

Children with Special Needs, Ways to Care for Them

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Abstract:

This position paper explores the complex domain of providing care for children with special needs, arguing for comprehensive strategies that prioritise their overall well-being. This study highlights the significance of inclusive education, early intervention, medical and therapeutic assistance, adaptive technology, and legal safeguards in addressing the many difficulties and possibilities present in this particular context. The importance of family engagement and the contribution of communities in promoting comprehension and inclusivity are emphasised. The article finishes by providing a series of suggestions that emphasise the need for collaborative endeavours in policy-making, educational practises, and community involvement. These recommendations aim to foster an inclusive environment that promotes the optimal development and success of all children, irrespective of their individual abilities. This article aims to explore several aspects in order to not only provide information, but also to encourage collaborative efforts towards fostering a society that is more inclusive and compassionate. The ultimate goal is to prioritise and optimise the potential of every child with special needs.

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Introduction

Within the intricate fabric of human variation, children with exceptional needs provide a distinct and thought-provoking element. The arduous path that they undertake requires our joint focus and a caring dedication to guaranteeing them proper access to treatment. As we explore the complex terrain of infant development, it is crucial to illuminate the diverse requirements of these remarkable people (Kennedy, et al., 2018). The objective of this position paper is to examine and promote comprehensive strategies for the provision of care to children with special needs. The study highlights the significance of factors such as understanding, inclusion, early intervention, and holistic support systems. The term "special needs" encompasses a wide range of disorders that involve several domains, including cognitive, physical, sensory, and emotional aspects. The high occurrence of these requirements among children necessitates a comprehensive comprehension of the difficulties they encounter, both on an individual level and within the wider social framework. In addition to their statistical representation, these youngsters exemplify tales of perseverance, tenacity, and potential that urge us to reconsider our viewpoints on the concept of thriving. In the following pages, the researchers will explore many facets pertaining to the provision of care for children with special needs. This study seeks to contribute to an interdisciplinary discourse by exploring the importance of inclusive education and the role of adaptive technology, therefore beyond traditional boundaries. The scope of our investigation spans various medical and therapeutic approaches, the crucial significance of familial support, and the cultivation of inclusive societies. The researchers aim to develop a complete framework that encompasses several aspects, with the intention of recognising the difficulties and appreciating the distinctive traits and capacities of every child. The goal of this work is to provide both informative and motivational insights. The shared need to provide optimal care for children with special needs extends beyond professionals and legislators, including all individuals within our communities. By embracing the wide range of childhood experiences, society has the potential to create an environment in which every child, regardless of their strengths or problems, is provided with the chance to thrive.

Concept of Special Needs

The notion of special needs embraces a wide range of disorders that need supplementary assistance and adaptations to handle the unique difficulties encountered by people. These demands have the potential to appear in several areas, such as cognitive, physical, sensory, and emotional aspects, resulting in a wide range of situations that need customised solutions. The word, in its essence, emphasises the distinctiveness of every individual's needs, questioning established standards and encouraging a reassessment of society frameworks in order to promote inclusiveness (Hannes et al., 2018) The statement recognises that the developmental route of these people may diverge from the typical trajectory, necessitating a more nuanced and empathic comprehension.

The concept of special needs encompasses a diverse range of difficulties that children may face as they go through their developmental stages, rather than being limited to a single description. Cognitive impairments may show in the form of learning disorders or intellectual disabilities, which can have a negative impact on conventional educational frameworks. Physical special needs often include limitations that impact movement or coordination, hence



requiring the implementation of adaptive approaches to carry out everyday tasks. The presence of sensory problems, such as impairments in vision or hearing, gives rise to unique factors that must be taken into account when it comes to communication and interaction with the environment. Emotional special needs pertain to the complexities of mental health, underscoring the need of acknowledging and attending to the emotional welfare of children (Haegel and Buckley 2019). The aforementioned varied demands highlight the intricate nature of delivering customised care and assistance. Furthermore, it is important to note that special needs are not fixed or unchanging; rather, they undergo developmental changes throughout time, necessitating adaptable and responsive strategies to address the growing needs of every individual child. It is essential to acknowledge the subtleties of these circumstances in order to cultivate an atmosphere that is inclusive and characterised by empathy.

Importance of Specialized Care

The need of providing specialised care for children with special needs is of utmost relevance in fostering their comprehensive development. Tailored therapies, which are specifically tailored to meet the distinct obstacles posed by varied circumstances, play a fundamental role in unleashing the whole potential of these extraordinary people. Specialised care is not only a practical reaction to a specific set of medical or cognitive needs; rather, it is a deep acknowledgment of the inherent worth possessed by every child. In addition to a superficial comprehension of healthcare requirements, specialised medical attention encompasses a comprehensive examination of the intricate aspects related to cognitive, physical, sensory, and emotional domains. The aforementioned entity functions as a navigational tool, akin to a compass, that assists carers, educators, and healthcare professionals in effectively navigating the complexities inherent in the unique developmental paths of individual children. This method aims to provide a conducive setting whereby problems are not seen as obstacles but rather as opportunities for personal development and empowerment (de Boer et al., 2012).

In addition, it is important to recognise that specialised care extends beyond standardised procedures, as it acknowledges the insufficiency of a uniform approach in meeting the distinct needs of children with specific requirements. The situation necessitates an individualised and dynamic methodology that encompasses flexibility and adaptation, acknowledging the progressive character of a child's developmental path.

The Need for Inclusive Education

The need for inclusive education stems from the underlying conviction that each and every child, regardless of their talents or difficulties, is entitled to an educational setting that fosters their inherent potential (Dell'Anna et al., 2019). The concept of inclusion in education extends beyond simple legislative implementation, as it represents a broader cultural dedication to demolishing obstacles and cultivating an environment that not only accommodates but also embraces variety. The implementation of inclusive education is not only a compromise, but rather a profound acknowledgement of the diverse range of human capabilities that exist throughout society. The statement recognises that every child has distinct strengths and problems, and within an inclusive environment, these diversities are seen as valuable assets rather than hindrances (Falvey & Givner 2005). The conventional narrative around



mainstream and special education has been supplanted by an integrated paradigm that places significance on the unique contributions made by each student.

Furthermore, inclusive education serves as a potent driver of societal transformation. The cultivation of empathy and understanding among students serves to prepare them for a world characterised by the prevalence of variety (Committee on the Rights of persons with disabilities, 2016). Within an inclusive educational setting, disparities are not subjected to stigmatisation but rather embraced, therefore cultivating students who possess not only exceptional academic abilities but also exhibit strong social skills and demonstrate compassion. In addition to the ethical obligation, inclusive education has a practical aspect. Numerous studies regularly indicate that inclusive practises have a beneficial effect on the academic achievements of all pupils. The inclusive aspect of collaborative classrooms cultivates a dynamic educational setting in which students, irrespective of their ability, engage in mutual learning, fostering a sense of collective support and shared accomplishments.

The Significance of Early Intervention Programs

The intricate fabric of childhood development is intricately interwoven with the crucial story of early intervention. The early developmental stage of a child's life might be compared to a blank canvas, where appropriate assistance and guidance can shape a future that is full of possibilities. Early intervention programmes serve as guiding lights, shedding light on the trajectory towards optimum development for children with exceptional needs. The significance of their relevance stems from the acknowledgment that the first stages of a child's existence provide a pivotal opportunity for intervention (Anaby, et al., 2020). During this particular time frame, the brain has an exceptional capacity for plasticity, making it particularly receptive to inputs originating from the external environment. Early therapies take use of this inherent flexibility, with the goal of addressing developmental delays and difficulties before they become long-lasting obstacles.

These programmes comprise a range of services that are specifically designed to meet the individual requirements of each child. The range of early treatments encompasses several approaches, including targeted therapies and educational interventions, which reflect an understanding of the complex nature of special needs. By recognising and tackling obstacles early on, these programmes aim to minimise the possible consequences on a child's cognitive, social, and emotional growth (Cosier et al., 2013). The need of early intervention goes beyond the individual child, impacting their family and community as well. Families often encounter unfamiliar circumstances when they become aware of their child's unique needs, and they often seek comfort and direction via the organised assistance offered by early intervention programmes. Furthermore, via the provision of resources and support to parents and carers, these programmes facilitate the cultivation of a feeling of empowerment and resilience within the familial structure (Paul et al., 2022).

The extensive socioeconomic ramifications of early actions are similarly convincing. By allocating resources towards the holistic development and maximising the capabilities of children with special needs at an early stage, society establishes the fundamental basis for a future characterised by inclusivity. Hence, these programmes arise not just as remedial actions but as proactive initiatives aimed at eliminating obstacles and cultivating a culture



that recognises and appreciates the inherent value and potential of each child. Within the many stages of a child's developmental journey, early intervention programmes play a significant role in shaping narratives that depict the successful overcoming of challenges (Anaby et al., 2020). These individuals serve as agents of change, creating an environment in which challenges are handled with determination, and where the inherent abilities of each child are cultivated with attentiveness and accuracy.

Overview of Medical and Therapeutic Interventions

In the complex landscape of providing care for children with special needs, medical and therapeutic treatments play a vital role in promoting improved well-being and developmental outcomes. The therapies discussed span a wide range of techniques, each designed to effectively address the particular obstacles encountered by children with distinct needs. Medical treatments are a fundamental component of care, with the objective of addressing the physiological issues associated with specific needs. The medical field provides a wide range of interventions, including pharmacological treatments and surgical operations, which serve as effective instruments for mitigating symptoms and improving general well-being. For example, children who have neurological problems may have improvements in their seizure management via the administration of drugs, while those with physical limitations may receive surgical interventions aimed at enhancing their mobility.

Therapeutic interventions include a broader scope than just medical approaches, including aspects of rehabilitation and the cultivation of skills. Occupational therapy, as an example, focuses its attention on augmenting a child's capacity to engage in routine tasks, so promoting self-reliance (Canadian Research Centre on Inclusive Education (n.d). 2000). Speech therapy plays a crucial role in supporting children with communication problems by promoting the advancement of language abilities and enhancing social connections. Physical therapy, which aims to enhance motor skills and coordination, has significant importance in the lives of children who have physical difficulties (Navarro. 2007).

The amalgamation of medical and therapeutic therapies is often characterised by a dynamic and cooperative approach. Multidisciplinary teams, consisting of medical practitioners, therapists, and other healthcare experts, collaborate harmoniously to customise therapies based on the distinct requirements of individual children. The objective goes beyond the mere treatment of symptoms; it covers the empowerment of children to lead lives that are satisfying and meaningful by optimising their capabilities and nurturing their resilience. In addition, the ever-evolving field of technology is constantly altering the framework of medical and therapeutic treatments (Ahumada, 2022). Technology plays a crucial role in delivering individualised care for children with special needs, including a range of assistive technologies that improve mobility and communication aids that boost expressive capacities.

When traversing the complex landscape of providing care, it is crucial to possess a comprehensive comprehension of the child's condition, while also adopting a family-centered strategy as the primary focus. Medical and therapeutic treatments have a dual role in addressing both urgent needs and contributing to the overall narrative of a child's development. These interventions provide opportunities to unleash the child's particular talents and foster a feeling of achievement and belonging.



The Role of Family in Caring for a Child with Special Needs

The obligation of caring for a child with special needs is a multifaceted and significant task that extends beyond the traditional scope of parental duties, with the family playing a crucial part in this endeavour (Foundations, 1999). The concept expands much beyond the boundaries of routine caring, transforming into a dynamic interaction characterised by affection, perseverance, and steadfast assistance. Families serve as the fundamental support system upon which a child with special needs establishes the fundamental basis of their existence. Amidst distinctive obstacles, the family structure undergoes a metamorphosis into a haven of comprehension, wherein the cultivation of patience is esteemed and the embodiment of compassion serves as a fundamental tenet (Hargrove et al., 2005). The process often entails a significant acquisition of knowledge, as parents and siblings traverse unfamiliar domains of therapeutic interventions, medical consultations, and educational modifications.

The emotional terrain is similarly complex. Families with children who have special needs often experience a range of emotions, starting from the early phase of accepting their child's condition and continuing throughout the continuous journey of advocating for their child's specific need. The familial bond, which is characterised by affection and attachment, functions as a powerful and influential factor, driving the family members to overcome challenges and commemorate even the slightest accomplishments. As a result, a metaphorical fabric is formed, intricately interwoven with strands of unwavering resolve. Effective communication within the family unit has utmost importance. The establishment of open discussions facilitates the cultivation of comprehension, not alone within the confines of intimate familial relationships, but also within the wider social sphere. Siblings, in particular, provide a distinctive function as companions throughout the process, acquiring empathy and resilience as they support their sibling (Lawton, 1998).

In addition to addressing emotional and practical considerations, families often assume the role of advocates, actively promoting the rights and integration of their child within the broader community. This advocacy encompasses the dismantling of social stigmas and prejudices pertaining to individuals with special needs, with the aim of fostering an inclusive atmosphere whereby each child is recognised not just for their difficulties, but rather for the vast array of capabilities they possess. Within the context of providing care for a child with special needs, it is crucial to recognise that the family unit plays a dynamic role, rather than only serving as a passive support system. The family actively engages in facilitating the child's progress and advancement in many aspects of their growth and development (Lee et al., 2002). The aforementioned entity serves as a consistent source of steadfast support, a sanctuary of unreserved affection, and a stimulant for fortitude. The definition of the family's role is not determined by the difficulties experienced, but rather by the resilience shown in confronting these problems together. This serves as evidence of the exceptional connections established in the endeavour to promote the welfare and development of a child with unique requirements.

Adaptive Technologies and Tools

Within the domain of providing care for children with special needs, the incorporation of adaptive technology and tools arises as a crucial element, presenting novel approaches to



improve their standard of living and promote self-sufficiency (Burke, 2013). These technologies have been developed with the purpose of reducing the disparity between individual capabilities and the expectations of the environment. They provide personalised assistance that is specifically suited to meet the distinct needs of each child. Communication gadgets that enable non-verbal or minimally verbal youngsters to communicate themselves are considered to be at the forefront of adaptive technology. Augmentative and alternative communication (AAC) tools include a wide range of communication aids, ranging from basic image communication boards to advanced electronic gadgets (Patronis, 2014). These tools serve the purpose of facilitating communication for children with communication difficulties, allowing them to effectively express their ideas, wants, and feelings. By using AAC tools, these children are able to access a crucial avenue of expression that would otherwise be inaccessible to them.

In addition, assistive technologies include a broader range of devices and tools that go beyond communication assistance, aiming to tackle difficulties related to mobility and everyday tasks. Tailored wheelchairs, orthotic braces, and exoskeletons provide personalised mobility options, enabling children with physical impairments to independently navigate and investigate their environment (Whitby et al., 2012). The use of adaptive equipment for everyday life, such as utensils equipped with modified grips or specialised keyboards, serves to enhance self-reliance in the performance of ordinary activities, so fostering a feeling of personal autonomy. Adaptive technologies have a significant impact on the educational domain by promoting inclusivity in learning settings. Various assistive technologies such as text-to-speech software, screen readers, and tactile learning materials have been developed to accommodate a range of learning styles. These tools contribute to the creation of an inclusive educational environment, enabling all students, regardless of their ability, to fully participate in the curriculum (Messner, 2004).

The ongoing development of adaptive technologies has led to the emergence of novel advancements such as virtual reality apps and sensory integration tools. One example of a technology that offers immersive educational experiences is virtual reality. This technology has been shown to effectively meet the sensory requirements of children who are on the autistic spectrum. Sensory aids, which include a variety of items such as weighted blankets and fidget gadgets, play a significant role in establishing surroundings that promote the comfort and overall well-being of children who have difficulties with sensory processing (Coleman, 2011). Nevertheless, the incorporation of adaptive technology entails other factors that must be taken into account, such as ensuring accessibility, addressing budget concerns, and providing continuous assistance and training. In the context of our current technologically-driven landscape, it is imperative to establish a harmonious equilibrium between supporting innovation and guaranteeing equitable access to these instruments for all those who might potentially derive advantages from them.

Adaptive technology and tools provide the ability to eliminate obstacles and unleash the whole capabilities of children with special needs (Coleman, 2011). By accepting these technological breakthroughs, individuals not only augment their skills but also foster a more inclusive community that acknowledges and appreciates the many qualities possessed by each child (Dell, 2011).



Common Challenges in Caring for Children with Special Needs

The task of providing care for children with special needs entails a complex array of issues that need careful and individualised attention in order to develop appropriate solutions. One of the notable obstacles in this context pertains to communication barriers, whereby children may have difficulties in effectively conveying their wants, feelings, or discomfort via traditional means. This phenomenon necessitates carers to cultivate alternate modes of communication, so facilitating a more profound comprehension of the child's distinct linguistic patterns. The educational environment also presents noteworthy obstacles. Despite the existence of inclusion rules, mainstream educational institutions may still face challenges related to insufficient resources, a shortage of skilled staff, and limited accessibility to facilities. This not only impedes the child's educational experience but also imposes an extra responsibility on parents and carers to navigate a system that may lack the necessary resources to adequately address their child's individual need.

The field of medicine has a unique array of intricacies. The availability of specialised treatment, therapies, and interventions may vary, resulting in some families facing financial burdens and geographical constraints. In addition, the coordination of diverse medical specialists and the incorporation of their suggestions into a unified care plan may provide a significant challenge, necessitating a degree of advocacy and navigation that beyond the conventional responsibilities of a carer (Navarro, 2007). The presence of emotional and social barriers adds an additional level of intricacy. The presence of stigma and societal beliefs pertaining to individuals with special needs may lead to the isolation of both the child and their family, so hindering their ability to achieve social integration. Successfully managing the intricate equilibrium between cultivating a feeling of inclusion and acknowledging the possibility of seclusion requires not just a collective consciousness, but also a kind and encouraging social environment

Moreover, it is crucial to emphasise the significant financial responsibility associated with providing care for a child with special needs. Families often encounter financial strain stemming from medical expenses, specialised school fees, and the procurement of adaptive technology (Hussain, et al., 2022). This economic burden may have a detrimental effect on the holistic welfare of both the child and their carers. Fundamentally, the provision of care for children with special needs entails the intricate navigation of a complex array of obstacles that beyond the immediate need of the child. A thorough and diversified strategy is necessary to effectively handle the many challenges associated with this trip, including communication obstacles, educational gaps, limited healthcare access, social views, and financial burdens. The recognition and comprehension of these problems are fundamental stages in the development of impactful and inclusive interventions that empower both children and their carers (Hendey and Pascall 1996).

Implications for Nursing Practice

The provision of care for children with special needs requires a fundamental change in nursing practise, prompting healthcare professionals to embrace a comprehensive and individual-focused methodology. Nurses play a crucial role in a multidisciplinary team by acknowledging the varied characteristics of individuals with special needs. They contribute not only their clinical proficiency but also their compassionate comprehension of the distinct



obstacles encountered by these children and their families. An important relevance for nursing practise is to the facilitation of inclusive healthcare settings. Nurses, being at the forefront of patient care, possess a favourable position to champion and execute strategies that promote inclusiveness within clinical environments. This entails the development of inclusive environments that cater to a wide range of requirements, including physical adaptations, accessible means of communication, and customised healthcare strategies. Through advocating for inclusive practises, nurses assume a crucial position in dismantling obstacles and guaranteeing that each child, irrespective of their ability, is provided with fair and respectful healthcare.

Early intervention is identified as an additional fundamental aspect of nursing practise within the realm of caring for children who have exceptional needs. Nurses play a crucial role in detecting possible developmental issues by engaging with young patients and their families. Nurses make a substantial contribution to timely interventions by advocating for early screening programmes and fostering communication channels that promote open discourse around developmental milestones. The use of this proactive strategy not only improves health outcomes, but also establishes the foundation for comprehensive and personalised care programmes. Collaboration has a crucial role in the provision of optimal care for children with special needs, and nurses exemplify the essence of collaboration within the healthcare system. By collaborating with healthcare professionals, educators, and community support services, nurses assume the role of advocates for a comprehensive and cohesive care continuum. This collective endeavour guarantees a complete approach to addressing the healthcare requirements of the child, including not just the clinical environment but also the wider aspects of their everyday existence.

Additionally, the provision of nursing care for children with special needs necessitates the acquisition of cultural competency and a comprehensive comprehension of the psychological aspects involved. In addition to providing medical interventions, nurses develop an awareness of the emotional requirements of both paediatric patients and their families, delivering not just professional proficiency but also a sympathetic presence. The act of empathic engagement has a crucial role in fostering trust, reducing anxiety, and enabling families to actively engage in the process of care.

In summary, the provision of care for children with special needs in the field of nursing necessitates a strategy that is flexible and responsive to changing circumstances. Nurses are expected to possess not just a comprehensive understanding of the technical aspects of their occupation, but also to exemplify attributes such as compassion, advocacy, and teamwork. By acknowledging and incorporating these implications into their nursing practise, healthcare professionals play a vital role in fostering a healthcare environment that prioritises the provision of comprehensive and individualised care for children with special needs. This approach ensures that the care provided is not only medically appropriate but also sensitive to the various and distinct needs of these children.

Conclusion

The task of providing care for children with special needs is a communal obligation that requires our steadfast dedication. This study delves into a comprehensive examination of several aspects, leading to a heightened understanding and recognition of the multifaceted



nature, obstacles, and significant capabilities that these extraordinary people provide to our societies. The need of adopting a comprehensive strategy to create an inclusive environment that promotes the optimal development of all children, irrespective of their individual skills, is readily apparent.

Children with special needs are not responsible for their condition, since the primary reason may often be attributed to parental factors, particularly those related to the mother. Consequently, it is imperative that these children be not ignored by their parents, but rather get the same level of care and attention as their typically developing peers. The inclusion of necessary carers in the care of individuals with disabilities is crucial, as it provides an opportunity for rehabilitation and potential reintegration into society. While some individuals may see significant improvement and regain independence, others may need lifelong support to manage their disability. It is important to provide comprehensive attention to individuals in terms of their physical, social, psychological, and spiritual well-being, while ensuring their protection from harm or neglect.

Several crucial ideas arise as vital markers on our path towards establishing a more inclusive and supportive milieu. The advocacy for inclusive education is of utmost importance. By promoting policies that prioritise accessibility and accommodation in educational environments, we can foster an inclusive atmosphere that facilitates the optimal development and success of all children, irrespective of their individual abilities. Equally crucial is the strengthening of early intervention programmes. The strategic allocation of resources towards enhancing early identification and support services has the potential to profoundly impact a child's developmental trajectory, resulting in the reduction of obstacles and the optimisation of their capabilities.

Medical and therapeutic therapies, in conjunction with improvements in adaptive technology, are crucial in meeting the distinct requirements of every child. The allocation of resources towards research and development in these specific domains guarantees that children with special needs are provided with customised, efficient, and progressive modes of care. Acknowledging the crucial role played by families in the process of care, it is essential to build programmes that provide assistance, knowledge, and guidance. The family unit serves as a fundamental pillar in providing support for a child, and the provision of essential resources to families contributes to the general welfare of the child.

Another crucial aspect is the promotion of legal safeguards via advocacy. By advocating for the rights of children with special needs, we actively contribute to the establishment and implementation of legislative frameworks that provide equitable opportunities and equitable access to vital services. Concurrently, the implementation of community awareness campaigns plays a crucial role in cultivating comprehension, compassion, and proactive engagement in the provision of care and integration for children with special needs. By fostering a societal environment that values and embraces variety, as well as providing active support for individuals with special needs, we are creating a path towards a future in which every child may experience the unfolding of their own life journeys with dignity and equal opportunities.

By adhering to these principles, we not only meet our ethical and moral responsibilities but also actively contribute to the development of a society that recognises and utilises the



capabilities of each and every child. By fostering joint endeavours and demonstrating a steadfast dedication to enacting profound alterations, we may collectively guarantee the absence of any youngster being neglected, so affording each individual the prospect of flourishing and making substantial contributions to our interconnected fabric of human existence.

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