Parents' Provision in Enhancing the Socialization Skills of Children with Sensory Disorders: A Descriptive Study

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Abstract—The major factors in the socialization skills of children with sensory disorders often focus on the child's experience. However, a significant gap persists in understanding the dynamic interaction between sensory challenges and mothers' roles in providing support. This study is set to develop a deeper understanding of the techniques, practices, and strategies parents use to enhance the socialization skills of children with sensory disorders. Purposive sampling was used with six mothers of children with sensory disorders in Santa Cruz, Davao del Sur, aged 25-50, as participants. This study utilized a qualitative research design through in-depth interviews, specifically the phenomenological approach, through a validated questionnaire. It was found that proper communication and motivation techniques were the common factors that the mothers used to build up the socialization skills of their children. In addition, the results showed that improper communication was the challenge encountered by the mothers, and it further revealed that mothers deal with the challenges by providing an emotional support system, implementing coping strategies, and fostering positive self-worth.

Index Terms—communication, mother, sensory disorder, socialization skills, strategy.

1. Introduction

The aspect of parenthood is generally associated with feelings of joy where parents, especially mothers who have children with sensory disorders, face many challenges. With the stress of managing the behaviors and needs of their children, the overall family condition changes while dealing with the day-to-day circumstances (Arif et al., 2021). Parent and guardian participation in particular education decision-making is vitally important (Sider & Maich, 2022). Handling special needs learners is challenging work for the teachers as well as the parents themselves. It eliminates a lot of stages and aspects in the life of children with additional needs, such as ways and routines to learn something new every day. In the study of Wang et al. (2020), they highlighted unique strategies, accommodations, and even methods of ensuring the socialization and self–confidence of learners with additional needs.

Some major factors in the socialization skills of children with sensory disorders often focus on the child's experience.

However, there needs to be a significant gap in understanding the dynamic interaction between sensory challenges and the role of parents in providing support. Valuable information could be gained from a comprehensive examination of how parents manage, adapt, and provide for their children's socialization needs in the context of sensory disorders. This could lead to more targeted and effective intervention, which would include parental coping mechanisms, communication strategies, and an overall impact on the social development of children. Differences in understanding how parental involvement, coping mechanisms, and communication strategies contribute to or hinder the social development of these children can be revealed when investigating a link between sensory disorders and parents' provision for fostering child socialization skills.

Findings suggest unmet needs regarding adequate access or knowledge, leading to insufficient care coordination for families with the greatest needs. Further analysis identifying specific deficits and implementing strategies to address these disparities is warranted (Pankewicz et al., 2020). Parents play a central role in determining their child's educational program. In the cycle among children with sensory disorders, parents must ensure a positive outlook such as spending quality time, coping with conditions to set achievable goals for the children, developing a way to encourage persistence, and complementing them to boost their self-interest. In some cases, caring for a child with a disability can be tricky and challenging, but many of these challenges are likely due to a lack of environmental support. In addition, many shared parents, despite helplessness and frustrations, try their best to provide what their children need the most in dealing with their emotional, physical, behavioral, or intellectual setbacks (Santos et al., 2019).

Sensory deficits impact and affect daily family life. It determines the child's and mother's association and how these traits predict daily parenting challenges (Gafni-Lachter et al., 2021). Promoting social and school inclusion of children with sensory disabilities has been associated and accommodated well with their health-related quality of life. The study of Santilli et al. (2022) aimed to analyze the chemistry and

connection of how parents encapsulate their children with sensory disabilities as one of the major factors contributing to the inclusion and well-being of individuals. Socialization aspects of a child is something that is typically a natural phenomenon, but for children with disabilities, it can be difficult and challenging (Ahmed et al., 2020). According to Porter et al. (2023), parent training is essential to an occupation.

Parents play a central role in determining their child's educational program. In the cycle among children with sensory disorders, parents must ensure a positive outlook such as spending quality time, coping with conditions to set achievable goals for the children, developing a way to encourage persistence, and complementing them to boost their self-interest in socializing with others. In some cases, caring for a child with sensory disorders can be tricky and challenging, but many of these challenges are likely due to a lack of environmental support. In addition, many shared parents, despite helplessness and frustrations, try their best to provide what their children need the most in dealing with their emotional, physical, behavioral, or intellectual setbacks (Santos et al., 2019). Coming into tremendous terms wherein having a child with a sensory disability is a difficult and lengthy process, but one that ends with a measure of relief and eventually is fraught with medical, financial, educational, and social challenges (Lasco et al., 2022). In implementing such strategies and techniques, every parent takes care of and makes an outstanding effort to help their child with a sensory disability cope with their socialization skills. It is also vital for the parents to know that every child with additional needs is loved and accepted for who they are, especially in taking limited uniqueness, capabilities, and perspectives in life. Some studies stated that understanding parents' beliefs on a child's identity as a belief system guides them to take necessary actions about managing children with additional needs (Arif et al., 2021).

Implementing interventions on social skills in children and adolescents with blindness, blindness, low vision, visual handicaps, vision disorder, and deaf-blind combined with their social skills can have a major and primary effect on their social participation in achieving the best quality of life (Carron et al., 2023). A more robust and bolder self-esteem, the practical and limited goal of the parents, school, and community is to help children with sensory disability to be as independent and functional as possible as it increases their socialization skills (Delgado et al., 2019). Therefore, it also allows the learners to become disconnected with the help of the parents and through strategies and methods used to provide for their child's needs and capacity.

A child's boundary is essential for building a child's confidence. Parents who received social, emotional, and gratifying support were more resilient. Even their personality traits and faith were significant factors that enhanced the children's resiliency (Alsharaydeh et al., 2019). It is also vital for the parents to know that every child with additional needs is loved and accepted for who they are, especially in taking limited uniqueness, capabilities, and perspectives in life. Some studies stated that understanding parents' beliefs on a child's identity as a belief system guides them to take necessary actions

about managing children with additional needs (Arif et al., 2021).

Parents help them live as normal as they can. Children with sensory disorders gain self-esteem when they do something well, and it is helpful to focus on the little things they can do well to feel safe to learn; a child needs to feel accepted. The children need to think that you also have warmth and respect for them (Hutchinson & Calland, 2019). Although there are frustrating moments for students with special needs, parents must be patient in dealing with their children's actions, which they are obliged to do, and tend to guide them. In such things, parents can allow them to explore careers. Parents must allow their children as much freedom as possible (Riddell et al., 2019). Therefore, for more robust and bolder self-esteem, the practical and limited goal of the parents, school, and community is to help children with needs be as independent and functional as possible as it increases their pride and self-esteem (Delgado et al., 2019). It allows the learners to become disconnected with the help of the parents and through strategies and methods used to provide for their child's needs.

In Region XI, 6,607 learners with exceptionalities are mainstreamed in regular classes. The previous study by the United Nations Children's Fund, also known as UNICEF, evaluated about 1.6 million Filipino children with disabilities (Carraro et al., 2022). According to Department of Education (DepEd) data, 2016-2017, 232,675 learners with exceptionalities were mainstreamed in regular classes. Learners with exceptionalities are divided into 11 conditions. However, this study only includes children with sensory disorders such as visual and hearing impairment; visual impairment refers to a learner with an impairment that adversely affects a child's educational performance even with correction. This includes both partial sight and blindness. Meanwhile, hearing impairment is a learner with a permanent or fluctuating impairment that adversely affects a child's educational performance, such as deafness. Based on the DepEd datasets, 5,707 learners have visual impairment, and 9,305 have hearing impairment under the elementary level.

Sheridan et al. (2019) stated that to enhance the socialization skills of children with sensory disorders, researchers can focus on the following areas: effective parental strategies and techniques for different types of disabilities or challenges. UNESCO's Special Education Unit and other agencies suggest some progress, such as socialization skills, how children with sensory disorders interact with their peers, and the gap between the children and the parents (Mittler et al., 2019). The impact of assistive learning outcomes and confidence is identifying specific factors that contribute to story success in exploring the role of parental involvement and support in enhancing children's lives and understanding the social-emotional development of children with sensory disorders. Observing how we can support children with different needs and success stories provides a history and foundations on how it captivates their needs (Kirk et al., 2022). Continued research in these areas can provide valuable insights and evidence-based practices better to support children with sensory disorders and their socialization skills.

This study is based on the Hoover-Dempsey Parental Involvement Theory and Diana Baumrind's Pillar Theory. It anchored on the model of Hoover-Dempsey Parental Involvement Theory (1995; 1997), which suggests that parents' support for children's education is classified within one or more of the following categories: collaboration through encouragement, cooperation through modeling, collaboration through reinforcement, and participation through teaching. This theory implies the influence of the fundamental idea on the support of the parents of children with sensory needs. It enables the parents to develop effective plans to guide their children in boosting their socialization skills.

It emphasizes the different strategies and challenges the parents face in handling children with sensory disorders and how they help and enhance the child. Diana Baumrind's Pillar Theory (1960) highlights how parenting styles associate children's behavior with socializing with people as they grow older. Parenting styles are a significant part of children's development, especially for children with sensory disorders (Candelanza et al., 2021). According to this theory, some challenges may affect their socialization skills, including environmental, attitudinal, and institutional challenges. Parents' support for differently-abled children can be measured by how parents recognize the difficulties affecting the socialization skills of children with sensory disorders.

2. Research Objectives

This paper sought relevant parenthood techniques, key practices, and strategies to establish socialization skills among children with sensory disorders. Specifically, this study aimed to answer the following research questions:

1. What specific parenthood techniques have effectively improved socialization skills among children with sensory disorders?
2. What key practices do parents commonly use to foster self-confidence in children with sensory disorders?
3. What strategies parents employ have led to notable success stories in enhancing socialization skills among children with sensory disorders, and what can we learn from these experiences to better support them?

3. Methodology

A. Participants of the Study

The participants of the study are mothers who have children with sensory disorders. In selecting the participants of the study, we established the following criteria: (a) six (6) mothers who have children with sensory disorders, (b) aged 25 to 50 years old, and (c) the children must be at primary level and currently enrolled in Sta. Cruz, Davao del Sur.

Purposive sampling, another aspect known as judgmental sampling, is a non-probability sampling technique often used in qualitative research. It involves selecting participants deliberately based on their specific characteristics, traits, or qualities that align with the research objectives. As with other purposive sampling methods, matrix sampling utilizes the specific characteristics of stroke to provide a potential pool of

participants (Campbell et al., 2020). Researchers use their judgment to choose individuals most likely to provide valuable and relevant insights. By focusing on these criteria, the researcher ensures that the participants can provide rich, detailed data relevant to the study's aims. Research based on convenience and purposive samples can be important and necessary, such as when sociocultural and other factors are expected to influence outcomes (Andrade, 2021).

Table 1
Matrix of the participants

Participants	Aged	Job Information	Child's Grade Level
Participant 1	28	Housewife	Grade 1
Participant 2	35	Housekeeper	Grade 1
Participant 3	40	Factory Worker	Grade 1
Participant 4	41	Market Vendor	Grade 2
Participant 5	35	Factory Worker	Grade 1
Participant 6	32	Housewife	Grade 3

B. Instrument

The following materials are used to conduct the study: careful observation, using an audio recorder to capture detailed conversations, transcribing recorded content verbatim to ensure accuracy, and thorough note-taking using paper and pencil to document additional insights before conducting the interview. An in-depth interview is the primary data-gathering tool to understand the different perspectives and strategies used by mothers with children with sensory disorders. In the study of Osborne and Grant-Smith (2021), an in-depth interview is a common method in qualitative research that focuses on developing a depth of understanding as an alternative to empirical or factual data. The interview questions are primarily open-ended, allowing the interviewer and the participant to dig deep into topics of interest but maintain a certain degree of structure. Using semi-structured interviews provides researchers with a rich, detailed response and allows them to explore new avenues of inquiry as they arise. Semi-structured interviews consist of three established sets of questions with a few opportunities in question structure, allowing the researcher to ask clarifying and follow-up questions (Osborne & Grant-Smith. 2021). In addition, semi-structured interviews make it easier for participants to communicate their views and experiences individually, increasing the authenticity and richness of the collected data.

C. Design and Procedure

This study employed qualitative research design to gain a detailed understanding of the mothers' experiences since it focused on the mothers' parenthood techniques, key practices, and strategies for enhancing the socialization skills of their children with sensory disorders. Phenomenology is described by Neubauer et al. (2019) as a qualitative research methodology that focuses on investigating and comprehending an individual's living experiences. The phenomenological approach aims to explore the lived experiences of mothers as they navigate the complex process of enhancing their children's socialization skills, shedding light on their techniques, practices, and strategies. For this study, the researcher explored the personal experiences of the mothers and how they handle

their children.

The researchers transcribed and translated the recorded conversations following the interview sessions. The transcriptions were then sent to the research participants for their approval. Once approval was obtained from the research participants, the researchers proceeded with data analysis and interpretation. All materials used in the study, including recorded conversations and forms, were securely stored in a designated location for future reference and data retention. These revised procedures maintain a consistent flow while providing clarity and organization to each research process phase and step.

D. Ethical Considerations

Ethical problems and considerations were crucial in research to ensure that the rights and well-being of participants are protected and that the research process is conducted with integrity and transparency. As revealed by Fleming (2018), ethical considerations are vital in all research studies, more importantly in qualitative research, specifically with the participation of vulnerable groups of participants.

Ethical expectations refer to the standards and principles that society, institutions, and professional communities place on individuals and organizations to conduct themselves morally and ethically. These expectations encompass a range of behaviors and actions considered acceptable and appropriate within a given context. In the context of research and academia, ethical expectations pertain to the conduct of research and the treatment of research participants, data, and findings.

Informed consent is a fundamental ethical concept in research and health care that refers to the voluntary and well-informed agreement of an individual to participate in a research study or to undergo a medical procedure. It involves two key elements: being fully informed and providing consent.

Risk of Harm, Anonymity, and Confidentiality: The "risk of harm" in research refers to the potential for participants or others involved in the research process to experience negative consequences or harm due to their participation. Researchers are ethically obligated to identify, assess, and mitigate these potential risks to ensure participants' well-being and the research's integrity. The principle is to prioritize the welfare of participants and take steps to minimize or eliminate harm whenever possible. Anonymity is commonly used in research methods like anonymous surveys or questionnaires. In such cases, participants' identities are kept entirely confidential, and the data collected is aggregated and analyzed in a way that does not reveal individual identities. Anonymity helps ensure that participants' responses are candid and not influenced by concerns about privacy or repercussions. Conversely, confidentiality means that the researcher knows the participants' identities but commits to keeping their identities and data confidential. In confidential research, the researcher collects personally identifiable data but takes measures to protect participants' privacy.

Conflict of interest (C.O.I.) is a situation in which an individual or entity is involved in multiple interests, financial or otherwise, and those interests could compromise their judgment, objectivity, or the best interests of a particular party, organization, or the public. Conflicts of interest in research, academia, and various professional fields can arise when personal, financial, or professional interests intersect with an individual's or organization's responsibilities and obligations.

4. Results and Discussion

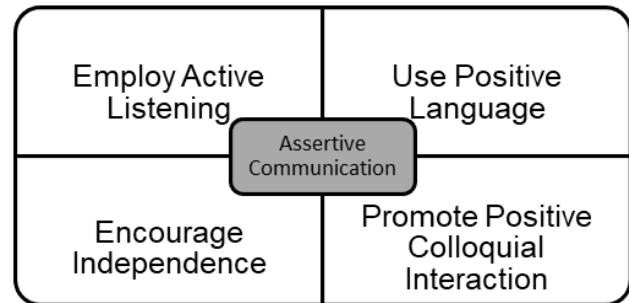*A. Parenthood Techniques in Improving Socialization Skills*

Fig. 1. Parenthood techniques for improving socialization skills

Figure 1 presents the qualitative findings of assertive communication between mothers and children with sensory disorders. The results were derived from the interviews with mothers about their techniques for improving the socialization skills of children with sensory disorders. One major theme, Assertive Communication, and its sub-themes: Employ Active Listening, Use Positive Language, Encourage Independence, and Promote Positive Colloquial Interaction.

1) Major Theme: Assertive Communication

In this theme, a mother expressed their feelings openly and calmly while remaining aware of their child's sensory sensitivities. Engaging in and enjoying a multisensory environment could help the children calm down (Fletcher et al., 2019). She might use simple, direct, or indirect language to avoid confusion and maintain a soft, steady tone and gestures that don't overwhelm or startle the child. By using visual cues or breaking down requests into smaller and manageable steps, she can make communication more accessible and less stressful for the child in interacting physically with children, such as navigating difficult behaviors, selecting suitable outcome measures, involving stakeholders, and timing interactions (McKinney et al., 2021). It allowed mothers to set clear boundaries and guide behavior in a way that is both compassionate and empowering, creating an environment where the children feel respected, secure, and more open to interactions. It is a valuable tool for a mother to communicate with children with sensory disorders, combining clarity, respect, and sensitivity to each child's needs. It is important to understand sensory sensitivities in children clearly for several reasons; it can significantly impact children's lives (Smees et al., 2023).

Understanding one's rights and interests and knowing how to protect them involves using skills that enable an individual to be objective and respectful towards oneself and others without relying on manipulation or pretense (Dela Torre et al., 2021). It is a lifelong learning skill that requires time and practice. To implement this skill, it is essential that parents teach and

practice techniques in order for children to learn how to become more assertive. Parents' actions must be clear and appear to appropriate language and behavior, and practicing it in a supportive environment is helpful. According to Willis (2020), as you help guide your child through social-emotional awareness and cognitive skills to enrich their empathy, consider promoting the crucial skill of acting on empathetic responses to the needs of others and themselves. Children are initially introduced to assertive behavior through observing others and then practicing assertive behaviors themselves while receiving feedback on their actions. The study of Igor (2021) states that the awareness required in social interaction to practice assertive communication demands a move from passion to compassion in everyday talk, as there may be several triggers in a given situation that challenge our ability to hold an authentic conversation (mostly) free from clash, judgment and suppression of one's basic needs.

2) Sub-theme: Employ Active Listening

A valuable technique for mothers aimed to improve the socialization skills of children with sensory disorders, as it encouraged deeper understanding and connection. By practicing active listening, a mother can fully engage with her child's verbal and non-verbal cues, validating their feelings and experiences without judgment. It is a process of attentively listening to parents, teachers, or peers, providing feedback, analyzing their body language and other nonverbal indicators, and empathizing with their feelings to ensure good communication. By sharing stories with children and creating questions, active listening skills can be improved by writing down the questions while listening or lip-riding their parents or teachers. This practice strengthens trust and models essential social skills like empathy and clear communication.

Participants 5, 3, and 4 stated that,

"*Akoa ra na siyang gina-istoryahan ug dul it gani ma'am, makadungog man gud na siya gamay. Tapos gina-gamitan ra namo ug inato gani na sinyas ma'am para magkasinabot gani mi. Makig dula ug halubiho rapud siya sa iyang mga igsoon ug silingan na mga bata.*" (**I talk to her close to her ears, though she can hear a little bit**. We use improper sign language to communicate well with her. She plays with her siblings and to children in our neighborhood.) *[Par 5, Line 1]*

"*Oo, naa jud labaw na kanang di namo siya masabtan inig mag gamit siya ug sign language, taasan nalang gud na siya kilay sa iyang Papa. Tapos para magkasinabot mi akoa siya gamitan ug inato na sinyas. Magkasinabot pud baya mi ug ing ana na komunikasyon, masabtan pud niya among buot pasabot. Kanang makig dula siya, ug di siya ganahan mu signal rana siya ug thumbs up ug down.*" (Yes, there are times we cannot understand him because we don't know how to use sign language. So, in order to communicate well with him, we use improper sign language. Through that kind of communication, he can understand us, and whenever he is around his peers, **he uses thumbs up or down signs if he does not like socialization.**) *[Par 3, Line 2,]*

"*Naa man pud gud mi silingan didto na deaf nga dili kaayo ka istorya. Kanang `gisuon ang sound sa deaf child`, di parehas sa iyaha na tabian kaayo di pud siya kasabot ato. Usahay sinyasan ra nako siya ug inato na sign language makasabot rapud siya. Pero mutan aw sad siya unsa imong ginasulti sa baba (lip-read).*" (We also have a neighbor there who is deaf and does not talk much. He **mimics the sound of a deaf child**. It is not the same as her, who talks so much, even though she could not understand it. Sometimes, I use improper signs to her, and she can understand our sign language. However, she can understand your words through your mouth (lip-read).*) [Par 4, Line 3]*

Active listening may also benefit children, a skill that will serve them well in various situations (Brady-Myerov, 2022). Good listening is a vital skill in communication, especially for children with sensory disorders. It is feasible to improve our understanding of what it takes to listen effectively, exchange and receive information, and build stronger emotional ties (Abrahams & Groysberg, 2021). Active listening entails being present, expressing genuine interest, and empathetically acknowledging our children's experiences. By engaging in active listening, we communicate to our children that their thoughts and emotions are essential, establishing a safe space for them to express themselves freely. This type of communication builds trust, improves emotional ties, and creates the groundwork for successful issue-solving and conflict resolution (Soyombo, 2023). Over time, active listening helps children feel more confident in expressing themselves, laying a foundation for positive social interactions with others. Mothers of children with sensory disorders share the techniques they used to improve their children's socialization skills.

3) Sub-theme: Use Positive Language

The effectiveness of using positive language by the mother fosters encouragement and builds confidence to support the socialization skills of children with sensory disorders. Positive language focuses on what the child can do rather than what they struggle with, helping to reduce anxiety and frustration. Through reinforcing their strengths and abilities, it can subtly shift to encourage the child to engage on their own. Praising small successes and showing appreciation for effort, even in challenging social situations, can make children feel more supported and open to trying new social interactions. It is an effective approach when supporting children with sensory disorders, helping them feel more empowered and capable.

Participants 1, 2, and 6 mentioned that,

"*Oo, ika daghan na labaw na ug maglisod na siya ug taman mag tantrums na siya, pag muadto mi ug eskwelahan magsige na siya ug hilak, isip usa ka ginikanan lisod jud para saamoa pero makaya raman kay amoa siya gina dasig para muskwela, kay lahi rajud pag naa siya sa eskwelahan, daghan siya matun an, naay mahalubilo na higala na siya rapud maka benepisyo pag abot sa panahon*." (Yes, there were a lot of times wherein we struggled a lot especially when he made tantrums when we went to school he always cried and as parents, it was hard for us but somehow, **we overcame it by motivating him** to go to

school because it's different if he goes to school wherein, he can learn a lot, he will meet new friends and it benefits him at the end of the day.) *[Par 1, Line 2]*

"Dali raman na siya istoryahan, pero naay panahon na maglisod jud ko labaw na ug muingun na siya ug muuli, muuli jud na siya. Maong akoa na siyang gina istoryahan ug hinay para mas makasabot siya sa sitwasyon." (He is easy to talk to, but there are times that I struggle when he says he will go home, he will go home. So, for me to overcome it **I talked to him calmly and made him understand the situation well.**) *[Par 2, Line 2]*

"Naa may mga kalisod sa pag implement sa mga techniques tungod sa gamay rajud kay na siya ug pasensya, mag trantrums na siya usahay ug sa pag sulbad ana na kalisod kami sa akoang bana amoa na siyang istoryahan sa kalma, labaw na ug kalma najud siya para mapuyo jud siya." (At some point, there were some struggles in implementing such techniques due to his short temper wherein he threw tantrums sometimes and to resolve the struggles **we just talked to him as calmly as possible for him to stay still as well.**) *[Par 6, Line 2]*

Research indicates how consistent positive reinforcement and affirming language improved the child's self-esteem and social and communication skills. As stated in the study by Balasco et al. (2019), positive reinforcement helps improve socialization skills and reduces anxiety among children with sensory disorders. Moreover, a systematic review by Hao et al. (2023) emphasizes that positive language not only aids in emotional regulation but also promotes greater participation in therapeutic activities, ultimately supporting independence. Furthermore, research indicates that positive interactions can effectively facilitate learning and social engagement in children with sensory disorders; it highlights the importance of using positive language to foster engagement and support sensory development in educational settings (Agostine et al., 2022). Mothers can consistently use positive, affirming language to create a safe space where their children feel capable and motivated to connect with others, enhancing their confidence and social skills. Mothers of children with sensory disorders share the techniques they used to improve their children's socialization skills.

4) Sub-theme: Encourage Independence

As it empowers children to take small steps towards self-reliance and confidence in social settings, encouraging independence is vital for a mother to improve the socialization skills of children with sensory disorders. Gradually increasing opportunities for independence, like encouraging the child to initiate greetings or participate in group activities with gentle support, can help the child build comfort in social contexts. A mother trusts her child's abilities by providing guidance but stepping back enough to let the child try independently. In the independence of children with sensory disorders, creating and being in a positive community is important. However, creating a structured, predictable environment that supports their sensory needs is also essential.

Participants 4, 5, and 6 mentioned that,

"Kuan man gud na siya, di man gud na siya mapuyo ug balay, mao ng ginapasagdahan lang nako siya kay para para ma-kuan gani iyang dalunggan. Para makadungog gani siya, ug maka storya siya ginagmay. Kay naa man gud nakasulti sa akoa na pasagdan lang makig halubilo para ma-anad siya kay mayungit man gud na siya usahay. Kay wala mana siya gianak na ing-ana, nahulog na siya sa dagat baby pa siya. Kay pag papundohon ra nako sa balay di naman gud niya makuan iyang pag-istorya. Mao ng pasagdahan ra namo siya kay ug di makagawas sa balay mag `tantrums`." (*She is type of child that does not always want to stay at home, **that is why I am just letting her go so that her ears are exposed to minimal noises. So that she can hear and talk a little.** Someone told me to just let her play so that she can get used to it because she lisps sometimes. Because she was not born that way, she fell into the sea when she was still a baby. Because when she was at home, she could no longer practice her speech. That's why we let her wander around because when she can't leave the house she throws tantrums.*) *[Par 4, Line 2]*

Amoa rana siyang gina ingnan na mag train sa balay palang daan na makigdula o makighalubilo siya sa iyang mga igsuon. Amoa rana siya ginapalaag sa silingan naa man mga bata didto, para maanad gani siya ma'am. (*We train her at home to make friends or socialize with her siblings. **We let her wander around our area, there were children there for her to get used to it.**) *[Par 5, Line 4]*

Parte sa amoang adlaw adlaw na routine, akoa jud na siyang pahimangluan na magpuyo sa eskwelahan o di ba kaya makighalubilo lang sa iyang mga higala unya dili makig away, kana ra ang basic reminders na ginasunod pud niya. (*As part of our daily routine, **I always remind him to behave at school just interact well with his friends**, and not make trouble just basic reminders for him to follow every day.) *[Par 6, Line 4]*

A study by Clark et al. (2019) found that individualized sensory supports, such as noise reduction tools and tactile accommodations, can help children self-regulate and participate in everyday tasks with more independence. Additionally, Miller-Kuhaneck et al. (2019) highlight breaking down tasks into manageable steps and employing positive reinforcement. Gradually introduce new tasks, breaking them into small, manageable steps and allowing them to make choices, promoting decision-making. Providing consistent positive reinforcement helps build their confidence in managing daily activities independently. This approach strengthens the child's self-confidence and teaches them how to navigate social interactions, ultimately helping them feel more capable and prepared to connect with others independently. Mothers of children with sensory disorders share the techniques they used to improve their children's socialization skills.

5) Sub-theme: Promote Positive Colloquial-Interaction

Improving children's socialization skills with sensory disorders through promoting positive colloquial interaction was a valuable technique for mothers as it helped them navigate everyday interactions in a relaxed and approachable way. By modeling and encouraging casual interchanges such as friendly

greetings, polite responses, or simple compliments, mothers could help their children understand and feel more comfortable with informal social norms. Practicing these interactions in a safe environment at home allowed children to become familiar with the flow and rhythm of casual conversation, reducing anxiety when similar situations arise in broader social settings. Through gentle encouragement and regular practice, children can develop greater confidence and ease with colloquial interactions, making socializing more natural and enjoyable.

Participants 3, 4, and 5 mentioned that,

Oo, naa jud labaw na kanang di namo siya masabtan inig mag gamit siya ug sign language, taasan nalang gud na siya kilay sa iyang Papa. Tapos para magkasinabot mi akoa siya gamitan ug inato na sinyas. Magkasinabot pud baya mi ug ing ana na komunikasyon, masabtan pud niya among buot pasabot. Kanang makig dula siya, ug di siya ganahan mu signal rana siya ug thumbs up ug down. (*Yes, there are times we cannot understand him because we don't know how to use sign language. So, in order to communicate well with him, we use improper sign language. Through that kind of communication, he can understand us, and **whenever he is around his peers, he uses thumbs up or down signs if he does not like socialization.**) [Par 3, Line 2]*

Naa man pud gud mi silingan didto na deaf nga dili kaayo ka istorya. Kanang `gisuon ang sound sa deaf child`, di parehas sa iyaha na tabian kaayo di pud siya kasabot ato. Usahay sinyasan ra nako siya ug inato na sign language makasabot rapud siya. Pero mutan aw sad siya unsa imong ginasulti sa baba (lip read. (*We also have a neighbor there who is deaf and does not talk much. He "mimics the sound of a deaf child. It is not the same as her, who talks so much; she could not understand it either. **Sometimes, I use improper signs with her, and she can understand our sign language.** But she can understand what you are saying through your mouth (lip-read).) [Par 4, Line 3]*

Usahay kanang dili mi dayon magkasinabot sa mga sinyas niya, kay lagi di pud mi kabalo mo sign language. Mao ng aron magkasinabtanay mi, amoa ra na siyang gamitan ug inato na sign language. (*Sometimes, we don't immediately catch up with what she means with her signal because we need to learn how to communicate with her through sign language. That is why, for us to understand each other and avoid misinterpretation, **we use improper sign language instead.**) [Par 5, Line 2]*

Promoting positive colloquial interactions for children with sensory disorders is crucial for enhancing their socialization skills and emotional well-being. According to the study of Balasubramanian et al. (2019), engaging children in play-based interventions can foster these interactions, as play serves as a natural medium for communication and relationship building. Additionally, strategies integrating sensory processing techniques within social interactions can significantly improve social engagement, helping children navigate and enjoy peer interaction more effectively (Allen & Felt, 2019). For instance, it is important to incorporate play-based strategies that utilize colloquial language to foster engagement and collaboration in

children with sensory disorders (Provenzi et al., 2022). Mothers of children with sensory disorders share the techniques they used to improve their children's socialization skills.

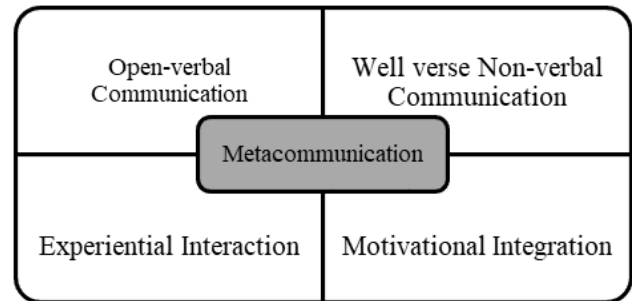### B. Key Practices Used to Foster Self-Confidence

Fig. 2. Key practices used to foster self-confidence

Figure 2 shows the qualitative findings of key practices that foster the child's self-confidence. The results were derived from interviews with mothers about their techniques for improving children's socialization skills with sensory disorders. It emerged with one theme: Metacommunication and its sub-themes: Open-verbal Communication, Well Verse Nonverbal Communication, Experiential Interaction, and Motivational Integration.

C. Major Theme: Metacommunication

It is an essential practice in working to enhance the socialization skills of children with sensory disorders. In social skills, children with sensory disorders may begin to detect the lack of opportunity to socialize (Lersilp et al., 2024). By openly discussing and modeling communication cues, the mothers can help the child become more aware of subtle social signals that might otherwise be challenging to interpret. For instance, a mother might explain or signal the importance of eye contact or tone of voice in conveying emotions, providing clear, accessible language and concrete examples to clarify the nuances of social interactions. Parents can become more aware of their child's subtle signals as they underscore the importance of conducting it more (Sterkenburg et al., 2022).

Additionally, visual supports or more tangible concepts for children with sensory disorders help them understand and manage social interaction in real time. The mothers can reflect on the communication patterns and adjust them to fit their child's sensory needs to foster a more supportive learning environment that reinforces positive social behaviors and builds confidence in a social environment. To communicate in some terms, an indicator changes the sensory issues associated with parenting to meet their children's needs (Dugdale et al., 2021).

The ability to effectively manage the difficulties of raising children with sensory disorders. Still, through its techniques, it empowers the mothers of these children across its multiple dimensions. Mothers shared that what appeared to be lacking was adequate education and its emotional substance to help them channel their loving energy into setting the best expectations for their children (Ficchi et al., 2021). It can be challenging, so it is imperative to establish strategies,

techniques, and trust in your child from the beginning. The field of metacommunication was analyzed from a sociocultural perspective, wherein it tries to grasp its concept (Stavholm et al., 2021). As mothers of children with sensory disorders, it is vital to integrate this kind of communication as it solidifies its nonverbal cues that modify the essence of its verbal expression. Effective metacommunication and signposting are features of a social phenomenon. Although it is navigated by cognition, sometimes associated with intelligence and thus perceived to be determined, it is socially filled and context-dependent (Law, 2023).

1) Sub-theme: Open-verbal Communication

In supporting children with sensory disorders, it is a valuable method for mothers to engage in a straightforward interaction that can model effective communication and social cues that could be used for children with sensory disorders to be easier to interpret. This involves analyzing their thoughts and reactions in a social environment, giving the children insights into how emotions are expressed and understood. Narrating or showing your feelings helps the child to connect expression with emotions, an essential skill for social interaction. Moreover, open-verbal communication allows mothers to guide their children in expressing their needs and emotions, offering gentle prompts or language cues when they struggle to find the right words or signals. It can foster stronger social connections to children through supporting and empowering them to navigate social interactions.

Participants 4, 5, and 6 mentioned that,

"Naa sad koy kaila na parehas ug kahimtang sa akoang anak, nakighimamat ko sa inahan sad ana siya na pasagdan lang na makighalubilo sa uban bata para sad ma anad gani siya na dili na siya maulaw ug mauswag iyang pandungog." (*I have a colleague who has a child who has the same condition as my daughter. I talked to her and asked for her strategy but she told me **to let her hang out with other children** so that she can get used to not being shy anymore and her hearing will improve.*) ***[Par 4, Line 8]***

"Akoa ra na siyang gina-istoryahan ug dul it gani ma'am, makadungog man gud na siya gamay. Tapos gina-gamitan ra namo ug inato gani na sinyas ma'am para magkasinabot gani mi. Makig dula ug halubiho rapud siya sa iyang mga igsuon ug silingan na mga bata." (***I talk to her close to her ears**, through that she can hear a little bit. We use improper sign language to communicate well with her. She plays with her siblings and to children in our neighborhood.*) **[*Par 5, Line 1*]**

"Basi sa akoang nasinati, komunikasyon ug pagdasig jud ang ubay sa akong estratehiya sa pag amuma sa akoang anak kay mutuo ko na sa pag implement ani nab utang maka tabang sa akoa na mas ma boost pa siya para sa ka maayohon sa iyang kaugalingon." (*Based on my experience, **communication and motivation are some of my strategies** in dealing with my child because I believe that implicating this kind of matter will help me boost the best version of myself.*) ***[Par 6, Line 1]***

In parenthood, open verbal communication is openly expressing thoughts and ideas to one another. It can integrate open communication by encouraging their child to express their feelings. The topic is relevant because open verbal communication is special in a person's success stories (Abdikarimova et al., 2021). In this matter, integrating open verbal communication wherein the parents can speak slowly and use hand signals clearly as some children with disability take a longer process to understand it may find physical movement as it takes them enough longer to respond. At some point, parents can build efficient communication as they have to open up with their children and create trust in their relationship (Rahayu & Ramadhana, 2024). Creating an environment that encourages children with a sensory disability and encourages open communication is essential as it will make them comfortable communicating about important matters. Conceptual perspectives of speech and gestures propose that they share a vital and common abstract origin and have integrated connections, overlapping in time, essence, and purpose to improve the communicative context (Clough & Duff-Frontiers, 2020). Mothers of children with sensory disorders share the key practices they use to foster their children's self-confidence.

2) Sub-theme: Well Verse Non-verbal Communication

Children with sensory disorders often face challenges interpreting and responding to social cues; techniques such as gestures, facial expressions, and visual aids can provide clearer, more accessible ways to understand and connect with others. The guidance of a mother can create a calm and structured environment by using consistent visual cues or sign language to convey a message. Using improper sign language can help the child anticipate and prepare for a social interaction that can later boost their confidence. Furthermore, modeling positive non-verbal cues such as nodding or smiling can help children with sensory disorders recognize and reciprocate these signals in social settings. A sensory-friendly environment, patience, and repetition can make non-verbal communication a powerful way to foster socialization skills in children with sensory disorders.

Participants 1, 2, and 6 mentioned that,

"Oo, naa jud labaw na kanang di namo siya masabtan inig mag gamit siya ug sign language, taasan nalang gud na siya kilay sa iyang Papa. Tapos para magkasinabot mi akoa siya gamitan ug inato na sinyas. Magkasinabot pud baya mi ug ing ana na komunikasyon, masabtan pud niya among buot pasabot. Kanang makig dula siya, ug di siya ganahan mu signal rana siya ug thumbs up ug down." (*Yes, there are times we cannot understand him because we don't know how to use sign language. So, in order to communicate well with him, we use improper sign language. Through that kind of communication, he can understand us, and whenever he is around his peers, he uses thumbs up or down signs if he does not like socialization.*) ***[Lucia, Line 2]***

"Naa man pud gud mi silingan didto na deaf nga dili kaayo ka istorya. Kanang `gisuon ang sound sa deaf child`, di parehas sa iyaha na tabian kaayo di pud siya kasabot ato. Usahay

sinyasan ra nako siya ug inato na sign language makasabot rapud siya. Pero mutant aw sad siya unsa among insults sa baba (lip-read)." (*We also have a neighbor there who is deaf and does not talk much. He "mimics the sound of a deaf child. It is not the same as her, who talks so much, even though she could not understand it. Sometimes, **I use improper signs with her**, and she can understand our sign language. However, she can understand what you are saying **through your mouth (lip-read). [Marilou, Line 3]***

"Usahay kanang dili mi dayon magkasinabot sa mga sinyas niya, kay lagi di pud mi kabalo mo sign language. Mao ng aron magkasinabtanay mi, amoa ra na siyang gamitan ug inato na sign language." (*Sometimes, we don't immediately catch up with what she means with her signal because we need to learn how to communicate with her through sign language. That is why, for us to understand each other and avoid misinterpretation, **we use improper sign language instead.**) [Ruby, Line 2]*

The transfer of information through body language, facial expressions, posture, and even the tone of voice is one of the dominant communication tools. Nonverbal communication is a crucial aspect of every human interaction, as it plays a consequential role in channeling emotions, intentions, and attitudes (Murodulla-O'g'li, 2024). It's not the words parents can use but the nonverbal cues or body language that speak the loudest. It highlights the nonverbal codes, and the reason they are performed to help the children foresee how nonverbal cues work with one another (Burgoon et al., 2021). With this matter in mind, the nonverbal system in which children can build and understand messages shows how successive nonverbal means of communicating are in every person's life—offering a distinctive focus on the development of human communication as it embodies such in materials dealing with the good verse nonverbal communication, cognition, and scrutinizing how they dealt with the growth of child's interaction (Haslett & Samter, 2020). Mothers of children with sensory disorders share the key practices they use to foster their children's self-confidence.

3) Sub-theme: Experiential Interaction
Mothers can help children practice social behaviors in a safe and supportive environment by engaging in sensory-friendly activities. Techniques such as sensory play or structured group activities allow children to gradually become more comfortable with social interactions while adapting to their unique sensory needs. Additionally, incorporating routines and predictable structures can help children with sensory disorders feel more secure, allowing them to open up and engage socially. For instance, the mother can use visual cues to teach their child how to interpret facial expressions, share toys, take turns, and do other activities that can build foundational social skills.

Participants 1, 4, and 5 mentioned that,
"Kuan isa guro sa example ana kay daghan siya ug natun an na mga butang taga-adlaw ug iyaha na ma apply sa ubang tao na mahalubilo niya ug uban na nakapalibot niya." (*I guess a sort*

*of example would be his learning a lot of things every day and he applied them to himself. **He interacts well with the people who surround him.**) [Par 1, Line 8]*

"Gina-tudloan nako siya, ug kanang unsay ipapalit sa iya sa tindahan gamitan ug sign language. Inig suguon manglimpyo, usahay di siya maminaw. Naa mana siyay hearing aid pero di niya suoton kay samokan siya ug daghan siya madunggan, gusto niya isa ragud siguro. Ginapalitan sad nako siyag libro sama sa pang numero, letra, mga pulong na angkop sa iyang edad ug gibati." (***I'm teaching her things she buys at the store using sign language. **When ordered to clean**, sometimes she doesn't obey no matter how many times I signaled. She has a hearing aid but she does not wear it because it bothers her and hears a lot, maybe she wants to hear only one. I also buy her books such as numbers, letters, and words that are suitable for her age and disorder.*) [Par 4, Line 5]*

"Amoa ra na siyang gina ingnan na mag train sa balay palang daan na makigdula o makighalubilo siya sa iyang mga igsuon. Amoa ra na siya ginapalaag sa silingan naa man mga bata didto, para maanad gani siya ma'am." (*We train her at home **to make friends or socialize with her siblings.** We let her wander around our area, there were children there for her to get used to it.*) [Par 5, Line 4]*

A holistic interaction is designed between the human interface and creating a meaningful relationship. This experiential interaction is defined as covering such a series of interactive actions. The representations mainly include curiosity, motivation, and play effects that exert continuous rewards in designing experiential interactions. It also investigates issues concerning social cognition and consolidates experiential interaction (Gallagher, 2020). The summary of children's interaction patterns showed a disposition for children to engage in more unified and collaborative play in experimental interaction. For this aspect, some studies have contemplated its impact and delved into students' development and growth with their attitudes, empathy, and understanding toward peers (Molina-Roldán et al., 2021). With the massive connectivity and integration of different elements, these experiential interactions are immersive, enhancing the capability of each child with a sensory disorder to interact more with their peers. Experiential interaction immerses the quality of the children's experience (Zurbriggen et al., 2020). Mothers of children with sensory disorders share the key practices they use to foster their children's self-confidence.

4) Sub-theme: Motivational Integration
Adaptive and engaging activities tailored to children's needs can encourage each child to socialize; through creating a safe space and structured environment, mothers can introduce sensory-friendly social interactions that accommodate their children's sensory needs. This includes gentle encouragement and practicing patience during interactions through the use of visual and tactile aids in order to reinforce social cues and model appropriate behaviors through structured play. Fostering a positive, resilient outlook and celebrating small successes, the

mothers can build their children's confidence in social settings, ultimately enhancing their ability to connect with others despite sensory disorders. The consistent nurturing approach helps children with sensory disorders feel secure, motivated, and progressively more comfortable in social circumstances.

Participants 3, 4, and 5 mentioned that,

"Usa sa kasagarang gawi na among gihimo kay mao ang pagdasig ug paggiya sa iyaha pinaagi sa pagtugot niya nga makigdula sa ubang mga bata. Bahin sa iyang kahimtang lisod sa una, apan kanunay nakong pahinumdoman ang among silingan nga pasagdi lang siya nga makigduwa sa ilaha kay buotan siya nga bata." (*One of its common practices is **to motivate and guide them by letting him play with other kids.** As for his condition it was hard at first, but I always remind our neighbor to just let him play with them because he is a good child.*) *[Par 3, Line 4]*

"Pagdasig jud miss, idasig lang nako siya para mas ma-motivate siya, kay makig halubilo man siya, pero pag sa skwelahan maulaw siya kay mura daw siyag bata. Tas akoa lang siya ingnan na ana jud na kay para makat-on ka. Maminaw man nuon siya miss, tarungon lang jud nimo siyag pasabot na para magpatuo siya. Kay usahay inig di na siya ganahan, di jud na siya maminaw." (*Encouraging her miss, **I just encourage her to motivate her, she can socialize but whenever she goes to school,** she is shy because she seems like a child. I only told her that it is for you to learn. Even if she listens, you just have to explain it to her so that she will follow you. Because sometimes she doesn't like it, she doesn't listen anymore.*) *[Par 4, Line 7]*

"Sa pagpatuman ani na mga estratehiya, gisiguro namo nga dasigon ug dasigon siya nga mas makig-uban sa iyang mga klasmeyt o bisan mga kaedad niya. Pinaagi ana na naa siya sa gawas makigdula sa ubang mga bata ug dili maulaw makig-uban." (*When enforcing strategies, **we make sure to encourage and motivate her to interact more with her classmates or even peers.** Through that, she will be outside playing with other children and not shy to interact.*) *[Par 5, Line 7]*

The Motivational Integration and Development framework is a theoretical approach to understanding human motivation and behavior. Motivation is determined by a composite interplay of internal and external factors that suggest the greatest focus on children's motivation (Hattie et al., 2020). This framework is created on the notion that motivation and behavior are driven by a compound interplay of children's needs, environmental factors, and social and cultural influences. A controlled form of motivational integration, whether intrinsic or extrinsic, plays an important role in shaping students' motivation (Ryan & Deci, 2020). The framework highlights the essence of understanding how the social and cultural contexts children are immersed in can influence their motivations and behaviors. Positive and constructive emotions such as warmth, excitement, and enthusiasm can implicate the child's motivation to participate (Vänskä et al., 2020). Mothers of children with sensory disorders share the key practices they use to foster their

children's self-confidence.

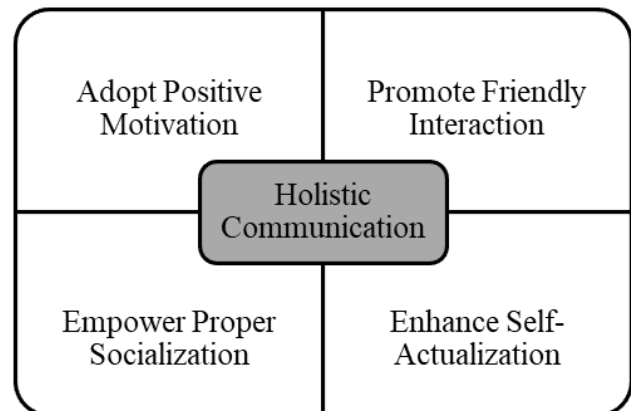### D. Parents' Success Stories in Enhancing the Socialization Skills

Fig. 3. Parents' success stories in enhancing socialization skills

Figure 3 presents the qualitative findings of parents' success stories in enhancing the child's socialization skills. The results were derived from interviews with mothers about their techniques for improving children's socialization skills with sensory disorders. It came up with one major theme, Holistic Communication, and its sub-themes: Adopt Positive Motivation, Promote Friendly Interaction, Empower Proper Socialization, and Enhance Self-Actualization.

E. Major Theme: Holistic Communication

Enhancing the socialization skills of children with sensory disorders is highly effective for mothers through holistic communication strategies. These involve integrating sensory-friendly communication techniques that respect each child's unique sensory needs. It has shed light on the effectiveness of socialization skills and communication sensory integration (Marukyan, 2023); for instance, incorporating sign language or gestures and speaking slowly and clearly can also support children with auditory processing challenges. The mother might also use visual aids such as picture cards to help the child understand social cues that make communication more accessible. Visual supports are recommended in autism spectrum disorder clinical guidelines. They can reduce anxiety, increase predictability, support communication, and improve participation (Rutherford et al., 2020). Encouraging small, manageable interactions with peers in familiar environments gradually allows children to build confidence in their social skills. An open environment provides a range of possibilities to support children's skills, such as social interaction and emotional (Alharbi et al., 2020). By practicing patience and consistency in these methods, mothers help foster meaningful social connections for their children in a safe and supportive way.

By addressing these numerous components, holistic communication is sharing emotional and accurate information to provide every child with extensive aspects for effective social interactions. Simple communication is the beating heart of holistic practice to guarantee effectiveness, requiring communicative proficiency (Johns, 2023).

Therefore, holistic communication is a system that amplifies interpersonal communication and promotes techniques of self–knowledge that consider thoughts, feelings, and even priorities. To give and receive information communicates in a socially justifiable way wherein holistic education integrates its essence into the children (Miseliunaite et al., 2022). This holistic communication focuses on the connection to the natural world, comprising ways to understand and respect the natural environment that could lead to interdependence between people. Parents shared ideas about the aspects and interests of the child, the decisions they make, and where support is needed. The success stories amplify a holistic view of the child that progresses beyond difficulties and challenges (Parsons et al., 2023).

1) Sub-theme: Adopt Positive Motivation

To improve socialization skills, mothers could focus on encouraging and celebrating small successes that foster a sense of confidence and accomplishment in their children by motivating them to engage in social interactions. Setting realistic, manageable goals and breaking down social tasks into smaller, approachable steps allowed children to experience gradual progress without feeling overwhelmed. Moreover, using a strengths-based approach wherein the mother focuses on the child's unique abilities rather than their limitations can help the child feel understood and valued, making them more receptive to social experiences. Positive reinforcement boosts the child's self-esteem and motivates them to seek and enjoy social connections.

Participants 2, 5, and 6 mentioned that,

"Usa sa akong strategy isip inahan kay mag storyahanay mi kaming duha ra, tungod ana mas maka angkon ko ug salig gikan sa akong anak tapos komportable siya sa akoa." (*One of my strategies as a mother is to have a **heart-to-heart talk with your children** and by the use of **this strategy you can gain the trust and comfort of your child.***) **[Par 2, Line 4]**

"Sa pagpatuman ani na mga estratehiya, gisiguro namo nga dasigon ug dasigon siya nga mas makig-uban sa iyang mga klasmeyt o bisan mga kaedad niya. Pinaagi ana na naa siya sa gawas makigdula sa ubang mga bata ug dili maulaw makig-uban." (*When enforcing strategies, **we make sure to encourage and motivate her to interact more with her classmates** or even peers. Through that, she will be outside playing with other children and not shy to interact.*) **[Par 5, Line 7]**

"Ginapa-employ kay ang pagdasig sa iyaha abot sa amoang makaya na makig halubilo siya sa uban na iyahang matrato as amigo dili kalaban, kuan amoa permi gipabati sa iyaha na kay mao na ang nakita namo na makapamaayo sa iyaha." (*We employ that to **motivate him the best we can,** the way he interacts with people is by treating them as his friends and not enemies. We always embody it to him because that's the thing that will better support him.*) **[Par 6, Line 7]**

A positive attitude means being confident about situations, having positive interactions, and seeing the best even in

difficult times. Children are prompt and motivated as they see the worth and advantage of their learning and are committed to achieving their goals. The motivating style encapsulates the overview of motivationally supportive instructional strategies that could benefit the children (Reeve et al., 2022). Implementing this adopts positive motivation and provides the children with their goals as it shapes their overall personal development. Motivating the children is an influential aspect that could lead to success stories in simplifying to motivate them (Filgona et al., 2020). Parents nowadays have their different techniques for handling their children as children with sensory disability break a larger challenge down into their milestones that can be spaced out over some time. Developing it generally implies adopting positive motivation in these children towards their peers (Szumski et al., 2020).

2) Sub-theme: Promote Friendly Interaction

The mother played a crucial role in fostering children's socialization skills with sensory disorders by using strategies that encourage friendly interaction. One effective approach is modeling positive social behavior, where mothers demonstrate and reinforce actions like sharing, using polite language, and taking turns, which later on can be mimicked by the child. Moreover, creating a structured play environment tailored to the children's sensory needs can help them engage more comfortably with peers. By guiding the child in small group interactions, mothers can gently train their children through interactions, providing praise and gentle corrections to build confidence. Eventually, fostering communication using simplified or sign language could help children express themselves more clearly, reduce frustrations, and form positive connections with others.

Participants 3, 5, and 6 mentioned that,

"Hilig man gud na siya makigdula ug bata na silingan namo, mao ang mga estratehiya nga amoang ginagamit sa pag-amuma sa iyaha para makig-halubilo jud kay gipaagi sa pagdasig niya nga mahimong mahigalaon. Pero ginapahinumdoman ra namo among silingan na di siya hilabtan kay dili raman na siya manghilabot bisan pa naa siyay kapansanan." (*He is a friendly child, so the strategies we can employ to nurture his socialization skills are **encouraging him to be friendly.** We just remind our neighbors to be gentle to him because of his disorder.*) **[Par 3, Line 7]**

"Pipila sa mga panghitabo nga akong makonsiderar nga usa sa iyang mga istorya sa kalampusan mao ang matag naa siya sa eskuylahan o sa among kasilinganan, dili siya mahadlok nga makig-uban kanila." (*Some of the incidents that I can consider one of her success stories is whenever she is at school or in our neighborhood, **she is not afraid to interact with them.***) **[Par 5, Line 8]**

"Usa sab utang na ma proud ko sa iyaha kay kalma rajud na siya sa eskwelahan labaw na sa pakig halubilo sa laing tao, kaila siya halos sa mga tao na nakapalibot sa iyaha ug kabalo siya unsaon sila pagtrato ug makig halubilo ug tarong. Siguro isa sa maingun nako na success story kay usahay ug himala nalang

labaw na ug naa kay ing ana na balatian." (*The thing that I am proud of the most is the way **he stays calm and still in school interacting with other people.** He knows the people who surround him and how to treat and interact with them nicely. I consider this a success story because it is very rare to see especially if you have children with this kind of disorder.*) **[Par 6, Line 8]**

Promoting friendly interaction helps children build the essence of social skills that lead to good and positive relationships, friendships, and acceptance. This friendly education leads students to find their identity based on humanism. It encapsulates an enriching experience of divinity and humanity in examining the concepts of friendly education and their implementation in education that emphasizes the essence of human values (Bachri et al., 2024). Pair socially competent children to learn how to interact with different types of people in other aspects; the model and role-play are always acquired when interacting with peers. The major impact of implementing the importance of family-friendly policies is that children can proactively make a vital difference (Lester & Sallee, 2023). Interacting with other children might enhance skills like sharing, cooperating, and taking turns. Anticipating this matter, highlighted through child-friendliness and the designated frameworks, shows a fundamental dependence between the social context and the physical environment (Jansson et al., 2022).

3) *Sub-theme: Empower Proper Socialization*

To develop socialization skills among children with sensory disorders, the mother's pivotal role helps them empower proper socialization. It often uses structured routines, visual aids, and sensory-friendly environments to ease their child's worry and foster social interactions. They may gradually introduce their child to starting with small group settings and familiar groups before progressing to larger gatherings. Also, mothers help their children by practicing and understanding appropriate social behavior in a safe space by teaching them social cues, responses, and expressions. Continuously creating a support system that can reinforce social skills in various social environments, building the child's confidence and ability to connect with others. Along with consistent practice and adaptive communication, these strategies enhance the social understanding and connections of children with sensory disorders.

Participants 2, 3, and 5 mentioned that,

"Usa guro sa iyang success story na akong ma consider kay kanang siya una mutagad ug makig-istorya labaw na ug iyang mga amigo ug sa amoang balay." (*One of his success stories that I can consider is when **he is the one who approaches and starts a conversation together with his friends at school and even in our house.**) **[Par 2, Line 8]***

"Dili na siya maulaw musuroy siya ra isa ma'am, kanang mapasagdan na namo siya makigdula ug makihalubiho sa uban tao. Naa toy kaisa niadto mi sa usa ka event na kanang para sa mga SPED student, kato bisan nag sakit siya makigdula siya

kay sa kana na sitwasyon di na siya maulaw kay makighalubilo najud siya." (***He is no longer shy to wander alone,** we let him play and socialize with other people. We once went to an event for SPED students, and even though he was sick he played. Through that situation, **he was no longer shy because he was able to socialize on his own.**) **[Par 3, Line 8]***

"Pipila sa mga panghitabo nga akong makonsiderar nga usa sa iyang mga istorya sa kalampusan mao ang matag naa siya sa eskuylahan o sa among kasilinganan, dili siya mahadlok nga makig-uban kanila." (*Some of the incidents that I can consider one of her success stories is **whenever she is at school or in our neighborhood, she is not afraid to interact with them.**) **[Par 5, Line 8]***

Proper socialization is a process by which every child can analyze and visualize its values through the huge extension of the larger social system. At some point, it encapsulates how children internalize societal norms and expectations. According to Damon (2020), proper socialization may result in relationships and generally getting along well with others. As with appropriate socialization, the request for individuation and its differentiation begins early and continues throughout their life. In education, socialization is vital in preparing young children to develop their interpersonal skills. The linked and dependent relationship between institutional education and socialization was as important as its societal and ethnic generated (Chun, 2023). Community and societal interaction produce a multifaceted platform that encapsulates support groups and promotes opportunities for interaction that engage young children. The support system of the family is essential as it promotes the quality of life and societal integration, which brings precious items and proper socialization implementation (Budo, 2021).

4) *Sub-theme: Enhance Self-actualization*

To foster a sense of independence, self-awareness, and confidence in the social abilities of children with sensory disorders, the mothers play a crucial role in implementing strategies that encourage the children to explore and understand their own emotions and sensory experiences, helping them recognize their strengths and areas for growth. Creating opportunities for self-expression, where children can safely explore and communicate their feelings. Through promoting positive reinforcement and offering consistent emotional support, mothers empower their children to take control of their social development, encouraging them to approach interactions with a sense of self-worth and the belief that they can succeed in social settings. Developing the skills and confidence needed to navigate social environments more effectively can help children with sensory disorders focus on self-actualization.

Participants 3, 5, and 6 mentioned that,

"Wala mi naga pa therapy ana niya ma'am kay wala lagi kwarta, pero sa kaning pag enroll namo niya sa kay Ma'am Kath, dako jud kaayo ug tabang. Sauna pag sugod palang niya sa session kay halos dili pa kaayo na siya pa biya sa amoa. Karon magpabiya na, kwaon nalang na siya sa iyang papa inig

human sa ilang session. Na makighalubilo na siya gamit ang sign language na iyang natun an." (*We have not done any therapy for him because of a lack of finances, but when we enrolled him here it was a great help. Before when he started his session, he does not like to be left alone in his class.* ***But now, we just left him and his father will pick him up after their session. And he can communicate using the sign language he learned.***) ***[Par 3, Line 9]***

"Katong na desisyonan namo sakong ban ana i-enroll siya, dili pa kaayo siya makighalubilo. Pero tungod sa impluwensia sa iyang maestra, kabalo na siya mutuman kanamo ug makig-komunikar kanamo pinaagi sa senyas sa pinulongan. Pero therapist, wala mi ana tungod saw ala pud mi kwarta. Apan uban sa akong bana, gigiyahan namo siya na bisan ing ana iyang sitwasyon dapat positibo lang siya." (*When my husband and I decided to enroll her, she was not able to interact properly at first.* ***But with the influence of her teacher, she obeys us and communicates with us through sign language.*** *As per therapists, we don't have one due to a lack of finances. But together with my husband, we always guide her to ensure that despite her situation she is well and positive.*) ***[Par 5, Line 9]***

"Super blessed ug dako kaayo mig pasalamat sa iyang maestra kay nabantayan jud namo iyang na naay improvement and growth sugod tung napa enroll siya sa maong institusyon. Kung ang uban nga mga pamaagi sa pagkaginikanan ang higsutan isip mga ginikanan, kanunay kita adunay pasensya ug pagsabut tungod kay wala'y ubang mga tawo nga makasabot sa atong mga anak nga kita ra." (*We are just super blessed and thankful to his teacher because* ***we just noticed his improvement and growth*** *when we decided to enroll him in such an institution. When it comes to the other parenting approaches as parents, we always have that patience and understanding because there will be no other people who understand our children only us.*) ***[Par 6, Line 9]***

It is a process wherein children can maintain and enhance their concepts through reflection, meditation, and even their experiences in life that could help them to recover, develop, and grow. Educational institutions implement certain measures to enhance this self-actualization and have realistic aims for themselves (Gopinath, 2020). Self-actualization is composed of its greatest potential. It pushes young children to fully develop one of their capabilities, with the involvement of appreciation and complete participation in everything in life and its demands. It has been elaborated that self-actualization is a purpose that refers to the prosperity to develop and grow actualized and reach its highest potential (Farimani & Shahri, 2020). Good parenting is important in enhancing the self - self-actualization of young children with sensory disability who can grow up to be capable individuals who can engage in continuous and various learning and can boost their self-esteem and confidence. Self-actualization for children with sensory disability is a process that is acquired for them in a precise sense and spontaneity at the self-actualizing level – being of being healthy and natural (Hansen, 2020).

5. Summary

This study aimed to encapsulate how parents enhance the socialization skills of their children with sensory disorders by using proper communication and motivation techniques. A child's learning and socialization skills are most influenced by their family since the family is their primary social group. The findings revealed that holistic communication profiles can assess and accommodate the learner's current communication performance, including providing an emotional support system, implementing coping strategies, and fostering a positive self-worth. Implementing these strategies and techniques can greatly help enhance their children's socialization skills.

Another major finding of this study is that positive language is also an effective approach and technique in supporting their child and making them feel more empowered and capable in providing opportunities for them to succeed in gaining their socialization skills. In this matter, parents can lay a key foundation for later changes as their child interacts with the wider world, aiding their child's socialization skills.

Nevertheless, the results show how these proper communication and motivation strategies produce goal-oriented behavior. As a result, parents' involvement should be developed to enhance children's socialization skills. The results also show parental involvement's influence on children's achievement. Moreover, parents' involvement has a hugely significant effect on enhancing the socialization skills of their children with sensory disorders.

6. Implication

The research findings of this study have provided valuable insights into mothers' pivotal role in the social development of children with sensory disorders. The study highlights how mothers, through their daily interactions, can significantly influence their child's ability to navigate social situations. By providing consistent emotional support, facilitating social interactions, and implementing tailored strategies, mothers help children with sensory disorders build foundational social skills. The research shows that an engaged and informed care assistant, particularly a mother, is critical in supporting these children's socialization processes.

This study is particularly commendable for its focus on the practical applications of maternal support, linking it directly to therapeutic interventions. It underscores how mothers can collaborate with healthcare providers and educators to implement individualized socialization strategies at home. The research details various techniques, such as sensory-friendly activities, real-life social situations, and adaptive communication methods, all of which mothers can integrate into daily routines. By emphasizing the mother's role as both caregiver and facilitator of social learning, the study provides a comprehensive understanding of how children with sensory disorders can benefit from familial involvement.

Furthermore, the research makes a significant contribution to the field by advocating for greater support systems for mothers and recognizing the emotional and physical demands they face while caring for children with sensory disorders. It encourages

further development of community programs and resources to aid mothers in enhancing their child's socialization skills. The study's findings testify to the importance of maternal involvement and serve as a call to action for society to support these efforts through education, outreach, and policy development. This research is a crucial resource for educators, healthcare providers, and families, offering practical guidance for improving the social outcomes of children with sensory disorders.

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