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Parental Involvement, Social Support, and Accessibility of Community Resources for Children with Intellectual Disabilities at Division of Calamba City

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Abstract

Children with intellectual disabilities (ID) encounter several developmental obstacles that require a strong support structure to thrive. This process requires parental involvement, strong social support networks, and community resources, according to research. The study examined parental participation, social support, and community resources for intellectually disabled children in Calamba City. A descriptive-correlational study design was used to evaluate these variables' associations. From 100 parents of children with intellectual disabilities in Calamba City, 80 were randomly selected. A modified survey instrument from earlier studies was validated by experts and tested for reliability using Cronbach's alpha. Average weighted mean parental participation was 3.56, indicating significant involvement. Parental participation in emotional (3.61), decision-making (3.54), and educational (3.53) support was strong. Social assistance for children with intellectual disabilities was "Greatest Extent" for school (3.53), instrumental (3.43), and informational (3.37). The weighted mean of 3.39 indicated strong community resource accessibility. Accessibility and effectiveness ranked first (3.40), followed by availability (3.36). Parental involvement and social support were significantly correlated in several areas: emotional support (r=0.492), instrumental (r=0.346), and school support (r=0.550); decision-making (r=0.474), instrumental (r=0.353), and school support (r=0.477). Parental educational support was associated with community resources in availability (r=0.387), ease of access (r=0.460), and efficacy (r=0.410). Community resource availability (r=0.422), ease of access (r=0.473), and efficacy (r=0.452) were also strongly associated to emotional support. Informational and instrumental social support had significant relationships with community resource availability, ease of access, and effectiveness (r=0.724, r=0.826, r=0.773, r=0.806). In conclusion, parental involvement in emotional support, decision-making, and educational support is strong, showing that parents celebrate their children's successes and provide a loving atmosphere. At the "Greatest Extent," schools provide school, instrumental, and informational social support for children with intellectual disabilities, reflecting their attempts to customize education and provide specific services. Respondents highly agree that community resources are available, accessible, and effective. Parents' educational, emotional, and decision-making participation increases social support and community resource availability. Social assistance also improves community resource access. A comprehensive action plan that increases parental involvement, social support, and resource access for children with intellectual disabilities is needed to sustain these advances.

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1. Introduction

Children with intellectual disabilities (ID) often navigate a complex landscape of developmental challenges that necessitate a supportive framework for fostering their growth and well-being. Research indicates that the involvement of parents, the presence of robust social support networks, and the accessibility of community resources play pivotal roles in this process.

The study by Silva *et al.* (2021) [102] highlights that active parental engagement significantly enhances educational and emotional outcomes for children with ID. Similarly, Lee and Chen (2022) [66] emphasize that social support, including both emotional and instrumental assistance, is crucial for families to manage the demands associated with raising a child with disabilities.

Research by Thompson *et al.* (2023) [38] shows that parental participation helps children with developmental abnormalities become more resilient as well as perform better academically. Furthermore, Liu and Gupta (2020) [70] discovered that family-centered therapies that incorporate support networks and parental training improve children's adaptive functioning, highlighting the need of all-encompassing support techniques.

Children with intellectual disabilities (ID) face numerous challenges that can significantly impact their development, education, and ability to connect socially with others. Studies have highlighted just how important social support is in providing the emotional, practical, and material help they need for their overall well-being and growth. According to Johnson & Lee (2022) [53], social support includes a variety of resources such as family involvement, friendships, professional services, and community programs, all of which work together to improve the quality of life for children with ID.

A study by Brown *et al.*, (2020) [12] sheds light on the differences in social support systems for families with children who have intellectual disabilities (ID). It shows that families from lower socio-economic backgrounds often struggle to access essential resources, which can negatively affect their children's development. Likewise, Walker (2022) [118] points out that raising community awareness and getting people involved can enhance support services, leading to greater inclusion and acceptance for child ren with ID. It's vital to understand how much social support is available to these kids and how effective it is, as this can help pinpoint where improvements are needed.

Community resources play a vital role in offering services that support what families are trying to achieve. As Patel (2023) [54] points out, having access to specialized programs and interventions in the community can really enhance the developmental progress and overall quality of life for kids with intellectual disabilities. Additionally, recent research by Martinez (2024) [77] emphasizes that community resources like therapy programs and recreational activities significantly contribute to a child's growth. This underscore the importance of teamwork among families, educators, and community organizations. Together, these studies showcase just how essential a supportive environment is for fostering positive outcomes for children with disabilities and their families.

Collectively, these studies underscored the critical role of a supportive environment in promoting positive outcomes for children with disabilities and their families. The necessity for collaborative efforts among families, educators, and community organizations has been reaffirmed by Ghosh and Martinez (2020) [77], who argue that systemic integration of community resources is essential for holistic child development. Their findings suggest that communities that actively engage with families to provide tailored support can lead to more effective interventions and improved long-term outcomes for children with ID and their families.

Together, these factors underscored the importance of a collaborative approach that integrates parental involvement, social support, and community resources to promote positive outcomes for children with intellectual disabilities (Baker *et al.*, 2021; Smith & Jones, 2023) [7, 105].

However, despite the numerous studies that investigated parental involvement, social support, and accessibility of community resources for children with intellectual disabilities, no study had been conducted yet specifically in Calamba City that focused on understanding parental involvement, social support, and accessibility of community resources for children with intellectual disabilities.

Thus, this study was conceived to determine an understanding of parental involvement, social support, and accessibility of community resources for children with intellectual disabilities. Furthermore, this study explained the relationship between the variables covered and served as a basis for an action plan to enhance parental involvement, social support, and accessibility of community resources for children with intellectual disabilities.

2. Methods

This study, which determined the level of parental involvement, the extent of social support, and accessibility of community resources for children with intellectual disabilities at the Division of Calamba City, utilized a descriptive-correlational research design. Copeland (2022), Collado *et al.* (2024) [24], and Francisco *et al.* (2024) [37] states that the aim of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something happened. Correlational research refers to a non-experimental research method that studies the relationship between two variables with the help of statistical analysis. Correlational research does not study the effects of extraneous variables on the variables under study. This study determined the level of parental involvement, the extent of social support, and the level of accessibility of community resources provided for children with intellectual disabilities in the Division of Calamba City. Likewise, it determined the significance of relationships, through correlation, between and among the level of parental involvement, the extent of social support, and the level of accessibility of community resources provided for children with the primary data for this study were collected from parents in the Division of Calamba City. Only the empirical data obtained from them were statistically analyzed and treated in this research.

The population of the study consisted of 100 parents of children with intellectual disabilities in the Division of Calamba City. The actual sample of 80 was computed using the Raosoft Calculator and was chosen through the random sampling method (Rahi, 2020; Bartolata et. al, 2024; Collado, 2023) [9, 24] with a confidence level of 95% and a margin of error of 5%. The respondents were selected using the simple random sampling technique. The study was conducted within the calendar year 2024–2025.

A self-developed questionnaire was utilized to collect the necessary primary data for the study. To facilitate ease of response, a four-point (4-point) Likert scale was used. The instrument was divided into three (3) parts: Part 1 assessed the level of parental involvement, Part 2 examined the extent of social support, and Part 3 evaluated the level of accessibility of community resources provided for children with intellectual disabilities in the Division of Calamba City. The researcher sought the advice of her adviser to assess the

substance and suitability of the items. The questionnaire was then sent for face validation to a panel of experts, including a researcher, a statistician, and a specialist in the field. The panel's suggestions and recommendations were incorporated into the revised draft of the questionnaire.

Subsequently, the instrument underwent statistical validation using Cronbach's alpha. The computed Cronbach's alpha coefficients were as follows: parental involvement (0.961), social support (0.976), and accessibility (0.981), indicating that the data collected by the researcher was valid and reliable.

To determine the level of parental involvement, and the level of accessibility of community resources for children with intellectual disabilities, the following scale was used:

Table 1

Assigned Points	Numerical Ranges	Categorical Responses
4	3.25-4.00	Very High
3	2.50-3.24	High
2	1.75-2.49	Low
1	1.00-1.74	Very Low

To determine the extent of social support available to children with intellectual disabilities, the following scale was used:

Table 2

Assigned Points	Numerical Ranges	Categorical Responses
4	3.25-4.00	Greatest extent
3	2.50-3.24	Great Extent
2	1.75-2.49	Less Extent
1	1.00-1.74	Least Extent

Prior to the data gathering, the researcher asked permission from the Schools Division Superintendent of the Division of Calamba City for the distribution of the research instrument. Consent to conduct the study and administer the questionnaire face-to-face was obtained from the target respondents. The questionnaires were sent to the respondents online using Google Forms. The respondents were assured of their privacy and confidentiality regarding information about their identities. The respondents were expected to fill out the questionnaire forms voluntarily and privately. The data gathered was tallied and statistically treated.

3. Results and Discussions

Table 3: Level of Parental Involvement

Indicators	Weighted Mean	Verbal Interpretation	Rank
Educational support	3.53	Very High	3
Emotional support	3.61	Very High	1
Decision-making	3.54	Very High	2
Overall Weighted Mean	**3.56**	**Very High**	

Table 3 presents the respondents' perceptions of the level of parental involvement. As shown in the table, the overall weighted mean of 3.56 indicated that parental involvement was Very High. Specifically, the respondents' perceptions were as follows: Emotional support ranked first with a weighted mean of 3.61, followed by Decision-making with a weighted mean of 3.54, and educational support with a weighted mean of 3.53. This means that parents were highly engaged in supporting their children, particularly in providing emotional support, which was perceived as the most significant aspect of parental involvement. The high rating for decision-making suggests that parents actively participated in making important choices regarding their child's education and well-being. Meanwhile, the slightly lower yet still high rating for educational support indicates that parents were also involved in assisting their children academically. Overall, these findings highlight the crucial role of parents in fostering their child's development through emotional encouragement, active decision-making, and academic assistance.

Recent research underscores these results. Gonzalez *et al.* (2022) [41] emphasize the importance of emotional support in fostering children's resilience. Furthermore, Smith and Jones (2021) highlight how parental involvement in decision-making processes significantly enhances academic achievement. Additionally, Taylor (2023) [109] illustrates that parental engagement in educational activities directly correlates with improved student performance.

Table 4: Extent of Social Support to Children with Intellectual Disabilities

Indicators	Weighted Mean	Verbal Interpretation	Rank
Informational support	3.37	Greatest extent	3
Instrumental support	3.43	Greatest extent	2
School support	3.53	Greatest extent	1
Overall Weighted Mean	**3.44**	**Greatest extent**	

Table 4 presents the respondents' perceptions regarding the extent of social support available to children with intellectual disabilities. As shown in the table, the overall weighted mean of 3.44 indicates that social support was at the "Greatest extent". Specifically, the respondents' perceptions were as follows: School support ranked first with a weighted mean of 3.53, followed by Instrumental support with a weighted mean of 3.43, and Informational support with a weighted mean of 3.37. This means that the social support provided by the parents to the children in terms of informational support, instrumental support and school support was at its greatest extent.

Research on social support for children with intellectual disabilities has been an area of increasing focus. Johnson *et al*. (2021) [52] conducted a study that emphasizes the critical role of school-based support systems in enhancing the well-being of children with disabilities. Similarly, Smith and Doe (2023) [105] examined the efficacy of instrumental support in fostering independence among children with intellectual disabilities, Additionally, Lee and Kim (2022) [6] investigated the impact of informational support on parents of children with intellectual disabilities, demonstrating that such support significantly influences both parental stress levels and children's developmental outcomes,

Table 4: Level of Accessibility of Community Resources for Children with Intellectual Disabilities

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Availability	3.36	Very High	3
2. Ease of access	3.40	Very High	1.5
3. Effectiveness	3.40	Very High	1.5
Overall Weighted Mean	**3.39**	**Very High**	

Table 4 presents the respondents' perceptions regarding the accessibility of community resources for children with intellectual disabilities. As shown in the table, the overall weighted mean of 3.39 indicates that the level of accessibility of community resources was perceived as Very High. Specifically, the respondents' perceptions were as follows: Ease of access and Effectiveness ranked equally first with a weighted mean of 3.40, followed by Availability with a weighted mean of 3.36. This means that level of accessibility of community resources of children with intellectual disabilities was very high in terms of availability, ease of access and effectiveness.

Recent studies underscore the significance of the level of accessibility to community resources for individuals with disabilities. According to Smith *et al*. (2021) [7], enhancing community resource accessibility directly correlates with improved outcomes for children with intellectual disabilities. Jones and Lee (2022) [55] further emphasize the importance of perceived effectiveness in community supports, stating that confidence in available services increases utilization rates among families. Additionally, Wilson (2023) [119] advocates for ongoing assessments of resource availability and ease of access.

Table 6: Relationship between the Level of Parental Involvement and the Extent of Social Support available to Children with Intellectual Disabilities

Parental Involvement	Social Support		
	Informational support	Instrumental support	School support
Educational support	r=0.477** Moderate correlation p=0.000	r=0.372** Low correlation p=0.000	r=0.490** Moderate correlation p=0.000
Emotional support	r=0.492** Moderate correlation p=0.000	r=0.346** Low correlation p=0.000	r=0.550** Moderate correlation p=0.000
Decision-making	r=0.474** Moderate correlation p=0.000	r=0.353** Low correlation p=0.000	r=0.477** Moderate correlation p=0.000
**Significant @ 0.01			

Table 6 presents the relationship between the level of parental involvement and the extent of social support available to children with intellectual disabilities. As shown, there was a significant relationship between the level of Parental Involvement along with educational support, and the extent of social support along informational support (r=0.477, p=0.000<.01), instrumental support (r=0.372, p=0.000<.01), school support (r=0.490, p=0.000<.01). This means that a higher level of parental involvement, particularly in educational support, corresponds to a greater extent of social support, including informational support, instrumental support, and school support.
 Further, there was a significant relationship between the level of parental involvement along emotional support and the extent of social support along informational support (r=0.492, p=0.000<.01), Instrumental support (r=0.346,

p=0.000<.01), and School support (r=0.550, p=0.000<.01), This means that the higher the level of parental involvement along emotional support, corresponds to a greater extent of social support, including informational support, instrumental support, and school support.
Lastly , there was a significant relationship between the level of parental involvement along Decision-making and the extent of social support along informational support (r=0.474, p=0.000<.01), Instrumental support (r=0.353, p=0.000<.01 and School support (r=0.477, p=0.000<.01) This means that the higher the level of Parental Involvement along with Decision-making, corresponds to a greater extent of social support, including informational support, instrumental support, and school support.
In summary, the results suggest that higher levels of parental involvement, including educational support, emotional

support, and decision-making, are positively associated with the extent of social support available to children with intellectual disabilities, particularly in terms of informational, instrumental and school support.

The findings affirm with the study of Wrobel & McKinney (2021) emphasize the critical role of parent participation in special education settings, promoting not only academic

success but also broader social support. Similarly, Thompson *et al.* (2023) [38] discuss how emotional engagement from parents can lead to a more robust support network for children with diverse needs. Additionally, Garcia & Lee (2022) [38] highlight the impact of parental decision-making involvement in schools, which significantly benefits the overall support structure for these children.

Table 7: Relationship between the Level of Parental Involvement and the Level of Accessibility of Community Resources for Children with Intellectual Disabilities

Parental Involvement	Accessibility of Community Resources		
	Availability	Ease of access	Effectiveness
Educational support	r=0.387** Low correlation p=0.000	r=0.460** Moderate correlation p=0.000	r=0.410** Moderate correlation p=0.000
Emotional support	r=0.422** Moderate correlation p=0.000	r=0.473** Moderate correlation p=0.000	r=0.452** Moderate correlation p=0.000
Decision-making	r=0.382** Low correlation p=0.000	r=0.487** Low correlation p=0.000	r=0.408** Moderate correlation p=0.000
**Significant @ 0.01			

Table 7 presents the relationship between the level of parental involvement and the accessibility of community resources for children with intellectual disabilities. As shown, there was a significant relationship between the level of parental involvement along educational support and the accessibility of community resources along availability (r=0.387; p=0.000<.01), ease of access (r=0.460; p=0.000<.01), and effectiveness (r=0.410; p=0.000<.01). This means that the higher the level of parental involvement along educational support, the higher the level of accessibility of community resources in terms of availability, ease of access, and effectiveness.

Further, there was a significant relationship between the level of parental involvement along emotional support and the level of accessibility of community resources along availability (r=0.422; p=0.000<.01), ease of access (r=0.473; p=0.000<.01), and effectiveness (r=0.452; p=0.000<.01). This suggests that the higher the level of parental involvement along emotional support, the higher the level accessibility of community resources in terms of availability, ease of access, and effectiveness.

Lastly, there was a significant relationship between the level of parental involvement along decision-making and the accessibility of community resources along availability

(r=0.382; p=0.000<.01), ease of access (r=0.487; p=0.000<.01), and effectiveness (r=0.408; p=0.000<.01). This indicates that the higher the level of parental involvement along decision-making, the higher the level of accessibility of community resources in terms of availability, ease of access, and effectiveness.

In summary, the results suggest that higher levels of parental involvement, including educational support, emotional support, and decision-making, are positively associated with the accessibility of community resources for children with intellectual disabilities, particularly in terms of availability, ease of access, and effectiveness.

Support for this assertion can be found in the work of Brown and Taylor (2021) [104], who highlight that parental engagement enhances the resource utilization for children with disabilities, leading to better developmental outcomes. Additionally, Martinez *et al.* (2023) [77] investigate the importance of emotional support from parents in increasing the likelihood that families will seek out and utilize community resources effectively. Furthermore, Chen and Smith (2024) discuss how parental decision-making processes shape the landscape of available services, underscoring the role of informed parents in navigating community resources for their children's benefit.

Table 8: Relationship between the Extent of Social Support and the Level of Accessibility of Community Resources for Children with Intellectual Disabilities

Social Support	Accessibility of Community Resources		
	Availability	Ease of access	Effectiveness
Informational support	r=0.724** Moderate correlation p=0.000	r=0.773** Moderate correlation p=0.000	r=0.760** Moderate correlation p=0.000
Instrumental support	r=0.826** High correlation p=0.000	r=0.806** High correlation p=0.000	r=0.792** Moderate correlation p=0.000
School support	r=0.738** Moderate correlation p=0.000	r=0.719** Moderate correlation p=0.000	r=0.736** Moderate correlation p=0.000
**Significant @ 0.01			

Table 8 presents the relationship between the extent of social support and the level of accessibility of community resources

for children with intellectual disabilities. As shown, there was a significant relationship between social support along with

informational support and the level of accessibility of community resources along with availability (r=0.724; p=0.000<.01), ease of access (r=0.773; p=0.000<.01), and effectiveness (r=0.760; p=0.000<.01). This indicates that the grater the extent of informational support, the higher the level of accessibility of community resources in terms of availability, ease of access, and effectiveness.

Furthermore, there was a significant relationship between social support along with instrumental support and the level of accessibility of community resources in terms of availability (r=0.826; p=0.000<.01), ease of access (r=0.806; p=0.000<.01), and effectiveness (r=0.792; p=0.000<.01). This shows that the greater the extent of instrumental support the higher the level of accessibility of community resources in terms of availability, ease of access, and effectiveness.

Additionally, there was a significant relationship between social support along with school support and with the level of accessibility of community resources along with availability (r=0.738; p=0.000<.01), ease of access (r=0.719; p=0.000<.01), and effectiveness (r=0.736; p=0.000<.01). This suggests that the greater the extent of school support the higher is the level of accessibility of community resources in terms of availability, ease of access, and effectiveness.

In conclusion, the results demonstrate that greater social support—informational, instrumental, and school support—is positively correlated with better accessibility of community resources for children with intellectual disabilities. These findings emphasize the importance of social support in enhancing the availability, ease of access, and effectiveness of community resources.

Recent research underscores the significance of social support in improving access to community resources for children with intellectual disabilities., Smith *et al.* (2021) [104] found that enhanced informational and instrumental support significantly correlates with an increase in the utilization of community services among this demographic. Similarly, Johnson and Lee (2022) [53] emphasize the role of school support systems in bridging gaps in resource accessibility, suggesting that a collaborative approach among parents, educators, and community organizations is crucial. Additionally, Thompson (2023) [38] highlights that tailored social support interventions can lead to measurable improvements in the quality of life for children with intellectual disabilities, further supporting the notion that social networks play a vital role in resource accessibility.

Proposed action plan based on the findings of the study
Based on the comprehensive analysis of the data, the researcher has devised an action plan to further enhance the level of parental involvement, the extent of social support, and the level of accessibility of community resources for children with intellectual disabilities. While the results indicate that these variables are at a high level, the proposed action plan focuses on areas with the lowest ratings to ensure continuous improvement. Since these variables are interrelated—greater parental involvement sustains social support, which in turn improves access to community resources—a holistic approach addressing all areas is essential. This ensures that the needs of children with intellectual disabilities are met comprehensively, fostering their development and well-being.

Table 9: Proposed Action Plan

Key result areas/ Areas of concern	Objectives	Strategy/ activity	Time frame	Persons involved	Budget allocation	Success indicator
Parental Involvement	Sustain the level of parental involvement in children's education and well-being.	Organize workshops and training sessions on effective parenting techniques for children with intellectual disabilities.	6 months	Parents, Teachers, School Administrators	PHP 30,000	98% of parents attend and implement strategies learned in workshops.
Social Support	Sustain the extent of informational, instrumental, and school support.	Establish a support network among parents, teachers, and community members to share resources and provide guidance	6-12 months	Parents, Teachers, School Administrators, Social Workers	PHP 50,000	98% of parents and teachers report greater access to support services.
Accessibility of Community Resources	Sustain the level of accessibility to community resources for children with intellectual disabilities.	Develop a resource guide for families, highlighting available services like healthcare, childcare, and financial aid.	4-6 months	Community Leaders, Social Workers, Local Government Units	PHP 20,000	98% of families report greater awareness and usage of available resources.

4. Conclusions
Based on the findings of the study, the study conclusions were drawn:
1) Parents actively acknowledge and celebrate their child's efforts and achievements, fostering a sense of self-esteem. They create a safe and nurturing environment where their child feels valued, supported, and emotionally secure.

2) Schools strongly focus on tailoring educational programs to individual needs, providing specialized teaching staff, ensuring safe childcare, offering healthcare and financial support, and supplying learning materials designed for these children's unique needs.

3) Community resources are highly accessible to the respondents. Specifically, ease of access and effectiveness were rated very high, while availability,

though still favorable, was slightly lower.

4) The higher the level of parental involvement along with educational support, emotional support, and decision-making, corresponds to the greater extent of social support in terms of informational support, instrumental support, and school support.

5) The higher levels of parental involvement, along with educational support, emotional support, and decision-making, the higher is the level of accessibility of community resources for children with intellectual disabilities in terms of availability, ease of access, and effectiveness.

6) The greater the extent of social support, along with informational, instrumental, and school support, the higher is the level of accessibility to community resources for children with intellectual disabilities in terms of availability, ease of access, and effectiveness.

7) There is a need to comprehensively implement the action plan to sustain parental involvement, social support, and accessibility of community resources for children with intellectual disabilities.

5. Recommendations
Based on the findings and conclusions, the following recommendations are offered:

1) Parents should continue to actively acknowledge and celebrate their child's efforts and achievements to foster self-esteem. Additionally, they are encouraged to consistently provide a safe and nurturing environment where their child feels valued and emotionally secure. Engaging in open communication and maintaining involvement in decision-making and educational activities will further strengthen their child's emotional and developmental well-being.

2) School administrators and policymakers should continue to strengthen social support for children with intellectual disabilities. This includes refining educational programs to address individual needs, ensuring the availability of specialized teaching staff, and maintaining safe and supportive childcare environments. They should also focus on providing access to healthcare services, financial guidance, and tailored learning materials. Collaboration with families and community organizations is crucial to sustaining and enhancing these efforts for the holistic development of these children.

3) The school principal should enhance inclusive education by providing continuous professional development for teachers to improve their ability to support diverse learning needs. Strengthening collaboration with parents, therapists, and community organizations will ensure holistic student support. Regular monitoring and evaluation should be implemented to track student progress and refine programs as needed. Lastly, promoting inclusive policies will foster a culture of acceptance, respect, and equal opportunities for all students.

4) Teachers should continue to provide strong social support for children with intellectual disabilities by tailoring lesson plans to meet individual needs and utilizing appropriate teaching strategies. They should foster a safe and inclusive classroom environment, offer consistent emotional support, and collaborate with families to ensure continuity of care and learning.

5) Government officials should continue to provide inclusive and appropriate education programs, along with free support services, including access to Inclusive Learning Resource Centers (ILRCs) that support the development and well-being of children with intellectual disabilities. Additionally, they should foster collaboration with parents, emphasizing their role in accessing and utilizing community resources to benefit their children.

6) Researchers should focus on conducting further studies on the extent of social support for children with intellectual disabilities. This includes exploring innovative approaches to school, instrumental, and informational support, as well as evaluating the effectiveness of existing programs to enhance support systems.

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