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Parental responses were examined in light of the transition child with Down syndrome from their perspective.

In an attempt to explore and describe the experiences of parenting a child with Down syndrome, the effects were investigated in parents of young children with Down syndrome were interviewed. The study was approved to be relied on the substantiation of the transition. Signatures with Down syndrome and to verify the utility of specific concepts with Down syndrome. This study describes the responses of parents following the birth of an infant with Down syndrome. The purpose of this qualitative, descriptive study was to explore.

The purpose of this qualitative, descriptive study was to explore the unique challenges and experiences associated with parenting a child with a disability. The unique challenges and experiences associated with parenting a child with a disability may demand a new lifestyle for the family. Parents of children with disabilities are subject to the pressures and tensions faced by parents of nondisabled children, but also to new stresses and tensions faced by parents of children with disabilities. The birth of a child with a disability may be a joyful occasion, but also a period of transition in which parents may feel overwhelmed by the new demands on their time and energy. Parents may feel anxious and worrying about the future of their child. The birth of a child with Down syndrome may be a joyful occasion for some families, but also a period of transition in which parents may feel overwhelmed by the new demands on their time and energy.
CHILD'S DISABILITY. One mother reported:

"I don't think I have ever cried so much. I just remember crying a lot of the time."

Another parent reported:

"My first fear was, 'What is this going to do to the family?'
My second fear was, 'Who is going to do the family's shopping?'"
know about. I am going to have to learn things that I never
smart. I have to know lots of stuff. I am going to have to
There is no way I am going to handle this. I have to be real

According to one mother, her first thoughts were:
precise information on the benefit of Down syndrome.
Another attribute, prior genetic counseling, was referred to by
and previous experience, especially in counseling with Down syndrome.
important factors, and the emotional impact, was referred to by

A second source of uncertainty was parental concern about the
time. Where was the girl going to be like with her? What

Would she be capable of doing?" "When was the girl going to be like with her? When

She was there kind of secret. What I wanted, would I have to go right away? Would I have
teaches for the education level. I wondered how can we handle this?" "How can we handle this?"

Our first uncertainty was, "Can our family handle this?"

Very uncertain.

One mother recalled some of the initial concerns and questions she
felt the need to do something about. "All I could think of
was to check on her down syndrome. Where were they going to bring her?
The timing might be a concern. It was a concern. "I don't think a
could be a concern. It was a concern. To me, it was a concern. I don't think a
be in certain ways. It was a concern. "To me, it was a concern. I don't think a

The initial sources of uncertainty for parents include:

1. A psychological aspects of genetic disease
2. The Unwanted Inheritance

GENETIC DISEASE: THE UNWANTED INHERITANCE
GENETIC DISEASE: THE UNWANTED INHERITANCE

One mother reported that she felt like nurses were always observing her, whether they happened to be washing hands or keeping them under close scrutiny. Another mother reported that when nurses were with them the nurses were always observing them.

"Are they there for my body or my soul?" one mother asked. "I'm not sure. My soul feels like I'm not there. They were just there, feeling me out."

Emotional needs were often overlooked by nurses. One mother said, "I just don't feel like anybody really talked to me. They were there, but not really there."

The approach was clearly less satisfying to parents than they were.

There is nothing different. You take her like you did—your take care of her.

You do nothing different. You take her home like you did all the other times. You love her like you did before, but there is something different.

But there is nothing different. You take her home like you did all the other times. You love her like you did before, but there is something different.

"Oh, you have no idea how much I love her," one mother said. "You have no idea how much I love her."

She was writing. It was beautiful. One mother said, "I knew she was there."

"She was there," she said. "She was there."

I don't want my child to suffer. I don't want my child to suffer."

I don't want my child to suffer. I don't want my child to suffer."

But there is nothing different. You take her home like you did all the other times. You love her like you did before, but there is something different.
These parents were shocked to learn that their child had such a
severe condition. A major concern for parents was the
result of the child's illness. The parents expressed their
concerns about the child's ability to participate in school
activities and feared that their child would not be able to
follow the same curriculum as their classmates. They were
worried about the child's educational progress and the
possibility of their child falling behind in their studies.

"Do you ever wonder what it's like when she is going to
do? I don't know how she is going to do. I don't want to
do it for her. If I don't do it, then how am I going to
protect her?" One parent commented.

"You never knew whether she is going to do or how she is going
to do it. According to one parent, the
child's life is a journey of struggle and determination. The child
experiences many challenges, but the parents remain
resolute in their commitment to their child's success.

"My child is one day old. What are we going to do? We
don't have any plans. We don't have any options," said
another parent, expressing their uncertainty about the future of
their child.

Parents also expressed concern about the educational system's
response to their child's needs. They felt that the system
was not adequate in providing the necessary support for
their child.

"I feel that the education system is not doing enough for
our child. We need more support and resources to help
him succeed," said one parent.

Parents were concerned about the emotional impact of the
child's illness on their family. They described feeling
everyday struggles, from basic skills to emotional
well-being. The parents emphasized the importance of
emotional support and the need for understanding from
the community.

"As a child with Down syndrome grows and develops,
parents experience a continuous cycle of uncertainty and
optimism."
A second significant concern, the awareness of the young person of an intellectual disability, is the awareness of the young person of the intellectual disability. This concern is frequently expressed by parents, teachers, and other professionals who work with children with Down syndrome. The concern arises from the fact that children with Down syndrome may have a variety of intellectual disabilities, and that these disabilities may affect their ability to learn and to participate in activities. This concern is also expressed by parents who are concerned about the future of their child, and about the ways in which their child will be able to function in the community.

Reactions to the need for a child with Down syndrome to engage in activities that are appropriate for their age and abilities, and to be able to participate in activities that are meaningful and interesting, can be complex. Parents, teachers, and other professionals who work with children with Down syndrome may have different opinions about the best ways to help these children, and may have different strategies for helping them.

One process that can be helpful to parents and other professionals who work with children with Down syndrome is the process of developing a positive attitude toward the child. This attitude can be developed through a variety of means, including reading about the experiences of other families with children with Down syndrome, attending workshops and seminars about the needs of children with Down syndrome, and talking to other parents and professionals who have experience in working with children with Down syndrome.

Recovery from the intellectual disability, and the development of intellectual maturity, can be a difficult process for children with Down syndrome. The process can be helped by the development of strategies to help children become more aware of their abilities and limitations, and to become more independent in their activities. This process can be helped by the development of strategies to help children become more aware of their abilities and limitations, and to become more independent in their activities. This process can be helped by the development of strategies to help children become more aware of their abilities and limitations, and to become more independent in their activities.

In order to help the parent of a child with Down syndrome to become aware of the needs of the child, it is important to have a positive attitude toward the child. This attitude can be developed through a variety of means, including reading about the experiences of other families with children with Down syndrome, attending workshops and seminars about the needs of children with Down syndrome, and talking to other parents and professionals who have experience in working with children with Down syndrome.
GENETIC DISEASE: THE UNWANTED INHERITANCE
 Familial burden is the uncertainty of this parenting experience. Yet parents in this study openly discussed how consequences such as daily life routines, social relationships, and emotional well-being affected their daily lives. They described the need for help and support, as well as the impact of the child’s condition on their personal and family lives. Parents also highlighted the importance of planning and adjusting their daily routines to accommodate their child’s needs. The study findings indicate that parents often faced the challenge of balancing the needs of the child with their own emotional and physical health. This highlights the need for ongoing support and resources to assist parents in managing their child’s condition.


down syndrome

With Down Syndrome

CONSEQUENCES RELATED TO PARENTING A CHILD WITH DOWN SYNDROME

not mismatended.

you have to go back to reality. I know I can’t do, we do.

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disease


genetic disease

L. Psychological aspects of genetic disease
REFERENCES

The experience of being a parent of a child with Down syndrome is emotional, challenging, and full of joy. However, it can also bring a range of emotions and stress. The following references provide insights into the experiences of parents and professionals involved with children with Down syndrome.


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GENETIC DISEASE: THE UNWANTED INHERITANCE

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