



**TECHNIUM**  
SOCIAL SCIENCES JOURNAL



**Vol. 55/2024**  
A New Decade for Social Changes

**PLUS**  
**COMMUNICATION P**



International  
Communication & PR

## The role of the family in the lives of children with SEN

**Lupea Cristina<sup>1</sup>, Rus Mihaela<sup>2</sup>, Sandu Mihaela Luminița<sup>3</sup>, Ciprian Vasile Rus<sup>4</sup>**

Independent Researcher<sup>1</sup>, <sup>4</sup>Ovidius University of Constanta, Faculty of Law and Administrative Sciences, Romania<sup>2</sup>, Ovidius University of Constanta, Faculty of Psychology and Educational Sciences, Romania<sup>3</sup>, Ovidius University of Constanța, Faculty of Theology<sup>4</sup>

cristinalupea00@gmail.com<sup>1</sup>, psiholog\_m@yahoo.com<sup>2</sup>, mihaela\_naidin@yahoo.com<sup>3</sup>

**Abstract:** The choice of this topic is motivated by the crucial relevance of family support in the context of the development of children with Special Educational Needs (SEN). In the current educational paradigm, the family is an essential nucleus in facilitating the cognitive, emotional and social progress of these children. The contribution of the family in building a strong foundation of support and motivation can decisively influence the developmental path and social integration of children with ESD. It is therefore imperative to explore in depth the function of the family in the context of these children's lives, as the literature has consistently illustrated the beneficial impact of family involvement on their social, emotional and academic development. Families are catalytic agents in promoting self-confidence, autonomy and adaptability, as well as being a vital support in navigating the intrinsic challenges associated with ASD. This study aims to deepen our understanding of family dynamics and their essential contribution to the education of children with ASD, recognizing the central role they play in shaping their educational and social trajectories. Adopting a holistic perspective in the education of children with ESD requires a synergy between the family, educational institutions and professionals from various fields. A detailed understanding of the role and contribution of the family can facilitate the development of optimised educational strategies and the setting of convergent educational goals aimed at holistically supporting children's development. In addition, the family is a fundamental pillar in promoting the social integration and inclusion of children with ESC. Through family networks, children are supported in developing social skills, establishing interpersonal links and actively participating in community initiatives. This underlines the need for an integrated approach, where family, school and community work closely together to ensure an inclusive and developmental environment for children with SEN.

**Keywords.** role, family, children, SEN

### 1. Special Educational Requirements

In today's dynamic and constantly changing political, economic and social context, education is emerging as an issue of paramount concern, with particular emphasis on education for individuals with Special Educational Needs (SEN). All children, including those with SEN, have an inalienable right to education, which must be adapted and responsive to their specific needs. The aims of education for pupils with SEN are identical to those of the general population

of pupils, aiming to facilitate a full and autonomous life, able to contribute to society, collaborate effectively and engage in lifelong learning in accordance with individual abilities.

- The role of education is to support the integral development of children in all dimensions of human existence - spiritual, moral, cognitive, emotional, creative, aesthetic, social and physical. Children with SEN share many common characteristics with their peers, while exhibiting a number of distinct traits that contribute to the unique configuration of their personality, including communication skills, resilience, appreciation of life and an intrinsic desire for knowledge. Disabilities can influence these dimensions differently, depending on the specifics and intensity of each situation.

- Within the category of children with SEN several subgroups can be distinguished, including:

- Children with intellectual disabilities: these children face limitations in intelligence and cognitive functions, with the potential to influence learning and general development.

- children with physical disabilities: these children have various physical impairments, including mobility limitations, muscle deficiencies or sensory difficulties (sight or hearing)

- children with sensory disabilities: these children have difficulties in the perceptual sphere, either visual or hearing impairments, and require additional support for the educational process.

- Children with autism spectrum disorders: these children present challenges in communication and social interaction, as well as tendencies towards repetitive or restrictive behaviours.

- children with learning disabilities: these children have difficulties in acquiring and using reading, writing or mathematical reasoning skills, requiring adapted teaching strategies and individualised support.

- Children with emotional and behavioural disorders: these children may experience challenges in managing emotions and behaviour, requiring specialised assistance for effective integration into the educational environment and success in learning (Jicman, M., 2015).

In the context of modern developments in education and training, considerable efforts have been made to narrow the often significant gaps between mainstream education and children who learn differently and are unfairly labelled as 'incompetent', 'maladjusted', 'problematic', etc. Children who do not meet conventional educational norms, showing varying degrees of academic difficulty, often remain misunderstood, unaccepted and unaddressed. The prevailing attitude in educational institutions (and in society in general) is often dictated by sub-optimal school performance and supposed deficiencies in the learning abilities of these children.

Children labelled „difficult”, „unstable” or „disabled” for various reasons frequently face negative perceptions in mainstream schools, where they are marginalised and often excluded from the educational process. Arguments such as „Doesn't fit into the school curriculum”, „Not suitable for this institution”, „Should be transferred to a special school” or „Can't be integrated into the system” are often invoked by some educators to justify the exclusion or segregation of these children. This attitude contributes to the perpetuation of a culture of exclusion and reinforces barriers to access to quality education for all children, regardless of their particularities.

Such perceptions and practices are, unfortunately, not only found in mainstream schools, but also in some specialised institutions that accommodate children with more complex challenges. In these contexts, teaching and behaviour management can present increased difficulties, highlighting the need for innovative and inclusive educational approaches (Vrășmaș, 2001).

It is imperative that the education system adopts a holistic and adaptive perspective that recognises the diversity of educational needs and promotes teaching practices that ensure equal access to education for all children. By cultivating an inclusive educational environment and a child-centred approach, it is possible to turn challenges into opportunities and create an educational space where every child has the opportunity to develop to his/her full potential.

The categories of children with special educational needs may vary according to the individual needs of the children. These may include children with physical, intellectual or emotional disabilities, as well as children with learning disabilities or other special needs.

Special educational requirements - this term refers to the educational requirements of certain categories of persons, to functional deficiencies or deficits of an intellectual, sensory, psychomotor, physical nature, etc., or due to psycho-emotional, socio-economic or other conditions, such as lack of family environment, precarious living conditions, certain particularities of the child's personality, etc., which place the pupil in a state of difficulty in relation to others.

Curricular adaptations for students with special needs involve adjusting academic requirements and behavioural expectations to the unique needs and abilities of each student with special educational needs. These adjustments may include:

**Differentiated Curriculum:** The curriculum may be tailored to meet the specific requirements of students with disabilities or other particular needs, including adapted educational activities, additional therapy sessions, or other forms of educational support.

**Individualized Assessment:** Individualized assessment can be implemented to identify the special needs of students and adjust academic requirements accordingly.

**Assistive Technologies:** The use of assistive technologies, such as assistive devices and specialized software, can facilitate learning and communication for students with disabilities.

**Personalized Instruction:** Personalized instruction can be offered to allow students to learn at an appropriate pace, thus facilitating understanding and assimilation of knowledge.

**Additional Resources:** Additional resources, including educational assistants or therapists, may be allocated to support students in overcoming barriers and achieving educational goals.

Curricular accommodations for students with special needs are designed to ensure their access to a quality education and to facilitate them reaching their full potential, regardless of their specific needs. These adaptations are flexible and can be adjusted according to each pupil's individual growth and development (Gherghuț, 2001).

The individuality of each person, as evidenced by their own characteristics and life experiences, is recognised and valued. However, there are fundamental skills and capabilities that most people develop naturally. In certain circumstances, for various reasons, some people may find it difficult to develop these skills. The central objective of special educational needs is therefore to provide pupils with special needs with an adapted education and equivalent learning and development opportunities comparable to those offered to any other pupil.

## **2. Interaction between Parents and Children with Special Educational Needs (SEN)**

The harmonious upbringing and development of children invariably involves a stimulating family environment. Early life experiences leave defining imprints on character development, through learning from daily interactions and relationships with people who play a role modeling role, such as parents, grandparents, caregivers and other family members. In

this formative process, children assimilate social norms and develop perceptions of different types of relationships through a plurality of interactions (Gilbert, 1974).

The active involvement of families in the education of children with disabilities has generated significant positive changes in Romania, especially after 1990, when families and various associations of parents of children with disabilities played a crucial role in the implementation of educational reforms aimed at improving the quality of education for this category of children.

In order to make the collaboration between parents and educational institutions more effective in the context of special education, the following basic principles are proposed:

Interventions must explicitly recognise that parents are not responsible for the child's disability;

There is a need to be acutely sensitive to the risk of stigmatising or blaming parents in the context of the child's disability;

Teachers and professionals should adopt cautious assumptions and minimise the risk of perpetuating negative stereotypes;

Parents should be fully informed about the difficulties the child faces in the school context;

Experts and teachers should not discourage parents by making statements that suggest the child's unsuitability for the school environment.

The child with special characteristics may have additional difficulties in interpersonal relationships, which is why parents must act as mediators between the child and the outside environment. Sometimes parents may show tendencies of over-protection, but it is essential to take into account the specificities of each developmental stage the child goes through: absolute dependence, relative dependence and independence (Muntean, 2001).

The family environment influences the child's development through subtle processes, similar to osmosis, and through the behavioural patterns presented, which help the child to integrate into society and develop in accordance with the values and norms of the community in which he or she lives. However, it must be recognised that no family environment is without its challenges, and these challenges are often essential in the formation of a balanced personality, as long as they do not exceed the individual's capacity for adaptation and resilience. It is vital to recognise that, in the context of a harmonious family environment, individuals may find it difficult to identify and strengthen inner unity. Difficulties and challenges are inherent components of human existence and, paradoxically, can be catalytic factors in the process of personal maturation and development, when managed appropriately and in proportion to the individual resources available.

Each child reflects his/her original context, with economic, socio-cultural and other relevant variations being realities that significantly influence the shaping of his/her personality. Despite this diversity, the family institution has universal characteristics, as most parents aspire to see their offspring grow up healthy, integrate harmoniously into society and prepare effectively for their professional careers. However, not all families are able to assume this role, with some shying away out of ignorance, lack of responsibility or inability to fulfil their parental role. In this context, parents' responses to the needs of children with ESC become increasingly important, manifesting themselves in overprotective, accepting, denying or rejecting behaviour.

Neglect, disinterest and indifference to the child's thoughts are major errors in parenting, which can lead to loss of behavioural control, making the child socially awkward. Parenting is essentially one of the most challenging professions. Family relationships based on warmth and affection, but free of conflict, are fundamental. Children develop under the authority and

example of their parents, and the value of the knowledge acquired serves as a testament to parental merit. Effective education requires active and informed parental involvement, contributing to the formation of a socially aware and involved child (Popescu, 2009).

The main mandate of the family is the education of the child, and the positive and loving bond between parents and children is essential. Parenting skills, motivated by a desire to maintain strong bonds with children, bring significant benefits. By virtue of inherent competences, the child is equipped to acquire the skills necessary for successful social integration. The study of macro-sociological issues occupies a central place in modern family units, and family dynamics provide a fertile ground for investigating childhood issues.

As children become spiritually vulnerable and impressionable, significant events imprint lasting marks on their psychology. Personal and social development is shaped by the intrinsic differences of each individual. The family, with its cultural, social and economic variety, is the first line of defence against external influences and is a determining factor in shaping children's behaviour (Stănciulescu, 1998).

The family plays an essential role in a child's development at all levels: physical, intellectual, moral and aesthetic. It also contributes to cultivating a sense of worth and purpose in the child's life. The child's developing personality revolves around the family unit, which plays a decisive role in shaping the future of society. The family's responsibilities in the child's development include providing for the child's physical needs, protection, creating an environment conducive to rest and play and monitoring health. A healthy lifestyle has a clear positive impact on children's physical development.

Intellectual development is crucial and begins in the family, where the child forms language and communication skills. The child's vocabulary, accuracy and correctness of expression are significantly influenced by parental involvement in this process. Studies show that the way parents engage in their children's education directly influences their performance at school, and the more effective it is, the earlier the involvement starts, from nursery and primary school.

Moral education has its roots in the family, where essential behavioural skills such as respect, politeness, honour, honesty, decency, order, moderation and awareness of responsibilities are developed and reinforced. Parental modelling is crucial in cultivating these qualities, as it is parents who guide children in distinguishing between right and wrong, beautiful and ugly, thus helping to assess their own behaviour and that of others. The family plays a fundamental role in guiding the child to adopt appropriate social behaviour, preparing him or her to become a valued peer and friend.

Aesthetic and artistic education is important for cultivating children's creativity and should be a complementary aspect of overall education. It contributes to the evolution of the child's perception of the world from a self-focused understanding of self and one's own pleasures to a broader and more holistic view of the world and its complexity. Parents play a crucial role in exposing children to the deeper meanings of life, the beauty of nature, cultural values, traditions and customs, as well as to works of art, encouraging them to express their creativity in various fields, whether artistic, technical or scientific. In this way, aesthetic and artistic education becomes an essential pillar in developing a deep and complex understanding of the world and in stimulating children's creativity and expressiveness.

In conclusion, children adopt patterns of behaviour and absorb the family atmosphere through processes of imitation and learning, and emotions and social relationships exert a decisive influence on their development. The family is much more than a theory, it is a daily practice,

and although moral and personal values vary, the family remains an essential source of happiness and fulfilment for each of its members.

### **3. The child with SEN and its needs**

The needs of a child with SEN are the same as those of a typical child: a stable home, adequate food and respect for his abilities. How needs are met varies by family and culture. Meeting your child's needs is essential to your child's optimal health and development. People tend to put their children's physical needs first. Indeed, without food, without sleep, the child will not be so effective. However, children need more than basic needs: food, shelter, health.

Children have physical, emotional, psychological, social and spiritual needs. The needs grow and refine as the child grows. Children's potential cannot be realized without respect, without freedom of opinion and action. Without these ingredients, mental/emotional health suffers. A child's needs are interdependent: one cannot exist without the other. These needs cannot be met without the support of adults: the vulnerability and helplessness of children indicate their dependence on adults. Children are in great need of families, health systems and education. Children who grow up without the attention and presence of their parents do not become conscious and strong adults (Lupu, V. 2017). His status and value in the world. The child has the potential to become an emotionally dissatisfied adult in the future, unable to meet the emotional needs of his own child.

To develop in a healthy, efficient, balanced and harmonious way in society. For children placed in various services, their needs are taken care of by a carer if there is a replacement for a family member. Abraham Maslow is the man who created the famous pyramid of everyone's needs. They range from the basic level - the basis for ensuring survival, to the higher level to ensure a harmonious and full development of a person. The pyramid progresses from external to internal needs that provide character building. This hierarchy of needs is a valuable tool for child development. Once you can track how your child's needs are being met, you can identify where there are gaps. (Popescu-Neveanu, M. 2012)

There are 5 levels of human needs:

- Physiological needs
- Security needs
- Belongingness needs (affection and socialization)
- Esteem needs
- The need for self-realization

1. Physiological needs, representing the basic needs for survival, such as food, water, sleep, shelter and cleanliness.

2. Security needs, which refer to security, protection and ensuring a stable environment. Parents must protect the child from risk factors, impose certain behavioral limits and ensure a safe and comfortable environment, both physically and mentally.

3. Belongingness needs, such as affection and socialization, are necessary for the child's development as a social being. From the first years of life, the child needs the closeness of others, attention and affection

4. Esteem needs - This level of the pyramid refers to the need to be appreciated, valued, supported and respected by those around. It is very important for children to feel that they are loved, appreciated, encouraged and respected, especially by the people important to them. As they develop their social relationships, children will feel this need for appreciation from other children and adults as well.

5. Self-Actualization Need - This is the top level of the pyramid and refers to the need to reach one's full potential, pursue one's interests and fulfill one's personal aspirations. According to A. Maslow, children cannot reach this level at once, but must go through the other stages of the pyramid, so that they are motivated to act in the direction of their fulfillment and develop as a personality (Maslow, AH 1943).

A child who gets all his wishes - however much, whenever, whatever - will not know how to adapt to the real world. It is not always easy to distinguish between the two. A child has many needs that can and should be met. The border between needs and desires is fragile.

#### **4. Work models and strategy in children with SEN**

Children may behave aggressively or inappropriately because their learning needs are not being met or because they are experiencing social or emotional problems at home or at school. Many disabilities are associated with different types of behavior. Children and their families with these specific diagnoses need these methods of work. Access to the curriculum is one of the major barriers to the integrated education of students with special educational needs.

In principle, based on non-discrimination, these students must follow the same curriculum as his colleagues. At the same time, in order to equalize the chances, psychopedagogical literature and practice use concepts and strategies that try to overcome the difficulties inherent in the particular conditions of one or another of the students with special educational requirements: curriculum adaptation, curriculum differentiation, vocabulary enrichment.

Modern pedagogy has changed the common perception of schools, their functions and purposes, putting more emphasis on children and focusing education on students. Special education is an integrated part of the Romanian education system, offering each individual an educational program adapted to his developmental needs. In our country, children with disabilities can attend special education or mainstream education. Children with general disabilities, learning and language problems, socio-emotional or behavioral disabilities can be integrated into mainstream schools.

The support teacher, together with the school psychologist and the class teacher, develops an individualized intervention plan based on the child's preferences and problems, specifying certain chapters, ways of working for the program and suggesting ways of working for certain teachings. children have a hard time trying to cultivate children's motivation to learn.

The practical guide is the teacher's working tool, describing the content of the school curriculum, which he can adapt as needed. The general curriculum was simplified so that students with SEN could learn, while the teaching strategies used to integrate these children were modified. Teachers should know and use instructional strategies to identify and support solving learning problems in the classroom, while involving students in the learning process to develop thinking, creativity and interest in learning (Ungureanu, 2000).

There are a number of ways of working and strategies that can be used to help children with special needs learn and develop. These include:

- Individualized Instruction: Individualized instruction can be provided to children with special needs to allow them to learn at their own pace and focus on their specific needs.

- Visual learning methods: Children with special needs can benefit from visual learning methods such as graphs, diagrams and pictures to improve their understanding of the material.

- Assistive technology: Assistive technology, such as assistive devices and specialized software, can be used to help children communicate and learn more effectively.

- Learning through play: Learning through play can be a fun and effective way for children with special needs to learn new concepts and skills.
- Small work groups: Small work groups can be used to allow children with special needs to receive more individual attention and additional support from educators.
- Interdisciplinary instruction: Interdisciplinary instruction can be used to connect concepts learned in different subjects and help children understand them better.
- Continuous assessment: Continuous assessment can be done to monitor the progress of children with special needs and to adjust instructional strategies and learning plans accordingly.

It is important to consider the individual needs and abilities of children with special needs in order to develop effective strategies and provide them with equal opportunities to learn and develop.

We can cite some active participatory methods successfully used in the teaching of various subjects and in the assessment of concepts at school: educational games, the mosaic method, the KWL method: „I know - I want to know - I learned”, programmed training, the Starbursting method, etc.

1) Educational games are a method of engaging students in educational fun activities. Learning that involves play becomes enjoyable and engaging and takes place in a joyful and relaxed atmosphere. Regardless of the type, educational games must meet certain requirements: have clear educational goals, be reasonably integrated into the system of educational work, teach the appropriate difficulty (depending on the age and intellectual characteristics of the child) and conduct quality education .

2) The KWL method - Know, want to know, learn / I know - I want to know - I learned is a method that activates and sensitizes students to the learning process and gives them the opportunity to check their level of knowledge. Through this exercise, each student is encouraged to participate, making them aware of possible gaps and motivating them to fill them, thus stimulating attention and reflection. Stages of the method: The teacher announces the topic. Students are asked to list what they think they think about an upcoming topic. These thoughts will be noted in the „Know” column of the form; Students will write down what they suspect or want to know about the topic. Record these thoughts in the „I want to know” column. Then the teacher will offer to study the text, review some points of knowledge and record the newly absorbed ideas in the „I learned”column. After completing the task, students will use the concepts written in each column to demonstrate their current level of knowledge.

3) The Starburst method (in English „star” = star; in English „burst” = to explode), is a new way to cultivate creativity. The purpose of this method is to get as many questions as possible and therefore to get as many connections between concepts as possible. It is a means of stimulating individual and collective creativity. Organized in a group, the Starbursting method facilitates the participation of the whole group by stimulating the creation of problems through questions The procedure is very simple Write down on a piece of paper the problem for which you want to „discover” the solution, then list the problems that relate to it. A good starting point is the type: what?, When?, How?, How?, For what? (Ancuța, 1999, p 38).

4) Inclusive education implies the acceptance of new roles for all participants in the educational process. For mainstream schools to meet the challenges of integrating children into SEN, teaching staff must be supported by classroom activities. The teaching experience aligns the role of the classroom teacher in the new context of inclusive education with the rest of the work team: support teachers, speech therapists, parents, doctors, social workers and school principals.

Inclusive education is an alternative to special education and can provide support services to children who have a real potential for recovery and reintegration, who would otherwise be sent to special schools. In mainstream schools, specialist educational services are provided by para-teachers. Teacher support activities go hand in hand with those of teachers, who work together to develop intervention programs for students with special educational needs. Teaching support staff play an important role in optimizing the educational process for an inclusive education classroom. Students with special educational needs benefit from this service during the preschool period and during schooling. (Gordon, 2011)

Support teachers are those trained in the field of special education who form a coherent team with mainstream school educators/teachers and are responsible for the learning process of students in the school to achieve diversity. For the vast majority of students in a class, a teacher teaching a subject meets certain standards, set by the curriculum and textbooks for that subject, in terms of content and communication with the class.

**Support from teaching staff:**

- collaborate with the school's internal continuous assessment committee to support assessment information and individual service plans for students with SEN who are mainstreamed;
- collaborates with all the teaching staff of the school unit to effectively integrate into the school community;
- works with classroom teachers to develop and implement individualized intervention plans and participate in curricular adjustments;
- collaborates with the teachers of the classes of CES students to establish appropriate working methods;
- advises the families of students who benefit from support services;
- periodic assessment of the development of CES students and changes to specialized intervention programs

The purpose of support for the activities of teaching staff is to develop and facilitate academic support for children/students with special educational needs, to ensure the development progress of children/students, to compensate and remedy learning problems (Dragomir, 2003).

**The main support tools for teachers are:**

- curricular adaptation – linking the content of the national curriculum to the possibilities of students from BEP in terms of the objectives of the adaptation process and their school and social integration;
- individualized intervention planning - a tool for designing and implementing educational treatment activities to make interventions more effective;
- differentiated assessment tests - exam papers and essays adapted to the child's level of development

In short, it can be said that in the process of transforming the school into an inclusive school, the role of the teaching-support staff is not only to provide individualized educational assistance to children with special educational needs, but especially to support teachers, parents and teachers . Students receive advice and support. community members. (Cristea, 1994)

## 5. Research methodology

### 5.1. The objective of the research

Identifying family involvement in the lives of children with CES from an educational point of view.

Hypothesis 1. It is assumed that there are significant differences between married and unmarried parents regarding their involvement in children's lives.

Hypothesis 2. It is assumed that there are significant differences between male parents and female parents regarding their involvement in children's lives.

Hypothesis 3. It is assumed that there are significant differences between parents who have one brother/sister and parents who have two brothers/two sisters regarding their involvement in children's lives.

### 5.2. Study participants

The sample for this research is 55 parents. The interaction with them was achieved indirectly, through teachers specialized in educational support, educators and therapists who collaborate with the respective families.

## 6. Data analysis and processing

**Hypothesis 1. It is assumed that there is a significant difference between married parents and unmarried parents regarding their involvement in children's lives.**

Table 1. T-test for independent samples

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TO TAL	Equal variances assumed	,428	,516	-,336	3	,738	-,540	1,607	-3,764	2,684
	Equal variances not assumed			-,337	2,899	,737	-,540	1,601	-3,752	2,672

Given that the significance value (2-tailed) exceeds the threshold of 0.05, according to the statistical analysis, it is found that there are no statistically significant differences between the two categories of parents examined, which leads to the disconfirmation of the initially established hypothesis. The study suggests that the level of commitment and dedication in the parental role is not necessarily influenced by the parents' marital status. Both married and unmarried parents can show a similar degree of involvement and responsibility in raising and educating their children. It is observed that the existence of married parents deeply engaged in family dynamics is equaled by the presence and active and conscientious involvement of unmarried parents.

Regardless of marital status, unmarried parents can access appropriate resources and support to fulfill their parenting responsibilities. These resources may include, but are not limited to, the support of extended family, the network of friends, the local community, childcare services and other available facilities.

In the case of unmarried parents who maintain a functional relationship and are based on a solid consensus regarding child care, a balanced distribution of parental responsibilities can be observed. Effective communication and constructive collaboration between parents prove to be fundamental elements in ensuring an equivalent and effective involvement in raising children (Stănciulescu, 1998).

It is imperative to recognize the existence of individual variations and specific contexts that can modulate the degree of parental involvement, regardless of marital status. Essentially, it is crucial to ensure access to appropriate support and resources for all parents in order to adequately fulfill the parenting role and to facilitate the optimal development of children.

**Hypothesis 2. It is assumed that there are significant differences between male parents and female parents regarding their involvement in children's lives.**

**Table 2. Mann-Whitney U test**

TEST STATICS	TOTAL
Mann-Whitney U	317,000
Wilcoxon W	813,000
Z	-,936
Asymp. Sig. (2-tailed)	,349

a. Grouping Variable: gender

As we can see, there are no insignificant differences between the two age categories, so the hypothesis is not confirmed.

Recent research highlights the importance of equal involvement of both parents in children's lives and suggests that this can have significant benefits on their development and well-being. Here are some important conclusions of the research regarding the involvement of parents regardless of gender:

**Impact on children's development:** Studies show that when both parents are equally involved in child care, they have better outcomes in terms of emotional, social and cognitive development. Equal parental involvement can contribute to children's emotional stability, the development of social skills and better academic performance.

**Modeling egalitarian relationships:** When parents demonstrate equal involvement in child care, they model egalitarian relationships and mutual respect. This can contribute to the understanding of gender equality and the promotion of healthy attitudes regarding family relationships and responsibilities.

**The benefits for parents:** Equal involvement of parents can bring benefits to them as well. Fathers who are equally involved in childcare feel more satisfied in their role as parents and have closer relationships with their children. Likewise, equal involvement can reduce the burden and stress associated with exclusively maternal responsibilities. (Sînchevici, 2021)

**Hypothesis 3. It is assumed that there are significant differences between parents who have one brother/sister and parents who have two brothers/two sisters regarding their involvement in children's lives.**

**Table 3. Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Total	Equal variances assumed	,290	,593	,627	53	,533	1,004	1,601	-2,207	4,215
	Equal variances not assumed			,628	52,926	,533	1,004	1,599	-2,203	4,211

Because the sig (2 tailed) is greater than 0.05 as we can see, there are no significant differences between the two categories of parents who have one brother or two brothers, so the hypothesis is not confirmed.

Research in psychology and family studies has investigated and analyzed the link between the existence of siblings and the involvement of parents in their children's lives. Here are some important conclusions of the research:

- The influence of sibling relationships: Some studies have found that parents who have the experience of having siblings can be more involved in their children's lives. This may be because they had the opportunity to experience siblings and complex family relationships as children, which makes them more aware of the importance of relationships and interactions in their children's lives.
- Sharing resources and responsibilities: There is research to suggest that parents who have siblings may be more likely to share resources and responsibilities equally among their children. This approach may be influenced by previous experiences and a desire to avoid inequalities or preferences regarding their children.
- Modeling behavior: Parents who have siblings may be more aware of the importance of modeling fair behavior and promoting healthy relationships between children. They can be more careful to give each child equal attention and equal opportunities for development and learning (Vasile, 2008).

### Conclusions

The family plays an extremely important role in the lives of children with CES. Children with CES have special needs and therefore involve some additional challenges in everyday life. The family is usually the child's main support and can have a significant impact on the child's development, self-esteem and general well-being.

Here are some ways that family can play an essential role in the lives of children with SEN:

- Emotional support: The family can provide a safe and supportive environment for the child, helping them cope with the emotional challenges associated with CES. By providing affection, encouragement and unconditional acceptance, the family can contribute to the development of a positive self-image and the child's confidence in his abilities.

- **Therapy and care:** The family can play an active role in the child's care by providing therapies and treatments recommended by professionals (such as physical therapy, occupational therapy, or speech therapy). By attending therapy sessions and implementing exercises and strategies at home, parents can help improve their child's motor skills, communication and functioning.

- **Education and inclusion:** The family can play a crucial role in ensuring access to education and social inclusion for the child with CES. By working with teachers and special education professionals, the family can support the integration of the child into school and ensure that he receives the appropriate support and resources for his academic success.

- **Unconditional love and acceptance:** Most importantly, the family can provide the child with SEN with unconditional love, support and acceptance. This is essential for the child's emotional and psychological development, building healthy relationships and increasing positive self-esteem.

Regardless of gender, marital status and number of siblings, the family is involved in the lives of children with SEN. The role and involvement of the family is essential in supporting and developing the child, regardless of the circumstances. Regardless of the family structure or relationship dynamics, parents or family members usually play the primary role in caring for and supporting the child with SEN.

It is important that family members are informed and understand the specific needs of the child with CES and become involved in providing therapies, care and emotional support. This may include attending therapy sessions, applying exercises at home, working with educational professionals and providing a safe and supportive environment for the child. Regardless of family structure, their support and involvement are essential in promoting the development and well-being of children with SEN.

### **Bibliography**

- Cristea, M. (1994). Educational system and personality. Bucharest: Didactics and Pedagogy.
- Dragomir, M. (2003). Management of didactic activities. Cluj: Eurodidact.
- Gherghuț, A. (2001). Psychopedagogy of people with special needs. Bucharest: Polirom.
- Gherghuț, A. (2006). Differential and inclusive strategies in education. Bucharest: Polirom.
- Gilbert, L. (1974). Dialogue in education, Pedagogy of communication. Bucharest: Didactics and Pedagogy.
- Jicman, M. (2015). Special education. Bucharest: University of Bucharest.
- Wolf, V. (2017). The basic needs of the child and its development. Iasi: Social Assistance Review.
- Maslow, A. (1943). A theory of human motivation. New York: Psychological review.
- Munteanu, A. (2001). Families and children in need. Timisoara: Mirton.
- Popescu, R. (2009). Introduction to the sociology of the family. Iasi: Polirom.
- Popescu-Neveanu, M. (2012). The basic needs of the child. Bucharest: Pre-University Education.
- Sînchevici, I. (2021). Balance between work and family life. Chisinau: Demographic Research Center.
- Stanculescu, E. (1998). Sociology of family education, vol1. Iasi: Polirom.
- Vasile, D. (2008). Introduction to Family Psychology and Psychosexology. Bucharest: The Romania of Tomorrow Foundation.

Vrăsmas, & E. (2008). Socio-educational intervention as support for parents. Bucharest: Aramis.

Vrăsmas, T. (2001). Integrated and inclusive education. Bucharest: Aramis.