our social life method is easy to the transmission of this pandemic.

But, it is very dangerous for parents who have children with intellectual disability and their children you know that those children with intellectual disability cannot protect them self from this virus and they have connection with their parents because of this supporting children with disability in the time of this coved-19 virus is difficult for every one not only for parents of children with intellectual disability. (Special needs teacher 1, who teach children with intellectual disability).

The very challenging issue for providing support by parents and teachers are the impact of corona virus in the world. Specifically it is dangerous for parents who have children with intellectual disability even it is difficult for the school community specifically in 2012 academic year because the school was closed but know this school is opening for 2013 academic year.

But, because of the virus some students were absent from school including students with disability even parents cannot provide support for their children in the school. Because, their economy was affected by this virus and them afraid of this virus now. (School Director)

This pandemic disease coved- 19 is not the only challenge of parents of children with intellectual disability and their children. But also, for every school community. Because, all the school community are at risk for this pandemic disease by those children with intellectual disability and their parents you know that children with intellectual disability cannot used the mask propyl and they touches everything without care so the impact of corona virus is very challenging issues which hinder parental support and other practice.(School Counselor).

4.15 Opportunities of Parental Support Practice

Even though there are many challenges of supporting children with intellectual disability there were also opportunities as well. Supporting children with intellectual disabilities at the schools is an advantage for everyone (Mihai, 2017).Parents have got the opportunities of the following important concepts.

4.15.1 Develop Self-esteem, Attitudinal change and Make Friendship

Concerning on those opportunities such as develop self-esteem, attitudinal change and make friendship, the researcher were discussed some of these opportunities of parental support practice in the education of their children with intellectual disability.

According to the participants response, observation, focus group discussions and document analysis it is possible to conclude that parents have got lots of opportunities when they try to support their children with intellectual disability at the school. Like, creating friendship with parents of children with different types of disability, develop self-esteem, and attitudinal change.

There are many opportunities for parents of children with intellectual disability when they try to support their children with intellectual disability at school. From those opportunities the following are some lists they can develop self-esteem, they can get some training from the school, they have a chance to interact with other parents who have children with intellectual disability and make a relation with them. Lastly, they see their children can learn like other children" without disability. (School Vice Director)

By the way supporting or helping children with intellectual disability at the school is not only the responsibility of parents. Everyone must be support or help children with intellectual disability at school like this the opportunity is also not only for parents. But also, for every school communities including me. Parents can get many opportunities when they support their children with intellectual disability at the school. Like, awareness rising, attitudinal change towards disability and to show their children can learn and train like what is called normal children at the school (School Counselor)

Yes supporting my child is my responsibility. Because, I am the first teacher for my child and supporting is not easy task. But, I have got many opportunities when I was in supporting of my child I have seen how children with intellectual disability can learn and make change in every aspect and I see disability is not in ability. I know what intellectual disability means when I engaging to support my child at the school than that of the doctor was said before. (Parent of Child 1, Mother)

“When I try to practicing for support my child with intellectual disability I have got a chance to make relationship with other parents who have children with intellectual disability and share some ideas on how to support and make change on my child.” (Parent of Child 2, Mother)

“I have got a chance to interact with the school counselor when I was go to school to support my child and I know what IEP means and also how much parents are important for their children in the school. Because, I was provide information about my child to the school especially for special needs teachers who teach my child” (Parent of Child 4, Mother)

Supporting children with intellectual disability is so difficult someone like me. Because, I have not time to support my child in the school. Because, I often in filed because of my work nature so the burden was on my wife. But, there are many opportunities in the practice of supporting the child according to my wife idea she sees lots of change on the child and the cause of disability is not only the evil spirit and punishment of God and she knows that intellectual disability is not disease and it has four categories. The most opportunity is attitudinal change towards disability and the school community. (Parent of Child 5, Father).

Parents who have children with intellectual disability can get opportunities when they tries to support their children education in the school and even in the home. Because, we have seen a change on parents and their children after support. Because, their children can come to school without their parents, they give greeting for some persons in the community, they call someone by name and there are a great change on families especially when their children come to school and learn. Before schooling and at age four there was a big problem on parents because of their ups and downs to get solution for their children. But, now parents can discuss about their children in every social life of the community what is called in Amharic like **ሰንበቴ**, **እቁብ**, **እድር**, and **ማህበር** without any frustration. (Member of Parent, Teacher and Student Association)

4.15.2 Parental Education at School

According to Mabel (2017) parental education affects enrollment of children with intellectual disability in schools because educated parents with high incomes are able to provide their child's favorable environment. They also understand the value of education and its benefits to the child. Parents who are ignorant may not realize that children with intellectual disability have the same needs as all other children and some parents hide their children away from neighbors. On the other hand the educated parents may not be confident in the ways of raising up children with intellectual disability in areas of adaptive skills training (Stone, 1995).

According to the responses of parents of children with intellectual disability, teachers, school director and counselor the researcher conclude that parents have got an opportunity of parental education at school on how to support their children with intellectual disability by receiving different methods or techniques from the school teachers and other concerned bodies.

We give some parental education on how to support children with disability in general and children with intellectual disability in specific. Because, this type of disability is more difficult than other types so we provide some parental education on this types of disability and how to support the child at school and in home. Then parents used how to deal better with their children at home by using techniques that the teachers use in school even we provide lesson plans for parents of children with intellectual disability which focus on adaptive behavioral skills development training. But this is not enough for them. Because, there is time limitation on parental education on how to support their children with intellectual disability. (Special needs teacher 1, who teach children with intellectual disability)

Even if there are some challenges to provide parental education on how to support their children with intellectual disability from parent side and the school side we try to give this opportunities for them in short time at the time of flag and return of students to home. Because, there is lack of time from parents and from us. But this parental education is good opportunity for them specifically to give basic adaptive behavioral skills training in the home for their children with intellectual disability. (Special needs teacher 2, who teach children with intellectual disability)

Like a health professionals in the health center special needs teachers teach us about disability, cause of disability, prevention of disability and how to support children with disability at school in the time of when we go to school with the child and they teach disability is not in ability if there is support for children with disability and positive attitude towards disability. Because, they can learn, work and participate in any aspect like other children without disability for this purpose there is special needs club in the school which is important to create positive attitude towards disability and to help children with disability at the school. Even some times, I was involved in that club. (Parent of Child 4, Mother)

The school tries to give some parental education about their children behavioral and some changes on their children as a report. I write letters to parents of children with intellectual disability when they do not come to school with their children and discuss about their children change which is positive or negative if the change is positive on their child the parent must be share the experience for other parents who have children with intellectual disability in the school if negative this parent must be involved in the support practice much and at this time the counselor give some guidance and counselling service for parents of children with intellectual disability so there are parental education opportunities for parents of children with intellectual disability when the engaged in their children education to provide support at school (School Director).

4.15.3 Social Support from School Communities

According to Gerich (2013) Studies at social support has showed that parents with high social support tend to report little psychological, psychical and social problem than those parents without social support In relation to social support opportunities for parents of children with intellectual disability and their children.

Participants were raised the following responses from their responses, it is possible to understand that when parents of children with intellectual disability engaged or involve to support their children with intellectual disability at school they have got the opportunity of social support from the school community and change their children adaptive behavioral skills by using those supports got from the school community. So, that social support opportunity was very critical thing for `parents of children with intellectual disability and their children.

Parents of children with intellectual disability and their children have got social support opportunity from the school community. When, parents of children with intellectual disability involve or engaged in the practice of supporting their children with intellectual disability at school regularly. Because, social support can making relationships and friends. So parents have the opportunity to make relationship with others and have got social support when they engaged in supporting practice for their children with intellectual disability at the school. (School Counselor)

When parents of children with intellectual disability try to support their children at the school others have learn from their support and give some ideas how they train their children and sometimes parents who have not children with intellectual disability try to give help for them. Because, they make friendships with the school community including parents who have not children with intellectual disability at the school so social support is the opportunity for parents of children with intellectual disability and their children. (School Director)

Because supporting my child at the school is my responsibility and I have got another advantage from the school community when I try to support my child. I have make good relation with the school community and children without disability. Because of this, some children without disability helps me by giving support to my child at school and out of school. Even, my child go to school with the help of children without disability. So, this helps me to use my time for other things. (Parent of Child 3, Mother)

When parents engaged or involved to support their children with intellectual disability at the school it is important for every one including us. Because, when parents involved to support their children at school this minimizes our burden to give every support for their children and parents have got the opportunities to make social support from us and other school community. Because, other school community uses the parental support practice as a skill and help their children in the school compound. (Special needs teacher 2, who teach children with intellectual disability)

The opportunities are not only for parents of children with intellectual disability. But also, for every society and community. Because, if there is change on the child everyone can help the child at school including me. Because, I learn from their parents how to support children with intellectual disability at school. So, parents have got social support opportunities from me and other school community because of their good practices of supporting their children with intellectual disability at the school. (School Director)

4.16 Discussions

In this section, findings identified in this study will be presented compared to results from different researches in pervious time. As previously mentioned in chapter four, five themes were explicated through the process of analysis. So, generally based on the following major themes of this research and particularly in analysis, I have presented the discussion section as follows; major themes- a) accepting the unexpected reality, b) coping strategies c) parental support practice d) challenges of parental support and opportunities of parental support.

Accepting the unexpected reality

For parents having little or no knowledge about disability, the time before and after diagnosis to understand what happened to their child is extremely difficult. It would be even worse if the parent is living in a society in which cultural and traditional practices are considered as effective means to solve children's health related problems than medical treatment (Lauren, 2015; Dibakone, 2016). This is also evident in this study that parents have been overwhelmed in searching of their children's problem, understanding the problem and finding the solution as well.

In this process, parents explained that they passed through different situations and practices including traditional practices, following individual advice/ information and medical diagnosis.

As many parents living in Africa, particularly in Ethiopia, all participants in this study mentioned that they exercised different traditional practices to find the best solution for their children's "abnormality". Though these parents didn't get the psychological or financial support from their families or relatives, they were going wherever they think they could find the solution and in most cases, they did whatever they ordered to do by well-known 'traditional healers'. According to their explanation about the result of their effort going through this avenue was wastage of time and money with no change in their children's situation.

The other way that the parents in this study used to know the existed situation of their children was the following the individuals' information and advices. It is not surprising if one could hear when parents explained this situation as "confusion and ambiguous". Because some of the information were about the use of medical treatment and led them to hospitals for diagnosis while others told them that of their children's problem as never addressed by medical treatment rather by traditional ways, which some parents already gave up with.

As it was evident in the study findings, all parents were confused and almost all were dealing with both at the same time. And parents believed and said, their low level of education and absent of partners in sharing responsibility or making decisions about their children's life were main reasons for unspeakable confusion they were in before they tried the last one.

This result also supported by previous researches (O' Halloran et al. 2013) parents also mentioned that they were asking other educated people for clarification what was stated in the medical certificate about the result of diagnosis. As one of parents stated that was an evident from the interviews that because they couldn't get clear explanation that considered the parent's level of understanding about the medical words that Doctors' were using and lack of effective communication skills of some health care professionals. As many research findings revealed that Caring for children with intellectual disability is exhaustive for parents specifically for mothers as they are a sole provider for their children.

Parental coping strategies

This study revealed that although all parents passed through unpredictable and uncontrollable life, more downs and little ups, in raising their children with ID, they also used different strategies to survive and passed through the situation which were seemed never pass. All participants mentioned that they are believed in God and engaged in praying and attending church and read word of God to get strength, health and any means of daily bread for their children and themselves. Some of them also mentioned that sometimes might get angry at people or their own children's behavior and then complaining God for everything, they also regret for their thought and started praying in which they feel refreshed and get strength to pass through even the most difficult situations in their life. Others also explained that they feel not alone but so closer to God to show him their life which is not seen by their families or neighbors or others.

Here the researcher wants to make clear that the issue of spirituality mentioned by parents in two different situations. In one way as effects/ consequences of challenges and on the other way as coping strategies. However, during the interview session, parents clearly explained that it is true that they faced spiritual crises when they were in undefined complicated situations especially before they understand and accept their children's disability.

Developing relationships with other parents of children with disability is one of the coping strategies used by those parents. This relationship was established since their children joined the school. During the interviews, all participants acknowledged teachers for their effort to convince them to attend some trainings given to parents and they paved the way and facilitated situations to parents to uncover their issues to each other. In the beginning, these parents were impressed by others' freedom of sharing to and gaining from others' experiences. According to their explanation, after two meetings, they became no longer listener rather they also shared their own life experience. They mentioned that other parents of all children in the school were like mentors on how they trained their children to develop basic adaptive skills with other children, how they supported them in developing simple routine tasks at home and enable the children to be less dependent in daily living skills...etc. Moreover, as they mentioned, almost all teachers' approach to children and parents make them feel belonging to the school community not stranger.

In the FGD Teachers also explained that most parents were so depressed and lonely when they came to the school for the first time. They needed more human elements like friendship, discussion and socializing than other means of supports. And that's why the school facilitated the situation for parents mostly mother to get together for discussion and have tea and coffee. This bridge the gap between their need and the support system that many parents missed throughout their life

Parental support practices

Parents of children with intellectual disability have tried their best in the four basic adaptive skills training .The finding is consistent with what has been studied by Mwaikimu (2012) who explained that parents supported in the study asserted that their children attend school and they provided support for the development of the four basic adaptive skills development training for their children. This implies that parents of children with intellectual disabilities are involved in adaptive skills development training particularly by providing some stories focusing on the four basic adaptive skills. The other issue that parents were asked about their role in establishing a positive learning environment like creating a quiet place for study and their expectations on what their children will do in school and about their children's school performance.

Challenges of parental support

Children with intellectual disabilities have the same human value as any other children and are entitled to basic human rights and fundamental freedoms, including the right to grow up in parent's environment. As their enhanced education and care needs can challenge the parent's capacity to fulfil their parental functions, leading to exhaustion and isolation, parents and relatives living with a child with intellectual disabilities should therefore be entitled to a higher level of protection in the best interests of the child.

There are many reasons from the parents and also from the school for this challenges of support for the education of their children with intellectual disability in the school from the challenges the listed are the most known challenges that hinder the support of parents in the education of their children with intellectual disability those are shortage of time, bad experience, illiteracy and lack of sensitiveness from the school system are the challenges of parental support in the education of their children with intellectual disability.

The main difficulties faced by parents in educating their children with special needs are stigmatization, negative attitudes from members of the community and parental ignorance (Mwangi & Orodho, 2014). Discrimination may manifest itself in the form of cultural prejudice, socio-economic activities and practices, legislation and administrative practices as well as environments that are inaccessible to individuals with disabilities. Discrimination may result from stigma against a person with a disability, a family member or someone associated with a person with a disability (United Nations- DSPD, 2016). Stigma and discrimination may lead to persons with special needs facing exclusion and desensitizing treatment. For individuals with special needs and their parents, stigma can often result in diminished status in the society (United Nations, 2016).

Opportunities of parental support

Even though there are many challenges of supporting children with intellectual disability there are also opportunities as well. Supporting children with intellectual disabilities in the various schools is an advantage for everyone. Parents have the opportunities to learn more about how their children are being educated in schools with their peers, become personally involved and feel a greater sense of accomplishment in helping their children to learn, feel valued and consider themselves as equal partners in providing quality learning opportunities for children, learn how to deal better with their children at home by using techniques that the teachers use in school, find out ways to interact with others in the community, as well as to understand and help solve each other's problems, experience positive attitude about themselves and their children by seeing their children accepted by others, successful in the inclusive setting and belonging to the community where they live. This is consistent to the previous studies conducted by Mihai, in 2017.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapters includes summaries of findings, conclusions and recommendations on the study of practice, challenges and opportunities of parental support for children with intellectual disability.

5.1. Summary

The main purpose of the study was to assess parental support practice, challenges, and opportunities for children with intellectual disability in Teklehaimanot general primary school.

Based on objectives and basic research questions the research findings were forwarded. As different review literature indicated that parental support practice is important for children with intellectual disability and their parents. Because, parents have got some opportunities when they engaged or involved to support their children with intellectual disability with lots of challenges that hinder parental support practice at the school.

The findings of this study show that in that specific school there was better parental support practice for children with intellectual disability in the ground. Because, parents have tried to their best to provide support for their children with intellectual disability with some limitations that help to train adaptive behavioral skills and providing educational materials which are important for children with intellectual disability.

The results of the study show that still now there is negative attitude from the community and society members towards children with intellectual disability and parents who have children with intellectual disability.

The findings of this study show that parents have got some opportunities when they try to support their children with intellectual disability at the school. Such as learn how to deal better with their children at home by using techniques teachers use in the school, find out ways to interact with others in the community, attitudinal change, develop self-esteem, and they can see disability is not inability and their children can learn like other children without disability.

According to the research finding parents who have children with intellectual disability pass a lot of challenges starting from identification, assessment, and intervention or support.

From the challenges the following are some lists: Discrimination, Negative societal perceptions, low economic status, and lack of training, low educational status, lack of collaboration between teachers and parents and the impact of corona corona Virus.

In general, parental support practices for children with intellectual disability is important. Because, parents are the first teachers and role models in the education of their children with special needs and children without special needs and also parents play a critical role in providing a learning bridge between school and home.

5.2 Conclusions

Based on the findings of the study, the researcher has reached on the following major conclusions: There were better parental support practices for children with intellectual disability in the ground with many challenges that hinder the support practice and some opportunities which enhancing parental support practice for children with intellectual disability at the school.

Children with intellectual disability must be get special support from their parents according to their needs and potential at the school as well as in the home.

The parental support practice must include how to support their children education and learning for the development of basic adaptive behavioral skills. The support practice of parents prepared the teachers to meet the challenges and opportunities through a sound knowledge base and development of appropriate outlooks and performances.

This is a lesson that unless we give serious attention to parental support practice we may not be able to change the basic adaptive behavioral skills development of children with intellectual disability without parental support practice.

If parents of children with intellectual disability involved or engaged in supporting practice for the education of their children with intellectual disability children could achieved the basic adaptive behavioral skills development

Finally, this research may not have answered many questions that come to people's mind regarding the parental support practice, challenges and opportunities in Tekilehayimanot general primary school. In fact, it is important to conduct further study on the same issues based on this study and other broad related issues, both in home and at schools.

5.3 Recommendations

According to the major findings and conclusions drawn, the following recommendations were forwarded to different stakeholders:

1. The school should be provided training for parents who have children with intellectual disability.
2. The school must be providing awareness rising training about disability for the school and surrounding community.
3. The school counselor should be providing guidance and consoling service not only students but also parents of children with intellectual disability.
4. The parent, teacher and student association (PTSA) should be include parents of children with intellectual disability in the association.
5. Parents must be making a relationship with special needs teachers and the school community as much as possible.
6. The school should be providing alcohol, sanitizer and mask for children with intellectual disability and their parents.
7. The school must be give a training for children with intellectual disability on how to use their mask.

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Appendix -A
Addis Ababa University
School of Graduate Studies
College of Educational and Behavioral Studies
Department of Special Needs Education

Interview guide for parents of children with intellectual disability

Dear participants, the following interview questions are designed to collect data for MA thesis study on the topic: parental support for children with intellectual disability. Thanks in advance for your cooperation.

Interview with parents of children with intellectual disability

1. Background information

A. Sex _____

B. Age _____

C. Sex of your child _____

D. Age of your child _____

E. No of children without intellectual disability _____

Female _____ Male _____

F. No of children with intellectual disability _____

Female _____ Male _____

G. Education Level _____

H. Marital status _____

I. Economic status

Higher than others _____ Middle _____ Lower than others _____

Interview Questions

1. Tell me what was your feeling and reaction when your child becomes disabled?
2. Tell me how do you know your child has intellectual disability?
3. Who give an assessment for your child?
4. In what way and how you support your child?

5. Is there any support from community and others for you and your child?
6. Is there any training from school on how to support your child at the school and in home?
7. Is there counselling service for you and your child at the school?
8. What is the attitude of the community on you and your child?
9. What are factors that hinder your support to improving your child's adaptive behavioral skills? How do you solve it?
10. What are the opportunities when you support your children in home and at school?

Appendix -B
Addis Ababa University
School of Graduate Studies
College of Educational and Behavioral Studies
Department of Special Needs Education

Interview guide for teachers who teach children with intellectual disability

Dear participants, the following interview questions are designed to collect data for MA thesis study on the topic: parental support for children with intellectual disability. Thanks in advance for your cooperation.

Interview with teachers who teach children with intellectual disability

1. Background information

A. Sex: - Female _____ Male _____

B. Age-----

C. Education Level _____

D. Years of experiences _____

Interview Questions

1. How and in what way parents support their children with intellectual disability at the school?
2. Do you provide any training for parents who have children with intellectual disability on how to support their children at the school?
3. Do you have collage training on special needs education and how to support children with intellectual disability?
4. Is there collaboration between you and parents for the purpose of support?
5. Is there specific lesson plan for children with intellectual disability like IEP?
6. How do you know children with intellectual disability and how you accept those to schooling?
7. Is there any challenges that hinder parental support at the school for their children with intellectual disability?
8. What are the opportunities for parents when they support their children with intellectual disability?

9. Is there any discussion between parents, school directors and counsellor about their children with intellectual disability on support mechanisms?
10. What is your role to develop parental support for their children with intellectual disability?
11. What are the attitudes of school community toward parents of children with intellectual disability?

Appendix -C
Addis Ababa University
School of Graduate Studies
College of Educational and Behavioral Studies
Department of Special Needs Education

Interview guide for Key informants (School directors and Counselor)

Dear participants, the following interview questions are designed to collect data for MA thesis study on the topic: parental support for children with intellectual disability. Thanks in advance for your cooperation.

Interview with Key informants (School directors and Counselor)

1. Background information

A. Sex _____

Female _____ Male _____

B. Age-----

C. Education Level _____

D. Years of experiences _____

A. for School directors

Interview Questions

1. What are the strategies you develop the parental support for their children with intellectual disability?
2. Is there any meeting with parents of children with intellectual disability on the agenda of supporting children education?
3. Is the school community welcoming for parents of children with intellectual disability?
4. What are obstacles that hinder parental support practice for their children with intellectual disability at school? How you try to solve it?
5. What are the opportunities they get when they support their children education and adaptive behavioral skills development?
6. Why this school is provide education for children with intellectual disability than other schools?

B. for Counselor

Interview Questions

1. How do you see the parental support practice, challenges and opportunities for their children with intellectual disability at school?
2. In what way and how parents support their children with intellectual disability at the school
3. Do you have meeting section with parents of children with intellectual disability to evaluate their support at school?
4. Are parents usually involve at the school activity for supporting their children with intellectual disability?
5. When parents provide good support for their children with intellectual disability?

Appendix -D
Addis Ababa University
School of Graduate Studies
College of Educational and Behavioral Studies
Department of Special Needs Education

Focus- group discussion guide for parents of children with intellectual disability, teachers who teach children with intellectual disability. Directors, counselor & PTSA

Dear participants, the following focus group discussion items are designed to collect data for MA thesis study on: parental support for children with intellectual disability. Thanks in advance for your cooperation.

1. Do you think you are quite satisfied with the provision of support from parents of children with intellectual disability at school for their children?
2. Is there any training for parents who have children with intellectual disability on how to support their children at the school?
3. Do you believe that the cause of disability is the punishment of God or the work of evil sprit
4. How closely do parents work with the teachers daily for supporting their children with intellectual disability at the school?
5. Is there any discussion on the support of children with intellectual disability between school director's parents and special needs experts?
6. How the school try's to avoid challenges that hinder parental support at the school?
7. Is there any opportunities for parents of children with intellectual disability when the support their children education at school?