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## Development and Implementation of Vocational Awareness Program for Parents of Children with Special Needs

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**Abstract:** *The main objective of this study was to develop and implement a vocational awareness program targeting parents of children with special needs. The study employed a descriptive quantitative survey methodology, with a sample of 21 parents (12 male and 9 female). A self-structured questionnaire was used to gather data from parents, with 21 questionnaires administered before and after the program's implementation. The study used SPSS version 25 for statistical analysis. The findings showed a significant increase in parental awareness about their child's impairment and the educational resources available to accommodate their child's specific needs. The study recommends the program be conducted in all special education schools to educate parents about their child's disabilities and the opportunities and facilities offered by these institutions.*

**Key Words:** Parents of Special Children, Vocational Awareness Program, Special Education Students, Special Education

### Introduction

It is impossible for people with disabilities to achieve economic independence, full social inclusion, or equal access to opportunities without access to quality special education. For parents of a disabled kid, the search for answers is an urgent matter of survival. Early intervention is crucial for the health, growth, and development of children with disabilities,

thus the stakes are high for them. If parents have access to more pertinent information, they will be better able to address their children's unique requirements and increase their prospects for success as independent adults. Mohit (2004) observes that as awareness of discrimination based on disability has grown, further legal protections have been made available in a number of states.

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"Awareness through Education" is a curriculum that teaches students to accept people with physical, intellectual, and medical impairments as normal aspects of the human condition. Studies of information-seeking behaviour have aided librarians, medical practitioners, and social workers in meeting the information demands of their medical patients (Leydon et al., [2000](#)). Although similar methods can illuminate the information demands of parents of children with impairments, there is a dearth of studies examining this topic (Krolikowski et al., [2006](#)). Young people learn a lot about being good adults from watching their parents. They can't progress or succeed without parental support and consistent environments at home and in the classroom. Parental love and acceptance appear to act as a barrier against antisocial conduct (Sandstrom & Huerta, [2013](#)).

The objective of Mitchell and Sloper's ([2002](#)) study was to provide a comprehensive framework of effective information practices for parents. This was achieved through an analysis of the parent's assessment of information substance and presentation. The disabilities and chronic diseases observed among the children of the participants encompassed a wide range, including conditions such as cerebral palsy, autism spectrum disorders, and congenital heart disease. The parents required a wide range of information that encompassed various aspects, in addition to tools that could be easily accessed for quick reference. Hence, the authors propose that it would be beneficial for families to be provided with succinct directories or summaries of local resources and aid, informative and thorough publications that offer in-depth information, as well as support from local individuals designated as 'facilitators' or 'key workers'.

Parents of children diagnosed with attention-deficit/hyperactivity disorder (ADHD) require comprehensive knowledge pertaining to social skills, educational strategies, obstacles associated with ADHD, behaviour management, and the latest scientific findings (Sciberras et al., [2010](#)).

According to Norhayati and Abrizah ([2011](#)), caregivers of children with severe disabilities have a continuous requirement for access to specialized information in both written and oral forms. Limited access to knowledge is prevalent among a significant portion of the population, primarily attributed to factors such as illiteracy rates, exorbitant book costs, and inadequate internet accessibility. The research conducted by Sahay et al. ([2013](#)) centred around parents who have children with intellectual disabilities. The highest priority areas of concern include the child's developmental progress, effective teaching strategies, and the availability of community and social assistance both presently and in the future.

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## Literature Review

"Programs that raise students' awareness of people with disabilities have a positive effect on campus climate as a whole. Education on disabilities in schools is crucial because it helps pupils develop into responsible and compassionate adults (Lindsay & McPherson, [2011](#)). School-based disability awareness initiatives have been linked to good behavioural changes in children. This outlook eventually matures with the person, shaping them into an even greater citizen. The United Nations Convention on the Rights of the Child states that all children "should have a full and dignified existence, in conditions which secure dignity, develop self-reliance, and facilitate the child's active involvement in the community." Therefore, most schools that have students of different races and ethnicities together place an emphasis on community, acceptance, and mutual aid among students (Panagitou et al., [2008](#)).

Education is a fundamental human right, and no person, regardless of aptitude, should be denied that right. The elimination of discrimination against people with disabilities and the promotion of their active participation in society is a top concern for UNESCO. This necessitates a change in how educational institutions operate. It entails changing classroom procedures to help those with

physical or mental impairments learn just as successfully as their non-disabled peers (UNESCO, [2015](#)).

A rise in referrals to all parenting-related agencies can be attributed to the growing recognition of families in which one or both parents have learning difficulties. Studies show that better assessment, communication, and collaboration between specialists from various organizations are necessary for providing enough support to parents and ensuring the safety of children (McGaw, [2000](#)).

To be aware of what it means to have a disability and how others may perceive one to have a "disability" (Lau et al., [2016](#)). Learning about disabilities equips kids to be accepting and helpful to their peers who have unique needs. If students' behaviour changes in response to learning about autism, then spreading disability awareness and acceptance information among students is a worthwhile goal. Due to the fact that low disability awareness can contribute to negative behaviour and low peer acceptance of kids with special needs in inclusive educational settings (Williamson, [2014](#)).

The decision to enrol a learner in an educational setting that is considered to be mainstream is the first stage in a dynamic process of inclusion. This decision may be met with resistance from the child's parents. As opposed to passively accepting the predetermined parameters given in a school-drafted document, parents who actively participate in the production of their child's Individualized Education Program (IEP) are related to increased involvement in their child's education. This is in contrast to parents who accept these parameters without actively participating in the preparation of the IEP. The concept of inclusion is further underscored by the utilization of personalized planning as a collaborative tool in the education of individuals with disabilities (Booth & Ainscow, 2004). Every caregiver possesses the entitlement to express their opinions and be taken into account in all aspects relating to the welfare of their offspring. The level of commitment exhibited by teachers is an

additional crucial element that impacts parental engagement within educational institutions. According to Payne ([2005](#)), a valuable recommendation would be to enhance the parent's sense of belonging and inclusion.

Getting a proper diagnosis for a child with SEN is the first step in providing them with the necessary support. Research emphasizes the importance of excellent screening and diagnostic systems for the early detection of developmental problems because of the obvious indication that early diagnosis considerably improves the odds of overcoming obstacles (Mendez, [2011](#)).

Therefore, parental assistance in navigating the system and securing appropriate supplementary services is crucial to the success of their children who are special education students. It helps the youngster grow and adapt, which is just what the doctor ordered for the special needs kid. Further, it equips them with the most effective strategy and resources for participating in a range of educational activities that can boost their growth and learning. It gives resources and validates initiatives to provide educational access for all students. It's a great benefit because it increases their access to high-quality educational resources. It's a good way to make sure that the resources available to students are sufficient for their learning needs and provide a roadmap for tailoring special education programs to the unique requirements of individual students (Efendi, [2018](#)).

Because they are deserving of their parents' care and protection, children with special needs benefit much from parental encouragement and involvement. In order to lead a normal life, parents make numerous preparations for the future. It emphasizes the growth and progress made to facilitate their education. It's a test of how well they can parent to ensure their children make it through to adulthood and thrive. For parents raising children with disabilities, this embeds in their system and interaction on timing development (Masten & Barnes, [2018](#)).

When trying to make sense of their child's special educational needs, many parents go

through a wide range of feelings. Anxiety, sadness, wrath, fear, guilt, astonishment, and even relief, acceptance, and hope are all examples of such feelings. Some distraught parents may not understand the diagnosis or know how to aid their children (Tshabalala, [2011](#)). Defining what a child is unable to do can help some parents recognize early on if their child is unique. Once everyone in the group has observed the changes, there is bound to be a lot of criticism, unwelcome counsel, and arguments (Ministry of Education Singapore, [2012](#)).

Activities undertaken by parents with the intention of bolstering their children's psychological, social, and educational development constitute parental involvement (PI). It has the potential to greatly affect students' learning outcomes and proficiency. It is the goal of some actions to have an obvious and instantaneous impact. Typically, these are intended to provide further context for a set of directions, highlight key aspects of a task, highlight relevant instances from a given set of resources, assist students in learning new information, or correct misconceptions. In addition, there are a few things that may be done to encourage a culture of lifelong learning and the growth of the necessary learning skills (Szumski & Karwowski, [2017](#)).

Whitbread et al. ([2007](#)) conducted a study on the efficacy of training parents, teachers, and administrators collectively to enhance their collaborative skills within educational settings. It is imperative for parents to engage in collaborative efforts with their child's teachers, psychologists, and other educational professionals in order to furnish pertinent information on their child's abilities and limitations within the domestic and communal settings. This collaborative approach is crucial for the purpose of formulating an effective educational strategy for students with special educational needs (SENs) (Bender, [2008](#)). Furthermore, the participants in Giffing's ([2009](#)) study expressed the belief that parental training is essential for achieving successful inclusive education, as it equips parents with the knowledge and skills necessary to

effectively navigate and manage the challenges that may arise.

Because disability is so pervasive, even in Pakistan, progressive societies have worked to rehabilitate those who are disabled (United Nations, [2008](#)). To this end, the United Nations' primary responsibility is to ensure that all children, regardless of their ability, are afforded the same protections as other children (United Nations, [2005](#)). Both the "National Plan of Action for Persons with Disabilities 2006" and the "National Policy on the Problem of Disability," both launched by the Pakistani government in late 2002, address the needs of people with disabilities. Later, in 2008, the "Special Citizens Act" was enacted to grant unique rights to deserving individuals. The Special Citizens (Right to Concessions in Movement) Act, 2009 was introduced the next year to make life easier for people with special needs, especially students with such needs (Ahmed et al., [2011](#)).

It has been discovered that various services and supports, such as home-based intervention, functional behaviour assessment, group or individualized parent education, respite care, and medical device rental, can be helpful for the parents of children who have significant intellectual disabilities. More specifically, these services and supports can be beneficial for the parents of children who have moderate to profound intellectual disabilities or profound and multiple disabilities. However, it is also crucial for parents to gain the skills that can help them minimize the impacts of their child's disease (Machalicek et al., 2014). These abilities can be found in a variety of resources online. There are a great number of methods that are supported by evidence and have shown to be effective when utilized by educators, researchers, and other practitioners in the process of enhancing adaptive behaviour domains and decreasing challenging behaviour. When professionals are developing intervention programs for the parents of children who have significant intellectual disabilities (Westling, [2004](#)), the approaches that have been described here serve as helpful tools for those experts.

Parental sadness, a sense of helplessness, inadequacy as caregivers, and strained relationships with their children are all possible outcomes of having a child with a mental or physical handicap. More harm between siblings, increased family stress, more divorce and broken relationships, and a financial burden are all possible outcomes (Mohammadbeigi et al., [2016](#)). Problems of this nature can be avoided if precautions are taken at the appropriate times. It's impractical unless we have a full picture of the challenges faced by families and people with disabilities, and tailor our program selections accordingly (Tabak et al., [2016](#)).

The constant and significant presence of a child's parents has a profound effect on the child's development and learning (Kashinath, [2006](#)). Parental development of appropriate abilities (e.g., behaviour management tactics) can alleviate tension between parents and children during daily activities, fostering children's autonomy (Buschbacher et al., [2004](#)). It's possible that both kids and parents might benefit from a boost in confidence and hope when it comes to helping their kids learn adaptive skills. Parent-implemented therapies have been shown to be beneficial in studies involving parents of children with disabilities, leading to better results for the children and greater feelings of confidence and satisfaction for the parents (Durand, [2011](#)).

Several theoretical frameworks have been created to better comprehend PI in the classroom. Of these, some are more common and useful than others. Example: helpful recommendations for researchers interested in studying the psychological aspects of PI as it relates to the education of children with varied interests. Parental motivational beliefs, invitations from schools and instructors, and parents' perceived life perspectives are the three primary determinants of parental involvement in this paradigm (Gedfie & Negassa, [2018](#)).

Academic achievement has been shown to have a substantial relationship with PI. It has the potential to improve kids' motivation and drive to succeed in school, as well as their

timeliness, appropriate behaviour, awareness of the complexities of school relationships, and adherence to the norms of community life (Tan et al., [2020](#)). Meta-analyses show that indirect PI (educational goals, counselling, and discussing school) has a much larger impact on test-measured outcomes than does direct involvement in school activities (Zhang et al., [2017](#)).

This study employs a theoretical framework provided by Epstein et al. ([2018](#)) to analyse current methods of parental involvement in their children's schooling. It is the most widely used, researched, and approved framework, and it consists of six family engagement responsibilities that are crucial for students of varying abilities. In order to ensure that their children receive a quality education, parents have several responsibilities. These include (1) parenting, which encompasses all of the actions parents take to ensure that their children's basic educational needs are met; (2) communicating, which implies a steady flow of information between teachers and parents; (3) volunteering, which means that parents voluntarily contribute to the school by serving as assistants and joining in on field trips; (4) learning at home, which means that parents provide a stimulating environment in which their children can continue their education outside of home.

Significantly more time and effort is put into PI for SEN students than is required for students without SEN. Those that fall into the "special needs" group typically require substantial extra help from the school and the parents. Concerns have been raised that PI may provide too much assistance to SEN students, stifling their capacity for independent action. Szumski and Karwowski ([2017](#)) found that out of a sample of 1500 students, over 300 were identified as having SEN. These students' parents were more likely to employ a mechanical strategy of involvement, one that prioritised short-term outcomes like good grades and completed assignments. More PI in homeschooling was also associated with lower

academic performance for students with and without special education needs.

A child's existence is profoundly impacted by his or her parents, the primary social institution. Parents guarantee their children a good life now and in the future (Lotfi et al., 2014). The way parents think and act can have a significant impact on their children's growth. Children are expected to follow their parents' lead in all matters of discipline and education because their upbringing has such a significant impact on their development, both genetically and environmentally (Nyarko, 2013). Since the family as a social organisation is vulnerable to breakdown due to disturbances brought on by its individual members, parents' responsibilities become especially apparent in times of chaos. Parental despair, a sense of helplessness, inadequacy as caregivers, and strained relationships with their children are all possible outcomes of raising a kid with a mental or physical handicap and the resulting negative effects it can have on the family. As a result, it can put a strain on the family's finances, lead to increased conflict between the kids, and worsen their relationships with their siblings (Mohammadbeigi et al., 2016).

According to Kavanagh (2013), "home-based involvement" refers to the work parents do at home that has an effect on their special-needs children's school success. Involvement at home includes things like helping kids out with their assignments, being positive role models, talking about what they're learning in class, reading bedtime stories, making the house a peaceful place to study, stocking the pantry with books, and giving kids the attention and care they need to succeed in school. Volunteering, going on field excursions, going to conferences and workshops, talking with teachers and principals about students' academic progress, and being active in PSTA decision-making are all examples of school-based involvement (Ibrahim, 2012).

According to Ashraf (2019), inadequate orientation and training for parents contributed to poor lines of communication between the institution and its constituents. Lack of parental involvement in schools is often

attributable to barriers in language, communication (information flow), and working parents' schedules (Baker & Soden, 2016). Additional challenges have been reported by Hornby and Blackwell (2018) in their review. These include parents' concerns about the stresses and demands of everyday life, such as financial and employment-related issues and language barriers, and parents' fixed work schedules.

There has only been a small amount of research done on the establishment of an awareness program that would target parents of young children who have special needs. As a consequence of this, the researcher came up with the idea for an educational program that was geared toward the parents of children who had special needs, and then they investigated how effective this program was.

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## Purpose Statement

This research was conducted with the intention of creating and implementing a program that raises parental knowledge about vocational opportunities for children who have exceptional needs.

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## Research Objectives

The objectives of the study were:

1. To develop a program to raise parents' awareness of vocational opportunities for their children who have special needs.
2. To evaluate whether or not the program being proposed is helpful in raising awareness among parents of children who have special needs.
3. To examine the level of parental knowledge both prior to and following the execution of the suggested awareness program.

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## Research Questions

The research questions of the study were:

1. Does the suggested program have a significant impact on increasing parental awareness of children with special needs?



2. Is there a notable disparity in parental awareness prior to and following the implementation of the suggested awareness program?

## Research Methodology

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### Research Design

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For this quantitative study, a descriptive quantitative survey design was used. This study design was chosen primarily to examine the opinions of a large number of individuals. The most significant aspect of this design was the use of a questionnaire to collect the data, which made it objective and accurate. From the vast population, a representative sample was chosen for this type of research design. The acquired data was examined so that relevant conclusions and inferences might be drawn.

### Population

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The current study included the entire population of male and female parents of students attending the Government Special Education Centre in Union Council 33 in Okara district. The study's population comprises 21 parents, specifically 12 males and 9 females, who are associated with the students of Government Special Education Centre 33/4-L.

### Sample

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A representative sample refers to a portion of a population that accurately reflects the characteristics and attributes of the entire population. The utilization of a purposive sampling approach is employed in the present inquiry. The findings of our study were derived from a representative sample comprising both male and female parents of pupils enrolled at Government Special Education Centre 33/4-L in the Okara district. The study sample consisted of 21 parents, with 12 being male and 9 being female. These parents were selected among those who had children attending the Government special education centre.

### Development of Vocational Awareness Program

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The researcher developed a vocational awareness program on the basis of the survey

before the implementation of the awareness program. The researcher delivered the intervention plan to the twenty-one parents.

### Survey for Need Assessment

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Before the implementation of the awareness program, the researcher conducted a survey to know the awareness of parents of children with special needs. The researcher found that parents are not very aware of the identification of disabilities of children and opportunities for education for special children. Moreover, the parents did not know about the facilities and modern tools available at special education centres.

### Implementation of Program

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The researcher developed an awareness program and delivered it for 40 days. The awareness program includes awareness about the identification of disabilities of children, opportunities and facilities of education for special children. The researcher visited door to door the houses of special education children and met their parents. The researcher also launched a campaign through corner meetings and through social media i.e. Facebook, WhatsApp and Instagram. After the implementation of the awareness plan, the researcher conducted a survey again through the questionnaire to know about the awareness of the students with special needs. At the end of the study, the researcher does a comparison between the awareness of parents before and after the program was implemented.

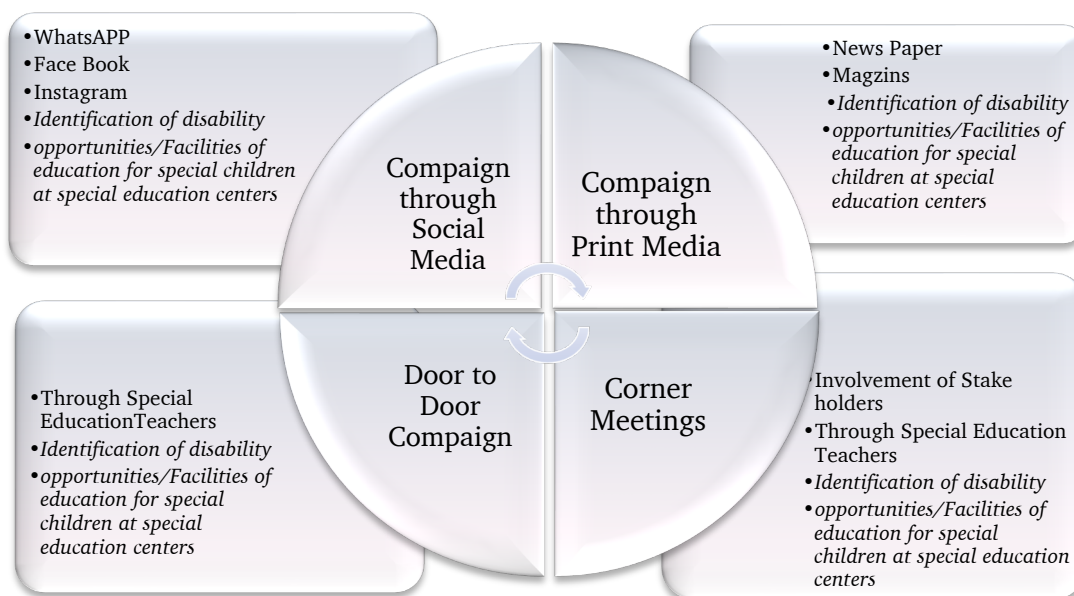
### Proposed Vocational Awareness Program Targeting Parents of Children with Special Needs

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The researcher developed an awareness program for parents after analyzing the parents' responses obtained on the questionnaire. The researcher got experts' (Appendix A) opinions for the validation of the proposed program and modified it in the light of their opinion. The proposed program was as under.

**Figure 1**

*Vocational Awareness Program*



## Instrumentation

### Procedure of Instrument Development

This study included a questionnaire that utilized a 5-point Likert scale to examine the progress and execution of an awareness campaign targeted towards parents of children with special needs. The questionnaire was prepared by the researcher following a thorough review of the existing literature and consultation with the supervisor. The aforementioned instruments are comprised of two discrete portions, denoted as A and B. Section A of the study focuses on the analysis of personal and demographic information provided by the respondents. In contrast, Section B investigates the process and execution of the designed awareness program.

### Expert Opinion

In order to validate the tool, three experts (Appendix A) were consulted. They comprehended the material and made a few grammatical errors in their statements. In

addition, they advised grammar modifications for improved clarity and comprehension. The questionnaire was modified based on the judgement of the experts.

### Pilot Testing

Pilot testing is undertaken to confirm the tool's authenticity. 10 parents selected randomly from the Government special education centre provided data. However, these individuals were excluded from the sample. It is deemed comprehensible and valid. Therefore, the questionnaire was deemed legitimate for study purposes.

### Reliability of the Tool

Data gathered during pilot testing were examined using the Cronbach alpha method to determine the reliability, which checks the correlation coefficient between variables. In this procedure, correlation coefficients between variables and factors are determined and their dependability is assessed. The Chronbach



Alpha rating of 0.75 is regarded as valid and trustworthy.

### Data Analysis

The evaluation of the facts is imperative to realize the output of the facts that have been accrued. We used one-of-a-kind statistical equipment in the respective studies examined by utilising the software programme SPSS (V25), which may be:

### Descriptive Analysis

The descriptive analysis of the facts is important because it defines the average values of variables from the collected facts. It has one-of-a-kind elements that cover the mean, standard deviation, and frequency value.

**Table 1**

*Comparison between Parents' Awareness before and after Implementation of Awareness Plan*

Variables	Category	N	Mean	SD	Df	t	Sig.
Parents	Before	21	35.95	4.32985	20	38.051	.000
Awareness	After	21	80.71	4.47373	20	82.678	

Table 1 shows the difference between parents' awareness before and after the implementation of the awareness plan. The Mean difference (44.76) and t value difference (44.62) depict that there is a significant difference between parents' awareness before and after the implementation of the awareness program. The calculated significance value (.00) was less than the significance level (.05) which also shows that there is a significant difference between participants' awareness. Therefore, it may be concluded that the proposed plan is effective in enhancing the awareness of parents about their children.

### Discussion

The primary purpose of the research was to design and carry out an education program targeted toward the parents of children who have special requirements. Programs that educate parents about their children's educational needs are beneficial to the campus as a whole. Disability education in schools is crucial because it helps shape young people into

### Inferential Analysis

Inferential statistics (i.e., paired Samples t-test) are employed to know the difference between participants' awareness before and after the implementation of the awareness plan.

### Comparison between Parents' Awareness before and after Implementation of Proposed Awareness Program

A paired sample t-test was utilized to compare the level of awareness among parents before and after the implementation of the awareness plan.

people who are both responsible and caring. The same results are found in the study of (Lindsay and McPherson, 2011). Children's behaviour improves when they participate in disability awareness programmes at school. This outlook develops with the individual, making them even more valuable members of society. Children "shall have a full and dignified existence, in conditions which preserve dignity, encourage self-reliance, and facilitate the child's active involvement in the community," as stated in the United Nations Convention on the Rights of the Child. Most schools that enrol students of different racial and ethnic backgrounds therefore stress the need for students to develop a sense of community by accepting one another and supporting one another (Panagitou et al., 2008). As a result, there is a need for a shift in how schools typically go about their day-to-day operations. It entails making adjustments to standard classroom procedures to help children with sensory, cognitive, or other types of impairments perform as well academically as their non-disabled peers (UNESCO, 2015).

Having "disability consciousness" implies understanding what it's like to live with a disability and how others may view those who do. As reported by several researchers (Lau et al., [2016](#)), when kids have a firm grasp on the concept of impairment, they are better equipped to accept and help their classmates who have special needs. If raising awareness about autism can lead to positive changes in student behaviour, then it's an important goal to accomplish. It is crucial to bring attention to the issue of low disability understanding as a possible contributor to unfavourable attitudes and low peer acceptance of children with special needs in inclusive educational settings (Williamson, [2014](#)). Provide a guide for tailoring special education courses to the needs of particular students (Efendi, [2018](#)). That's impossible unless we have a deep familiarity with the difficulties faced by families and persons with disabilities and unless our programming choices are modified to account for those realities (Tabak et al., [2016](#)). The implementation of inclusive education practises that result in positive outcomes for children is often attributed, in large part, to the involvement of parents (Monika, [2017](#)).

Ashraf ([2019](#)) says that the lack of two-way communication between the school and the people in the community is caused by poor parent orientation and training. Because the institution was responsible for the kids' education, this was a problem. Lack of parental involvement in schools is often attributable to language, communication (information flow), and working parents' schedules (Baker & Soden, [2016](#)). Furthermore, Hornby and Blackwell's ([2018](#)) research uncovered other challenges to be conquered. According to certain sources, these include issues that parents face on a regular basis, such as those associated with money and work, language obstacles, and rigid work schedules. As soon as parents hear that their child has special needs, they begin the process of adjusting their lives to accommodate those needs, which is typically accompanied by worry about the future (Cantwell et al., [2014](#)).

If schools don't offer appropriate programmes for students with disabilities, those students will find it harder to make friends. Preschools, elementary schools, and high schools have all been extensively studied to determine whether or not children develop negative views about their disabled peers. Many studies have found that young people rarely connect with their classmates who have disabilities outside of formal and facilitated settings (Tavares, [2011](#)).

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## Conclusion

The primary purpose of the research was to design and carry out an education program targeted toward the parents of children who have special requirements. The researcher devised an educational program aimed at informing parents of children with special needs about their unique circumstances. The researcher disseminates information to parents regarding their child's disability, special education, scholarships, free transportation, provision of free books, uniforms, and shoes, tailored educational support for special needs students, utilization of contemporary tools specific to the child's disability, provision of modern educational approaches catering to the child's disability, skill-based vocational training opportunities such as Food Technology, Gardening, Needlework, Automobiles, Cooking, Music, Dance, Theatre Arts, Fine Arts, Craftwork, Stitching, and Fashion Designing, as well as access to special education facilities through various communication channels including social media platforms, WhatsApp, newspapers, magazines, Instagram, and mobile applications.

The study's second purpose entailed examining the efficacy of the awareness program that was developed specifically for parents. The findings of the study revealed that parents possess a higher level of knowledge regarding their child's disability, special education, scholarships, free transportation services, and the provision of free books, uniforms, and shoes. Additionally, they are aware of the availability of specialized attention for the education of children with special needs, as well as access to modern tools

and educational approaches tailored to their child's specific disability. Furthermore, parents are informed about the availability of skill-based vocational training programs such as Food Technology, Gardening, Needlework, Automobiles, Cooking, Music, Dance, Theatre Arts, Fine Arts, Craft Work, Stitching, and Fashion Designing. These resources and information are disseminated through various channels including social media platforms, WhatsApp, newspapers, magazines, mobile applications, and disability awareness campaigns.

The study's third objective entailed examining the disparity in parental awareness prior to and subsequent to the implementation of the strategy. A notable disparity has been observed in the level of parental awareness prior to and after the execution of the strategy.

### Recommendations

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The following recommendations were made on the results and conclusions:

1. It is suggested that the planned awareness program be put into action in order to raise the level of awareness among parents of children who have special needs.
2. It is highly recommended that awareness among parents about their children with special needs should be given through social media, WhatsApp, and Instagram.
3. The awareness should also be provided through print media i.e. newspapers and magazines.
4. There should be a mobile application to know about the facilities provided by special schools to the parents of children with special needs.
5. It is recommended that teachers guide the parents regarding the facilities for special children.
6. There should be a campaign about disability in society.

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## **Appendix-A**

### *Implementation of Awareness Program*



