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Unveiling the Glass Child Phenomenon through the Perspective of Siblings of Individuals with Developmental Disorder

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Abstract

This study examines the lived experiences of glass child, siblings of individuals with developmental disorders, to understand their unique challenges and improve their well-being. Using purposeful and snowball sampling, participants were screened with an adapted tool to identify traits consistent with glass children. Four individuals scoring highest on this tool were interviewed, either in person or online, based on availability.

The findings reveal ten shared experiences among glass children: difficulty adjusting to their sibling's condition, emotional detachment, and strain in family dynamics; mixed feelings of acceptance and emotional turmoil; overlooked physical, emotional, and academic needs; struggles in self-managing these needs; challenges of being perceived as the normal sibling; a negative sense of self; positive personal growth; adaptive and maladaptive coping mechanisms; and the need for improved support systems for glass children, their families, and communities. This study highlights that challenges extend beyond primary caregivers, as healthy siblings also bear emotional burdens, underscoring the need for greater awareness of this phenomenon within the community.

1. Introduction

Intricacies of family dynamics have long been a subject of scholarly study, where researchers have continuously explored the complex relationships within this fundamental unit of society. With the growing scope and influence, social media platforms have become an avenue for people to share their experiences relating to one's family. One particular concept that emerged from these shared pieces of life, is the "Glass Child" phenomenon, which refers to "the sibling of a child with disabilities who feels invisible" (Greenberg, 2023).

According to Sulkes (2023) [8], developmental disorders involve dysfunction in attention, memory, perception, language, problem-solving, or social interaction. These disorders may be mild and easily manageable with behavioral and educational interventions, or they may be more severe and affected children may require more support. Families who have a member with developmental disorder may struggle more compared to those without, and sometimes this struggle could arise between the children—leading to the glass child phenomenon.

This term encapsulates the experiences of individuals growing up as siblings to those with chronic illness, disability or any developmental disorders. Coined by Alicia Maples way back in 2010, 'glass child' refers to the child who has a sibling with disabilities. Although these children are not fragile, they felt like their parents just looked through them, hence the "glass child" (Greenberg, 2023). Despite being coined for more than a decade, the term "glass child" resurfaced when it became a trend in social media, particularly in TikTok.

McCann (2023) [6] said that the videos created by people who claimed to have experienced this phenomenon were accompanied by an audio from the Fourth of July with the lyrics, "Did you get enough love, my little dove?" Garnering millions of views and a thread of hashtags, glass child became a shared identity of people who felt overlooked and neglected by their parents.

Studying the Glass Child phenomenon is of paramount importance due to its potential impact on individual well-being and family dynamics. It serves as a crucial aspect of understanding the intricate relationships within families, shedding light on the often-overlooked experiences of siblings with special needs brothers or sisters. This phenomenon can lead to emotional challenges and a sense of invisibility among these siblings, affecting their self-esteem and emotional development. The implications of the Glass Child concept extend beyond the individual level, influencing the overall dynamics of the family unit.

While the weight of taking care for a family member, especially a child with special needs is usually placed upon the shoulder of the parents, it still poses an impact on the wellbeing of the other children. Glass child may find an outlet for the burden of 'being the perfect' child. Debbi Missud (2024) [7], a licensed mental health counselor psychotherapist and self-described former glass child, claimed that glass children may often set high standards for themselves to avoid adding to the burden of their parents. They may use this as the reason to overachieve, furthering the hyper-independence of the glass child. This could also be the reason why it is common for glass children to have the need to be 'perfect' as Travers (2024) [10] stated that they are the "perfect-sibling"—who do not complain and are always willing to help when needed because of being tagged as the healthy sibling.

In the Philippines, family is the central unit of society, and familial ties are deeply valued. This cultural emphasis can intensify the experiences of glass children, as their perceived invisibility and emotional struggles may be compounded by the societal expectation to prioritize family harmony and unity. Gomez and colleagues (2020) [3] on their study entitled, "Quality of Life of Siblings of Children With Disability" they cited that sense of embarrassment and ostracism by their peers, and concerns about their role in their sibling's future are often experienced by those siblings of children with disability or (SCWD). Additionally in the same study, the authors also noted that the disabled child's behavioral symptoms may occasionally be directed at the SCWD which sometimes include violent outbursts.

According to a study conducted by the Philippine Statistics Authority (PSA) in 2022, out of the 97.60 million households with five or more members, approximately nine out of every 100 people (8.7%) experienced at least one functional difficulty. These include any of the six functional domains: hearing, seeing, walking or climbing stairs, remembering or concentrating, self-care (such as washing or dressing), or communicating emphasizing the prevalence of such situations within families. However, there is a notable scarcity of research and awareness regarding the experiences of siblings in these families. This lack of understanding can therefore exacerbate the feelings of invisibility and neglect experienced by glass children. By investigating the Glass Child phenomenon in the Philippine context, researchers can contribute to filling this knowledge gap and provide insights into the unique challenges faced by these individuals.

Moreover, in many cases, families may also not have access to adequate support systems or resources to help them navigate the challenges of having a member with a disability. This lack of support can place additional emotional and practical burdens on siblings, potentially contributing to the Glass Child phenomenon.

Thus, this study aims to explore lived experiences and to view the phenomenon from the perspectives of the 'glass children'. In addition to that, this research will also raise awareness about the challenges the family of a person with a disability member faces. Considering that this phrase has been widely used in different social media platforms and conversational discussion, the researchers also aim to formalize the phenomenon by establishing a standardized definition and framework for its application across various contexts. Finally, intervention will be proposed focusing on the wellbeing of the participants and their families as well as the development within their community through an appointment of a visiting counseling psychologist in barangay health centers.

2. Methodology
A. Research Design
The study followed a qualitative research method. According to Tenny and co-authors (2022) [9] Qualitative research is used to gather participants' experiences, viewpoints, and behaviors. Rather than addressing how many or how much, it addresses how's and why's (Tenny et. al., 2022) [9], hence through this method the researchers were able to gather and interpret the data from the participants, most importantly their perception and insights from their experiences. The lived experiences of the individuals who have a sibling with a developmental disorder could be genuinely acknowledged and understood through qualitative methods because it not only gives the background of the problem, but it allows the society and the audience to see the phenomenon in an authentic and empathetic perspective. It also serves as their avenue to share their story and impart an important lesson to society.

The researchers chose a phenomenological research design in order to—according to Delve (2022) [2], describe and understand the essence of the experiences and the significance that individuals attach to them are the main goals of phenomenological study design. Without imposing preexisting beliefs or interpretations, it aims to capture the fundamental elements and underlying structures of these experiences. By employing this approach, the researchers will be able to interpret and analyze the experiences and insights of the participants from their standpoint.

B. Research Locale
The study took place in Cabuyao City, Laguna. The researchers decided to not specify barangays where the participants sampled using purposeful sampling technique came from to ensure diversity within their insights and experiences. Therefore, there are (12) participants from different barangays. On the other hand, the remaining (3) participants are sampled through the schools located in Cabuyao City, Laguna namely Pulo National High School and Mamatid Elementary School using the snowball sampling technique.

Personal interviews with the research participants are also conducted around Cabuyao City only, while those virtual interviews are of discretion by the participants themselves. The researchers chose this place of the study's

implementation to facilitate convenient access for both the researchers and participants, minimizing logistical challenges and maximizing the efficiency of data collection. Cabuyao City offers a diverse population with a range of socio-economic backgrounds, making it an ideal setting to capture a broad spectrum of perspectives on the subject under investigation.

Moreover, the choice of Cabuyao City aligns with the researchers' commitment to community engagement and involvement, as they seek to ensure that the findings of the study are relevant and applicable to the local context.

C. Population and Sampling
The target population of this study consists of siblings of individuals with developmental disorders, aged 18–25, residing in Cabuyao City, Laguna, focusing on their experiences as "glass children." A multi-sampling procedure was used, combining Purposeful and Snowball sampling techniques. Snowball sampling involved referrals from current participants to recruit others, particularly useful for hard-to-reach groups or sensitive topics. Purposeful sampling targeted individuals who could provide detailed insights, with endorsements from the School Division Office of Cabuyao City and assistance from Special Needs Education coordinators to ensure ethical compliance. Participants met specific criteria: willingness to participate, falling within the age range, having a clinically diagnosed sibling, and living with their family. From an initial pool of 15 thoroughly screened participants, four (4) were selected for semi-structured interviews, ensuring the study's validity and depth.

D. Research Participants
After conducting the screening process, the carefully selected four (4) individuals whose age ranges from 18-25 years old were the official participants of the study. These following categories: (a) has a clinically diagnosed sibling with a developmental disorder; (b) In complete willingness to participate in a semi-structure interview and thus agreed to use it as research data; (c) In the age bracket of 18 to 25 years old; (d) still lives with their family, (e) residing within Cabuyao City, Laguna, and (f) are qualified as 'glass children' according to the screening criteria, were all met by the participants as these served as the basic requirements and the basis for the quality of data deemed necessary for the study.

E. Research Instrumentation
For the research instrument, the researchers employed a semi-structured interview. This was utilized to gather the data deemed necessary for the study which includes the lived experiences of the participants and their insights. Semi-structured interview according to DeJonckheere and Vaughn (2019) [1], is the most frequently used qualitative data source and is widely employed in qualitative research. This approach usually entails a conversation between the participant and the researcher, aided by a flexible interview process and enhanced by comments, follow-up questions, and probes. The approach enabled the researcher to gather unstructured data, investigate participant ideas, opinions, and sentiments regarding a specific subject, and go deeply into private and occasionally delicate matters.

Hence, this allowed the researchers to use complementary questions if deemed essential, enabling the participants to share their experiences and thoughts with the researchers in a more detailed manner. Alongside the interview, the researchers also carried out a voice recording ensuring that the transcribed statements of the participants will be accurate and reliable for thematic analysis.

F. Data Gathering Procedure
The researchers conducted a screening for 15 participants using a self-made tool to identify those who fit the criteria of 'glass children.' This tool, consisting of 16 statements on a 4-point Likert scale, was designed around four themes: feelings of invisibility during social interactions, psychological difficulties due to the internalization of family roles or life conditions, feelings of guilt and self-blame, and the centrality of social support, based on Hanvey, Malovic, and Ntontis' (2022) study. This screening ensured that only participants whose experiences aligned with the glass child phenomenon proceeded to the next phase. As a result, four participants were selected for the semi-structured interviews, ensuring the relevance and validity of the data collected.

The semi-structured interviews consisted of ten questions aligned with the study's Research Questions, Theoretical Framework, and the screening tool's domains. Participants chose between face-to-face or virtual interviews, with their consent. The interviews were audio-recorded with permission, transcribed verbatim, and verified through member checking to ensure accuracy and credibility. The data were then organized into tables for analysis using Interpretative Phenomenological Analysis (IPA), focusing on the participants' lived experiences and personal interpretations. The findings guided the development of recommendations and potential interventions.

G. Ethical Consideration
Before the study, participants received a consent form to ensure voluntary participation, inform them of the study's nature, and outline potential risks, benefits, and their rights to withdraw at any time. Beyond signing, participants also needed to demonstrate willingness to engage. Researchers ensured data confidentiality under the Philippine Data Privacy Act of 2012 (Republic Act No. 10173), protecting participants' information from misuse. After interviews, member checking and response validation was conducted by verifying transcripts with participants to ensure accuracy and prevent misinterpretation, enhancing the study's validity. Lastly, medical certificates or PWD IDs were required to verify the diagnosis of individuals with developmental disorders, ensuring the credibility of the results.

3. Results and discussions
This chapter provides a detailed overview of the qualitative research methods utilized in this study. It outlines the research design, sampling techniques, data collection procedures, treatment of the qualitative data and ethical considerations. The methodologies employed are critically examined to ensure the rigor and credibility of the research findings.

Table 1: Screening Tool Raw Scores of Glass Children

Participant	Raw Score	Age	Sibling's Disorder
GC 8	51	18	Down Syndrome
GC 4	48	22	Attention Deficit Hyperactivity Disorder
GC 6	48	18	Global developmental delay
GC 3	46	21	Autism Spectrum Disorder/Intellectual Disability
GC 1	43	23	Down Syndrome
GC 15	40	21	Communication/Speech Disorder
GC 2	34	23	Deaf and mute
GC 7	34	23	Spina Bifida
GC 14	34	20	Developmental Delay/Disability
GC 11	33	25	Autism Spectrum Disorder
GC 10	32	21	Developmental Delay
GC 9	31	19	Down Syndrome
GC 5	28	22	Down Syndrome
GC 13	28	23	Intellectual Disability
GC 12	24	18	Hearing Impaired

To identify 'glass children,' researchers summed each participant's raw scores and ranked them from highest to lowest. Those with the highest scores were invited for interviews to align with the research objectives and gather relevant data. Four participants agreed, as the sensitive nature of the topic limited openness. To maintain internal validity, only top scorers who voluntarily agreed were interviewed: Participants 8, 6, 3, and 1—all with siblings clinically diagnosed with developmental disorders, aged 18 or older, living with family in Cabuyao City, Laguna.

Superordinate themes and Constituent Subthemes

Superordinate	Responses
Difficulty in Adjusting to Sibling's Condition	**GC 6** *"I swear it is very challenging. I often—I have to be extra understanding and patient."* **GC 8** *"Seven years old palang po yata ako?...Mahirap po sa akin gawin 'yon kasi po, kailangan ko din po ng atensyon po nila."*

Participants shared their emotional and mental struggles growing up with siblings who have developmental disabilities, highlighting the *difficulty of adjusting to their siblings' condition*. Many described feelings of neglect and the expectation to show extra patience, often setting aside their own needs to provide support. These experiences significantly influenced their personal growth and family dynamics, shaping their emotional resilience and ability to adapt.

Superordinate	Subordinate	Responses
Emotional Detachment and Strain in Family Dynamics	**Emotional Distance and Difficulty Relating to Sibling**	**GC 1** *"Di ko rin siya masyadong nalalapitan kasi parang ayaw niya sakin… Pero siyempre mas ano siya, kahit noong bata pa kami siya yung pinagpo-pokusan."* **GC 3** *"I treated him like any normal sibling relationship… pero I noticed the difference talaga when I would be angry at him pero I didn't receive back the treatments… parang I was angry all alone."*
	Resentment and Strained Interactions with Parents	**GC 6** *"It really depends on how I acted around my household when there's times that they only focused on my sibling, and me however was left alone."* **Participant 8** *"Noong una po nagagalit po ako dahil po sa atensyon na binibigay po nila sa kapatid ko… Parang wala na po silang pakialam sa akin noong time na 'yon."*

The *emotional strain* extended to family relationships, as participants often experienced *detachment and frustration* toward both their siblings and parents. Many felt neglected due to the perceived unequal attention their parents gave to their siblings with special needs. This imbalance led to feelings of resentment, emotional distance, and disconnection within family dynamics, underscoring the need for balanced support.

Superordinate	Subordinate	Responses
Mixed Emotions of Acceptance and Emotional Turmoil	**Acceptance with Underlying Sadness**	**GC 1** *"Hmm…Kung sa kapatid kong bunso, tanggap ko naman syempre. Pero andun pa rin 'yung lungkot syempre kasi, kahit no'ng bata pa kami kasi…kasi di ba nga siya may disability, malamang 'yung ibang…kunyari sa pagkain mas, 'yung pihikan siya gano'n, kaya kaylangan siya 'yung may ganito-ganon, tapos kami magtitiis sa, 'yung kunyari kanin lang, tapos kaylangan siya may ulam."* **GC 3** *"So siguro na-feel ko I had to be independent on my own since I can't really force them to have the equal attention kasi kahit ako personally, I would have more attention to him than for myself din. So… yes there were times din naman na nag ano 'ko nag—"bakit siya lang nabibigyan ng atensyon?" gano'n.*
	Internal struggle with frustration and envy	**GC 6** *"Whenever my parents had to give more attention to my sibling, it feels very maddening at times, pero sa tingin ko okay na ako doon. Minsan iniintindi ko nalang kasi iniintindi naman nila ako so I think that's much better."* **GC 8** *"Nalungkot po ako at the same time po naiinggit po ako kasi po uhm… nakakakita po ako ng mga friends ko with their families po. Parang pantay-pantay po sila doon sa family nila, lahat po sila nabibigyan ng suporta at ng atensyon po pero po napansin ko po na hindi gano'n sa amin kaya po naiinggit din po ako and nalulungkot at the same time."*

Coming to terms with their sibling's condition brought *mixed emotions of acceptance, sadness, frustration, and envy*. Participants shared how, despite understanding their sibling's needs, feelings of unfairness and being overlooked persisted. This emotional conflict often created a deep internal struggle, as participants wrestled with their desire for validation while

empathizing with their family's circumstances.

Superordinate	Subordinate	Responses
Overlooked Physical, Emotional and Academic Needs	Physical Care	**GC 1** "Hmm…siguro 'yung ano…yung kapag nagkakasakit ako kasi syempre kapag yung nagkakasakit mas naalagaaan siya kasi nga di niya kayang ano…ako kasi pag nagkakasakit ako, kahit yung medyo malala na, di ko na kayang bumangon, di ako naaalagaan ni Mama ganon…"
	Emotional Support	**GC 3** "Siguro ano, uhm… yung… yung comfort siguro like for example mga events na need mo ng support from parents and attention. Siguro 'yon yung mga needs, siguro pasok siya sa personal needs na na-overlooked ng parents ko sa'kin. Since very busy nga rin sa mga needs ng kapatid ko especially yung therapy."
	Academic assistance	**GC 6** "Mostly kapag— sa problema ko academically, minsan kasi kapag nakakapagod din kapag hindi natutuunan ng pansin."

Neglect was also evident in their physical, emotional, and academic needs, as participants felt their parents' focus remained on their sibling with a disability. This lack of attention led *to feelings of frustration, isolation, and stress*, particularly when they had to face challenges alone at school or lacked emotional support during personal hardships. The imbalance highlighted the importance of addressing all children's needs within the family.

Superordinate	Subordinate	Responses
Struggles in self-management of needs	Avoidance and Distraction	**GC 6** "Tina-try kong… gawing busy yung sarili ko sa mga hobbies, katulad ng pagd-drawing, pagp-play ng games, and pagw-write ng stories. It helps me get distracted from feelings of neglect." **GC 8** "…minsan po ina-isolate ko po yung sarili ko uhm… naglalaro nalang po ako ng online games po para lang po makalimutan po yung mga nangyayari."
	Support Seeking	**GC 8** "Minsan po uhm… humahanap po ako ng support sa mga kaa—pinagkakatiwalaan ko po gano'n. Nagsasabi po ako sa kanila ng problema ko para lang po mabawasan yung bigat na nararamdaman ko."
	Self-sufficiency	**GC 3** "…and kapag may times na hindi talaga ako pwede pumunta sa kanila, ayon, ahh, tina-try ko lumabas on my own gano'n comshop gano'n 'don ako magp-print and ayon, ayon/lang."

To cope with unmet needs, participants developed strategies such as *avoidance, self-sufficiency, and emotional isolation*. While these methods helped them navigate their challenges, they also fostered emotional suppression and a sense of invisibility within the family. The absence of open communication further deepened feelings of loneliness and neglect.

Superordinate	Subordinate	Responses
	Self-Reliance to Avoid Burdening the Family	**GC 1** "Tapos iaano ko pa sarili ko…parang inisip ko dagdag problema ganon…tsaka ano din, nakakaguilty rin kasi, oo ganun, hirap, nakikita mo mama mo hirap na hirap sabay ikaw walang natutulong sabay magdadagdag ka pa."

Superordinate	Subordinate	Responses
Challenges of Being the 'Normal' Sibling	Burdened by guilt for being the 'normal' sibling	**GC 3** "Ahh uhm… siguro guilt na minsan dapat ako nalang yung uhm… nagkaroon ng disorder na 'yon parang gano'n. Ayon, parang sana ako nalang 'yong nagkaro'n ng sakit para like s'yempre may times kasi na naaawa ako sa kapatid ko especially uhm… treatment ng ibang tao sa kanila like uhm… marami rin times na naka-encounter kami ng problems especially pag nalabas gano'n. So… nagkaro'n din siguro ako ng guilt na parang bakit ako pa yung naging normal?"
	Incapability of improving sibling's condition	**GC 1** "Siguro kasi ano…yung, nakokonsensya ako kasi wala ako ding masyadong maitulong sa kapatid ko kasi syempre, sa sarili ko wala pa rin akong masyadong maibigay, sa kapatid ko lalo, yung ganon? Tapos hindi rin ako masyadong makatulong sa kanila, kasi hirap din di ako makaasikaso. Tapos siguro, di kasi kami…ngayon simula nong nasa bahay na siya, parang mas lalo siyang nagtoyo ganon. Di na kasi kami masyado close kaya 'yun, siguro nagiguilty, nakokonsensya rin ako kasi di ko na siya masyadong naa-approach di na kami masyadong nakakapag-bonding. Parang syempre namimiss ko din…"

The role of being the *"normal" sibling* came with its own *emotional burdens*, as participants often *internalized their struggles* to avoid adding stress to their parents. This led to guilt, isolation, and a sense of responsibility for their sibling's difficulties. Feelings of helplessness in not being able to improve their sibling's condition contributed to further emotional disconnection.

Superordinate	Subordinate	Responses
Negative Perceived Sense of Self	Low Self-worth	**GC 1** "... ako yung pangalawa, ako yung gitna, parang ako yung mas alam mo yung, mas less na (nabibigyang pansin)." **GC 8** "Uhm… una na po yung ahh pagtingin ko sa sarili ko, naiisip ko po na hindi po ako sapat, hindi po ako mahalaga. At saka nahihirapan po akong mag-open po sa iba."
	Forced Maturity	**GC 6** "Being a glass child, I often feel I have to be independent, or I was always to be humble, or I always need to be ready when my sibling needs something. It is very pressuring for me to always be required to be like that."

These experiences *affected participants' self-worth*, as many reported *feeling neglected or less prioritized within their families*. The pressure to mature quickly and take on responsibilities beyond their age limited their ability to explore their own identity, leading to diminished self-esteem and challenges in forming meaningful connections with others.

Superordinate	Subordinate	Responses
Positive Personal Growth	Responsibility and Independence	**GC 1** "…kapag…yung…tinotoyo siya, talagang inaayos ko 'yung pag-aalaga ko, para kong may anak, ganon kaya parang…yung naging tatay at nanay din ako nong mga panahon na 'yun. Kaya ayun, maano ko sa pag-aalaga…" **GC 8** "… natuto din po ako maging independent po."
	Responsibility and Independence	**GC 6** "My experience as a glass child has made me more empathetic and aware of other's feelings po. Despite the challenges, I'm really glad for the experience since it shaped who I am today po that taught me valuable lessons."

Despite the challenges, participants also reflected on their *personal growth*. Many developed empathy, responsibility, and independence, with some noting how their experiences influenced their career choices, particularly in caregiving roles. These outcomes reflect the resilience and compassion developed through their unique experiences.

Superordinate	Subordinate	Responses
Adaptive and Maladaptive Coping	Outside Support-Seeking	**GC 3** *"Isa sa mga ways ko ay magr-reach ako sa mga friends ko when I couldn't reach out to my parents."*
	Self-Care and Focusing on Hobbies	**GC 3** *"Parang ano e, nakaka-drain din siya if like for example bago ka matulog maiisip mo rin na parang "did I have enough time for myself?" so siguro many of those strategies is to have time for yourself talaga like outside of the house."*
	Escapism Through Distractions and Bad Habits	**GC 1** *"Kung…kung hindi naman, nong pag naisstress ako, dati, nong nakaraan naninigarilyo ako yun. Kasi syempre parang punong-puno na rin utak ko, wala akong masabihan, kaya ayun halo-halong ano na nakakaano yun…naninigarilyo ko, napapatambay, napapainom para lang…yun yung pagko-cope ko. (Para malibang yung sarili mo) Oo, malibang ko yung sarili…oo.)*

Coping strategies varied, with participants using both *adaptive methods*, such as seeking support and engaging in self-care, and *maladaptive ones*, like distraction or unhealthy habits. While these provided temporary relief, deeper emotional needs often remained unaddressed, highlighting the importance of long-term emotional support.

Superordinate	Subordinate	Responses
Improved Support Systems for Glass Children, their Families and Community.	Access to Specialized Mental and Educational Services	**GC 1** *"Kaya mas maigi kung ano, siguro mas napag-popokusan siguro yung sa mga ganong may down syndrome, yung libreng ganito–ganon. Oo, kasi syempre as glass child din e no, pwede rin sa amin yung ganon (mental health services)."* **GC 3** *"Financially talaga, mahirap kasi dito sa Pilipinas e 'pag walang free support para sa children na may special needs."*
	Support Groups and Awareness for Families	**GC 6** *"Siguro yung programs na about sa family. Alam ko may mga gano'ng types ng programs na gano'n, para sa mga pamilya na may need ng help."* **GC 8** *"Uhm… para po sa akin yung support group po para po uhm… may maka—ay maging aware po yung iba. Saka po may mababalingan din po ako na mararamdaman ko po yung hindi lang po sa close friends ko."*

Lastly, participants emphasized the *need for improved support systems*, including affordable mental health services, educational support, and family-centered programs. Accessible resources and community-based interventions were seen as essential in fostering resilience, reducing stigma, and improving the overall well-being of both glass children and their families.

4. Discussion
A thematic analysis was conducted using coded patterns from the verbatim transcriptions of the interview recordings. This method allowed researchers to identify and extract emerging themes from the participants' insights, offering a deeper understanding of the Glass Child phenomenon from the perspective of siblings of individuals with developmental disorders. These themes not only highlighted the participants' experiences but also served as the foundation for proposing interventions aimed at improving the well-being of glass

children, enhancing family support, and raising social awareness of the phenomenon. The following themes emerged from this analysis:
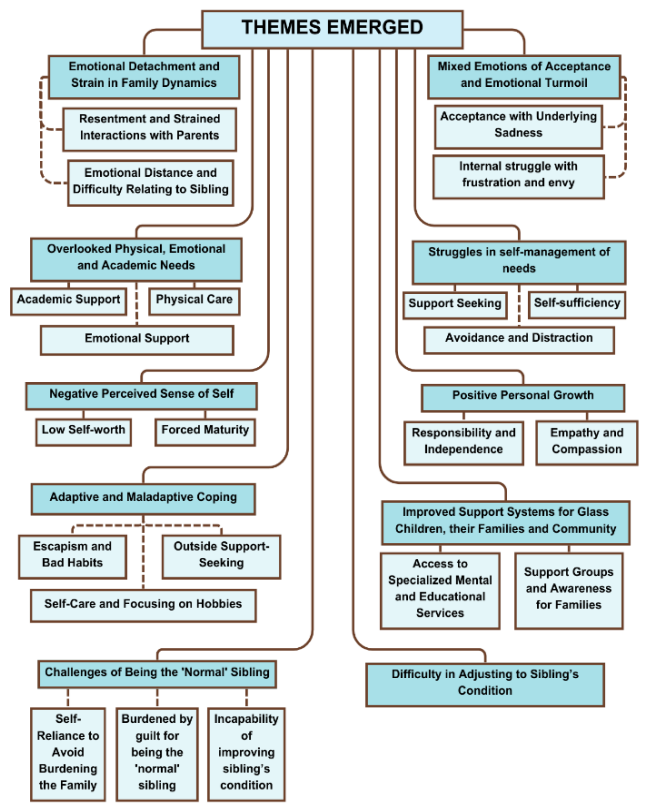

Fig 1: Thematic Map of Superordinate and Sub-themes

For this study's output, the researcher devised a community program relevant to the participant perceived support needed with regards to their challenges. This program seeks to address the needs for improving the well-being of the glass children and their families, hence the researchers, proposed an intervention focusing on their mental health, educating them about the phenomenon and providing them with essential support in navigating their unique family dynamics.

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