

שאלתה: אחים בעלי צרכים מיוחדים

Special Needs/Acceptance, siblings, asd/Intellectual disability

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מספר פריט: 12394
מיון: 10.145.4
סוג: מאמר
כותר: "אם למישהו לא מתאים שיש לי אח כזה, לא מגיע לו להיות חבר שלי" - קולותיהם של אחאים לילדים עם צרכים מיוחדים
מחבר: בכר-כץ, ענבל /הלל לביאן, רבקה
עורך: רייטר, שונית /קופרברג, עירית /גילת, יצחק
מו"ל: מכון מופ"ת
סידרה: תמה
שנה: 2017
בתוך: סוגיות עכשוויות בשילוב של ילדים ובוגרים עם צרכים מיוחדים בישראל
עמודים: 133-150
מקום: תל אביב
מילות מפתח: ילדים; צרכים מיוחדים; הורים; התמודדות;

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כותר

יש לי אח מיוחד / אלינור איתם

הערה

אחים לילדים עם צרכים מיוחדים מתמודדים עם מציאות מורכבת: הוריהם מגייסים את כל משאביהם לטיפול התובעני באח המיוחד, והם נאלצים להסתפק בפחות זמן ותשומת לב מאמא ואבא ועלולים להרגיש שקולם נעלם. מהם הקשיים והצרכים שלהם? ואיך ההורים יכולים לעזור גם להם להרגיש "מיוחדים"? חיים רגילים במציאות לא רגילה. (מתוך המאמר)

מחבר/יוצר

איתם, אלינור

שנת פרסום

2010

מתוך

הורים וילדים, 267 : 56-62, 2010

שפה

עברית

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כותר

אחים לצרה (תאומים) / ליאורה באור

מחבר/יוצר

באור, לאורה

שנת פרסום

1998

מתוך

הורים וילדים, 130 : 32, 1998

שפה

עברית

.4

כותר

מרכז למשפחה - משייכות להשתלבות ולהשפעה רחבה / מיכל גולן, מיכל כהן-

הטב, לילך קדוש

מחבר/יוצר

גולן, מיכל (ממשרד הרוחה) (אשלים)

כהן-הטב, מיכל

קדוש, לילך (אשלים)

שנת פרסום

2016

מתוך

עט השדה, 17 (נובמבר 2016), עמ' 125-137

שפה

עברית

תקציר

המאמר ממחיש את האופן שבו עקרונות עבודה של הנגשה, הכלה וקהילתיות באים לידי ביטוי בתפיסות העבודה וביישום של תכנית המרכזים למשפחות, שפותחה כדי לתת מענה לבני/ות משפחה בהתמודדות עם האתגר שבגידול ילדים עם צרכים מיוחדים. במאמרן מצביעות הכותבות על הערך המוסף של המרכז ככזה שמספק תמיכה ומקום הכלה להורים, אחים וסבים לילדים עם צרכים מיוחדים. התמיכה וההכלה מכוונות לשלושה מעגלי שייכות - המשפחה, קהילת השווים והקהילה הגיאוגרפית הסובבת. מאמרן ממחיש כיצד ההכלה, המעורבות החברתית שבאה בעקבותיה ותחושת השייכות מעצימות את בני/ות המשפחה; הן נותנות להם/הן כלים ומפיגות את תחושת הבדידות שעשויה להיות מנת חלקן של משפחות המתמודדות עם אתגר זה.

5.

כותר

דחק הורי והסתגלות חברתית ואישית של אחים שומעים לילדים עם לקות בשמיעה בהשוואה להורים ואחים של ילדים ללא לקות שמיעה. / סיון אפל-קורמן ופרופ' טובה מוסט

הערה

המחקר המדווח במאמר עסק בשאלה האם ההסתגלות החברתית והאישית של אחים לילדים עם לקות בשמיעה שונה מזו של אחים לילדים שומעים, תוך התייחסות לשני מאפיינים משפחתיים - רמת הלחץ של ההורים והתמיכה החברתית הזמינה לאח השומע. נאספו נתונים מ-29 משפחות לילדים עם לקות בשמיעה ו-24 משפחות לילדים שומעים. מן הממצאים עלה שאחים לילדים עם לקות בשמיעה לא היו שונים מאחים לילדים שומעים ברמת ההסתגלות שלהם ובכמות התמיכה החברתית הנתפסת, והוריהם לא היו שונים מהורים לילדים שומעים ברמת הדחק ההורי. נוסף על כך הסתגלות האח לא נמצאה קשורה לרמת הדחק ההורי, אולם תמיכה חברתית גדולה יותר, בעיקר של חברי הכיתה וחבר קרוב, סייעה להסתגלות האח בשתי הקבוצות (מחקר וביקורת). ממצאי המחקר מעידים על כך שנוכחותו של אח עם לקות שמיעה אינה מחייבת בעיות הסתגלות אצל האח או דחק הורי גבוה יותר.

(מתוך המאמר)

מחבר/יוצר

אפל-קורמן, סיון

מוסט, טובה

שנת פרסום

2010

מתוך

דש: דיבור שפה ושמיעה , 29 : 23-41 , 2010

שפה

עברית

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כותר

להיות אח של ילד עם אוטיזם / רבקה פישמן

מחבר/יוצר

פישמן, רבקה

שנת פרסום

1998

מתוך

נתיבי קשר , 9 : 36-37 , 1998

שפה

עברית

.7

כותר

אחי הוא אוטיסט / אלינור איתם

הערה

החוויות של אחים אוטיסטים שונות לגמרי מחוויות של אחים לילדים רגילים. הם רואים את הוריהם מתמודדים עם הקשיים, ובעצמם נאלצים לספוג תגובות לא תמיד סובלניות מצד הסביבה. איך לייצב את מקומם בבית, להעצים אותם ולהעניק להם כלים להתמודד עם המצב.

מחבר/יוצר

איתם, אלינור

שנת פרסום

2010

מתוך

הורים וילדים, 270 :50-56, 2010

שפה

עברית

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כותר

שני עולמות נפגשים / עינת שגיא אלפסה

הערה

לשכלל הקשיים שבגידול שני תינוקות במקביל נוספות לעיתים בעיות בריאות והתפתחות - כשאחד התאומים לא מתפתח "לפי הספר" וכל תשומת הלב, הטיפול והדאגה מופנים אליו. איך מתמודדים עם קושי כפול? וכיצד מוצא את מקומו התאום הבריא בצל אחיו החולה?

מחבר/יוצר

שגיא-אלפסה, עינת

שנת פרסום

2011

מתוך

הורים וילדים, 279 :76-82, 2011

שפה

עברית

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כותר

יחסי-אחים בין ילדים בגילאי בית הספר לבין אחיהם הסובלים מנכות נרכשת או מולדת עם או בלי תופעות גופניות חיצוניות / ריצ'ארד מ. גרגיולו, פטרישיה ש. או'סאליבן, קלי ווסלי

מחבר/יוצר

גרגיולו, ריצ'רד מ
או'סליבן, פטרישיה
ווסלי, קלי

שנת פרסום
1992

מתוך

סוגיות בחינוך מיוחד ובשיקום , 7 (2): 7-21, 1992

הערה

גישה חופשית למאגר ג'ייסטור באתר הספרייה הלאומית

שפה

עברית

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כותר

טיפול קבוצתי עם אחים לילדים אוטיסטים (תאור מקרה) / ד"ר מנחם כרמי

מחבר/יוצר

כרמי, מנחם (פסיכולוג)

שנת פרסום

1997

מתוך

שיחות: כתב-עת ישראלי לפסיכותרפיה , 11 (3): 218-227, 1997

שפה

עברית

11.

The Spillover Effects of Having a Sibling with Special Educational Needs.

Authors:

Gottfried, Michael A.1, mgottfri@lmu.edu

McGene, Juliana2

Source:

Journal of Educational Research; May2013, Vol. 106 Issue 3, p197-215, 19p, 9 Charts

Document Type:

Article

Abstract:

The influence that students with special educational needs may exert on the schooling outcomes of their siblings without special educational needs has been given minimal attention in published research. Hence, the authors bring forth a unique contribution by evaluating the within-family effects of being a child without special educational needs in a family with a sibling with special educational needs. To do so, the authors utilized quasi-experimental methods on a sample of siblings in the Philadelphia School District over 6 years of observations. Because individual student data can be linked to home address information as well as classroom, school, grade, and year identifiers, the authors identified children in the same household over time and subsequently employs multilevel fixed effects models to evaluate achievement and nonachievement schooling outcomes. The results indicate that having a sibling with special educational needs is positively related to standardized achievement compared with those children whose siblings do not have special educational needs. This supports a positive spillover hypothesis. On the other hand, nonsignificance permeates the effects on nonachievement schooling results, including attendance, truancy, tardiness, and behavior.

12.

A controlled trial of the SibworkS group program for siblings of children with special needs.

Authors:

Roberts, Rachel M.1, rachel.roberts@adelaide.edu.au

Ejova, Anastasia1,2

Giallo, Rebecca3

Strohm, Kate4

Lillie, Meredith1

Fuss, Belinda1

Source:

Research in Developmental Disabilities; Aug2015, Vol. 43, p21-31, 11p

Document Type:

Article

Abstract:

Siblings of children with a disability are an at risk group for emotional and behavioral problems. This study evaluated an intervention to promote the emotional and behavioral functioning of siblings of children with disabilities and chronic health conditions. SibworkS is a six-week manual-based, cognitive-behavioral group support program focussed on strengthening siblings' perceived social support, self-esteem, problem-solving skills, adaptive coping behaviors and positive sibling relationships. Fifty-six children aged 7-12 were allocated to either the SibworkS program (n = 30) or waitlist control (n = 26) in alternating sequence. The primary outcome was siblings' emotional and behavioral functioning. Additional outcomes were self-esteem, perceived social support, the sibling relationship and coping behaviors. Siblings were followed-up immediately after the intervention and at 3-months. Siblings participating in the SibworkS intervention were reported to have fewer emotional and behavioral difficulties than siblings in the control group immediately following the intervention and at the 3-month follow-up. Participation in SibworkS was associated with fewer emotional and behavioral difficulties for siblings. Implications for

practice and future research include recommendations for improving program participation.

13.

Support group programme for siblings of children with special needs: predictors of improved emotional and behavioural functioning.

Authors:

Roberts, Rachel M.1

Ejova, Anastasia2

Giallo, Rebecca3

Strohm, Kate4

Lillie, Meredith E.1

Source:

Disability & Rehabilitation. Oct2016, Vol. 38 Issue 21, p2063-2072.
10p. 4 Charts.

Document Type:

Article

Abstract:

Purpose:A pilot study to identify the predictors of improvement in emotional and behavioural functioning of siblings of children with special needs following participation inSibworkS, a six-week manual-based, cognitive-behavioural group programme. Method:Data from 36 participants from a recent evaluation of theSibworkSprogramme was used. Measures were administered pre-intervention, immediately post-intervention and three months post-intervention. Treatment effects were measured using change scores for siblings on the Strengths and Difficulties Questionnaire – Parent Version (SDQ). Seven predictors were analysed: symptom severity of the child with special needs, participant age and gender, sibling birth order, family socio-economic

status, participant baseline SDQ score and participant use of additional support services. Results: The overall model significantly predicted change in SDQ scores at post-intervention and follow-up (adjusted R² = 0.41 and 0.40). At both evaluation points, SDQ change scores were significantly predicted by baseline SDQ score. Furthermore, symptom severity of the child with special needs was a significant predictor at three months post-intervention. Conclusions: Poorer emotional and behavioural functioning among participants and symptom severity of the child with special needs were associated with greater intervention effects. These results indicate that SibworkS is likely to be beneficial for siblings who have difficulties adjusting, and siblings of children with more severe special needs. Implications for Rehabilitation: Siblings of children with disability are at increased risk of emotional and behavioural difficulties. SibworkS is a manualised group-based intervention for the siblings of children with a disability. Poorer emotional and behavioural functioning among participants and symptom severity of the child with special needs were associated with greater intervention effects. SibworkS is likely to be beneficial for siblings who have difficulties adjusting and siblings of children with more severe disabilities.

14.

Brain Magnetic Resonance Imaging of Siblings from Families with Two or More Children with Learning or Intellectual Disabilities and Need for Full-Time Special Education.

Authors:

Mannerkoski, M.1 minna.mannerkoski@hus.fi

Heiskala, H.1

Raininko, R.2

Åberg, L.1

Sarna, S.3

Wirtavuori, K.4

Autti, T.5

Source:

Acta Radiologica. May2009, Vol. 50 Issue 4, p437-445. 9p. 4 Black and White Photographs, 5 Charts, 1 Graph.

Document Type:

Article

Subject Terms:

*CHILDREN with mental disabilities

*MEDICAL care

*MAGNETIC resonance imaging

*LEARNING disabled children

*SPECIAL education research

*SIBLINGS

Author-Supplied Keywords:

Child

intellectual disability

learning disability

MRI

special education

NAICS/Industry Codes:

621512Diagnostic Imaging Centers

Abstract:

Background: Several factors are involved in determining a child's need for special education (SE). Thus, the value of brain magnetic resonance imaging (MRI) for subjects with learning and intellectual disabilities is uncertain. Purpose: To evaluate the usefulness of MRI in the diagnostic process of siblings with learning and intellectual disabilities and need for full-time SE. Material and Methods: Altogether,

119 siblings (mean age 11.9 years) from families in which two or more children attended/had previously attended full-time SE underwent prospective brain MRI. SE grouping included three levels, from specific learning disabilities (level 1) to global intellectual disabilities (level 3). Forty-three controls (level 0, mean age 12.0 years) attended mainstream education groups. Signal intensity and structural abnormalities were analyzed, and areas of the cerebrum, posterior fossa, corpus callosum, vermis and brain stem, and diameters of the corpus callosum were measured. In analyses, all area measurements were calculated in proportion to the total inner skull area. Results: Abnormal finding in MRI was more common for siblings (n=62; 52%) in SE (58% for level 3; 49% for level 2; 35% for level 1) than for controls (n=13; 16%). The siblings showed enlarged supra- ($P<0.001$) and infratentorial ($P=0.015$) cerebrospinal fluid (CSF) spaces and mild corpus callosum abnormalities ($P=0.003$) compared to controls. Siblings in SE had smaller inner skull area than controls ($P<0.001$). Further, the relative area of the mesencephalon ($P=0.027$) and the diameter of the body of the corpus callosum ($P=0.015$) were significantly smaller than in controls. In binary logistic regression analysis, enlarged supratentorial CSF spaces increased the probability of SE (odds ratio 4.2; $P=0.023$). Conclusion: Subjects with learning and intellectual disabilities commonly have more MRI findings than controls. Enlarged supratentorial CSF spaces were a frequent finding in siblings in full-time SE.

15.

The Spillover Effects of Having a Sibling with Special Educational Needs.

Authors:

Gottfried, Michael A.1, mgottfri@lmu.edu

McGene, Juliana2

Source:

Journal of Educational Research; May2013, Vol. 106 Issue 3, p197-215, 19p, 9 Charts

Document Type:

Article

Abstract:

The influence that students with special educational needs may exert on the schooling outcomes of their siblings without special educational needs has been given minimal attention in published research. Hence, the authors bring forth a unique contribution by evaluating the within-family effects of being a child without special educational needs in a family with a sibling with special educational needs. To do so, the authors utilized quasi-experimental methods on a sample of siblings in the Philadelphia School District over 6 years of observations. Because individual student data can be linked to home address information as well as classroom, school, grade, and year identifiers, the authors identified children in the same household over time and subsequently employs multilevel fixed effects models to evaluate achievement and nonachievement schooling outcomes. The results indicate that having a sibling with special educational needs is positively related to standardized achievement compared with those children whose siblings do not have special educational needs. This supports a positive spillover hypothesis. On the other hand, nonsignificance permeates the effects on nonachievement schooling results, including attendance, truancy, tardiness, and behavior.

16.

Sibling-Mediated Social Interaction Intervention for Young Children With Autism.

Authors:

Tsao, Ling-Ling

Odom, Samuel L.

Source:

Topics in Early Childhood Special Education; Summer2006, Vol. 26
Issue 2, p106-123, 18p

Physical Description:

Bibliography; Graph; Table

Document Type:

Article

Abstract:

In the present study, the authors investigated the effectiveness of a sibling-mediated intervention in supporting the social behaviors of young children with autism. They used a multiple-baseline design across four sibling dyads to examine the effectiveness of the intervention. The researchers taught the typically developing siblings ways to socially engage their brothers with autism, which resulted in strong and positive changes in joint attention and modest changes in social behavior for the latter. Social validity ratings by observers who were naive to the study parameters documented the social importance of the intervention effects for three of the four children; however, the results did not provide strong evidence for generalization of increased social interactions to different settings. The authors also discuss the practical implications of their findings. Reprinted by permission of the publisher.

17.

A Study of the Relationships and Acknowledgement of Non-Disabled Children with Disabled Siblings.

Authors:

Aksoy, Ayse B.

Yildirim, Gonca Bercin

Source:

Educational Sciences: Theory & Practice. Sep2008, Vol. 8 Issue 3,
p769-779. 11p.

Document Type:

Article

Subject Terms:

*CARE of children with disabilities

*SIBLINGS

*SOCIAL acceptance

*LEARNING disabilities

*DISABILITY studies

Author-Supplied Keywords:

Attitudes Tended to Handicap Child

Relations with Handicap Sibling

Sibling Relations

Abstract:

This study investigated the relationships of healthy children with their handicap siblings and analyzed their acceptance of the siblings. The study was conducted in 16 different special education and rehabilitation centers in Ankara. Two hundred twenty eight healthy children between the ages of 10 to 17 years voluntarily participated in the investigation. All participating children had siblings diagnosed with one of the six disabilities: Learning disability (LD), mental retardation (MR), cerebral palsy (CP), mental-motor retardation (MMR), Down syndrome (DS), or autism (A). The attitudes of the healthy children towards their handicap siblings (EKYTO) and towards other handicap people (EBYTO) were studied. Results show that healthy children display positive attitudes towards their own handicap siblings whereas less positive attitudes

towards other handicapped people. The investigation takes into consideration diagnosis and degree of the handicap. In general, it is observed that the healthy children's attitudes towards their handicap sibling are clearly changing according to diagnosis and level of handicap whereas the same factors do not make any difference in terms of attitudes towards other handicapped people.

18.

How Do the Dependency Exemption Rules Differ for Parents and Siblings of Children with Special Needs?

Brinker, Thomas M, Jr, CPA/PFS, ChFC, CFE, AEP. Journal of Financial Service Professionals; Bryn Mawr Vol. 71, Iss. 3, (May 2017): 11.

Abstract

In addition to discussing the qualified child and qualified relative requirements, the column identifies the unique circumstances of permanently disabled individuals -- namely, a dependency exemption can be claimed for a "qualifying child" who is totally or permanently disabled, regardless of the age of that child. Furthermore, it clarifies the impact of Supplemental Security Income on claiming a dependency exemption.

19.

A Model of Family and Child Functioning in Siblings of Youth with Autism Spectrum Disorder

Tudor, Megan E; Rankin, James; Lerner, Matthew D. Journal of Autism and Developmental Disorders; New York Vol. 48, Iss. 4, (Apr 2018): 1210-1227. DOI:10.1007/s10803-017-3352-5

Abstract

The potential clinical needs of typically developing (TD) siblings of youth with autism spectrum disorder (ASD) remain disputed. A total of 239 mothers of youth aged 6–17, including one youth with ASD ($M = 11.14$ years; simplex families) and at least one other youth ($M = 11.74$ years) completed online standardized measures of various familial factors and TD youth outcomes. Overall, only 6–23% of siblings were identified within the clinical range of emotional, behavioral, or social functioning. Both maternal depression and sibling relationship were identified as key pathways in predicting siblings' functioning within a good-fitting path analysis model. The current model is presented as a novel base for the development of future research and services for this unique population of children.

20.

Sibling Experiences: Living with Young Persons with Autism Spectrum Disorders

Ward, Beth; Tanner, Brianna Smith; Mandleco, Barbara; Dyches, Tina T; Freeborn, Donna. *Pediatric Nursing; Pitman* Vol. 42, Iss. 2, (Mar/Apr 2016): 69-76. Publisher logo. Links to publisher website, opened in a new window.

Abstract

Like other young people, those with autism spectrum disorder (ASD) have an impact on siblings in both positive and negative ways. Research indicates positive attributes include maturity and responsibility; positive self-concept; less quarrelling and competition; admiration for the person with ASD; and satisfactory sibling relationships. Negative attributes include fear of frightening or violent behavior, decreased sibling intimacy, and social and emotional difficulties. However, most research relies on information from parents/teachers, rather than from siblings. Therefore, this qualitative

descriptive study explored experiences of 11 brothers and 11 sisters living with a young person with ASD through audiorecorded semi-structured interviews. Analysis revealed the overall theme was contradiction. Participants recognized difficulties (decreased parental attention, extra responsibility, bothersome behaviors, communication difficulties) and positive aspects (became empathetic, loved and appreciated the child, realized the experience was life-changing) of living with a young person with ASD. Younger siblings frequently reflected on childhood experiences, wished they could play together, and mentioned what the young person could do. Adolescent siblings learned life lessons from the experience, talked about life changes when ASD was diagnosed, and seemed introspective and protective toward the young person with ASD. Male siblings often wished they played more often while growing up with the young person, and frequently mentioned the child/adolescent's aggressive behaviors; female siblings focused on relationship and communication difficulties of the young person ASD. Interventions to help siblings provide positive behavioral support, engage in developmentally appropriate play, and communicate reciprocally are warranted. Nurses can help parents understand siblings' perceptions and can encourage parents to support siblings.

21.

Long-Term Outcomes of Services in Inclusive and Self-Contained Settings for Siblings with Comparable Significant Disabilities

Ryndak, Diane; Ward, Terri; Alper, Sandra; Storch, Jill F; Montgomery, Jennifer Wilson. Education and Training in Autism and Developmental Disabilities Vol. 45, Iss. 1, (Mar 2010): 38-53.

Abstract

A major goal of special education services is to prepare graduates for productive and rewarding lives as adults in the community. Follow-up studies, however, consistently have indicated very poor post-school outcomes for special education graduates. While there has been a wealth of research related to the effectiveness of services in inclusive general education settings for students of school age, few studies have investigated the impact of inclusive educational services on long-term outcomes for students with significant disabilities. The purpose of this study was to describe how two brothers with similar diagnoses involving significant disabilities and who had a 10-year age difference functioned in their natural settings as young adults after receiving services in the same rural one-building district. The older brother received special education services in self-contained settings throughout his school career, while the younger brother received special education services in inclusive general education settings. Qualitative data were collected through records, interviews, and field notes of observations. Findings suggest that the brother who received special education services in the school's inclusive general education settings achieved more positive long-term outcomes. Implications are discussed for future research and provision of educational services.

22.

Views about planning for the future among parents and siblings of adults with mental retardation

Griffiths, Diane Lynn; Unger, Donald G. Family Relations; Minneapolis Vol. 43, Iss. 2, (Apr 1994): 221. DOI:10.2307/585326

Abstract

The factors taken into account by parents when planning for the future care of adult mentally retarded children living with them were examined. Cognitive demands of the adult children and family



communication were predictive of siblings' willingness to help with future caregiving.