Supporting South African Parents of Children with Learning Difficulties: Psychological Strategies and Resources

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ABSTRACT

Learners in South Africa experience barriers to learning, including but not limited to dyslexia, dysgraphia, and dyscalculia. A school psychologist or educational psychologist usually diagnoses these learning difficulties if the child is at a public school, and the parents can afford to pay for the assessment if the child is at an independent school. These children may struggle to read, write, and spell in English, yet most learning support is in English. Parents of children with these learning difficulties may experience various challenges. The article utilized A narrative literature review, an extensive consolidation, and integration of existing research on a specific issue, providing an overview of significant discoveries and their interconnectedness. Therefore, the researcher has employed a narrative literature review to find and analyze the data. Findings revealed that a child's learning difficulties can significantly affect their parents, often giving rise to increased levels of stress and anxiety, as well as reduced confidence in their capacity to support their children's learning. However, a supportive community, which can include family, friends, and other parents of children with learning difficulties, can protect against risk factors and enhance the resilience of these parents. This support can come from emotional support, practical help, or sharing of experiences. Furthermore, psychoeducation of parents about different psychological difficulties, including their causes, symptoms, and suggested courses of treatment, has been found to reduce symptoms of depression in these parents.

KEYWORDS

Learning difficulties; psychological support; children; parents; strategies.

INTRODUCTION

Approximately 161,263 primary school learners in South Africa experience barriers to learning (Letshokotla et al., 2024). A school psychologist or educational psychologist usually diagnoses learning difficulties if the child is at a public school, and the parents can afford to pay for the assessment if the child is at an independent school. These children may struggle to read, write, and spell in English, yet most learning support is in English. It's important to note the lack of support for children with learning difficulties in other languages, such as IsiXhosa (Letshokotla et al., 2024). Parents of children with learning difficulties may experience various challenges, such as concerns about their children's education, the impact of their children's learning difficulties on them as parents and their families, how to help their children at home, and how to communicate with school-teachers. I understand that many parents, especially those from low socioeconomic backgrounds and rural areas, may not have the financial and time resources to buy additional learning support from private practitioners, I also acknowledge the emotional toll that these challenges can take on parents.

This article recognizes and celebrates the resilience of South African parents in the face of numerous challenges. It meticulously identifies an array of highly effective strategies and invaluable resources readily available to support and empower them in their noble mission of aiding their children in conquering their learning difficulties and emerging triumphant against adversity. These strategies and resources, including [Building a support community and educating parents about different psychological difficulties, including their causes, symptoms, and suggested courses of treatment], have been rigorously tested and proven to be effective in supporting children with learning difficulties (Adebiyi et al., 2021; Sivrikaya et al., 2023).

Problem statement

Understanding Learning Difficulties in Children

Cognitive abilities are intertwined across domains, and difficulty in one area of cognitive functioning can impair learning in multiple areas. Learning difficulties, a broad and complex term encompassing a range of challenges, can be caused by several underlying factors and are often described in terms of various terminology. This complexity validates parents' struggles in understanding and supporting their children's learning difficulties (Astle & Fletcher-Watson, 2020). It is essential to understand that learning disabilities, on the other hand, are generally characterized as deficits in learning that are not a result of intellectual deficits or fundamentally impaired sensory functioning. Learning difficulties refer to a range of challenges that can affect learning. In contrast, learning disabilities specifically refer to deficits in learning that are not due to intellectual or sensory impairments. In the clinical literature, distinctions are often made between various learning difficulties, such as dyslexia for reading problems, dyscalculia for mathematics difficulties, and developmental language disorder (DLD) for developmental language difficulties (Astle & Fletcher-Watson, 2020).

Miciak & Fletcher (2020) are of the view that these difficulties have a widespread impact on a child's educational, emotional, and social development. In addition to the academic and

socioemotional effects, individuals with learning difficulties may form inaccurate self-concepts and are at greater risk for developing low self-esteem. Several underlying neurobiological, cognitive, societal, and psychosocial factors contribute to learning difficulty (Brown et al., 2020). For example, individuals with familial risk for language disorders were found to have anomalies on the physiological level, such as reduced amplitude of evoked auditory potentials compared to the control group. While this demonstrates an evident biological basis for learning difficulties, the facilitative role of enriching and supportive home settings on academic achievement and decreases in behavioral emotions further support the impact of both cognition and child-rearing practices on the development of learning in children (Brown et al., 2020).

Challenges Faced by South African Parents

The article explains in detail that South African parents of children face various challenges and obstacles with learning difficulties. Firstly, raising a child with a learning difficulty can be very challenging. Parents often experience feelings of guilt, embarrassment, and inadequacy. Because of social stigma, they may find it challenging to assume responsibilities related to their child's condition. Raising a child with a learning difficulty can be time-consuming and requires dedication. Furthermore, it often creates marital discord and impairs the physical health of both the problem child and the other family members. The family's social life is also affected, isolation being more associated with these children than others. Because of these difficulties, many parents ask for psychological support (Mkabile & Swartz, 2020).

Moreover, it is essential to highlight the multitude of social, economic, and cultural challenges that further intensify the impacts of children's learning difficulties on parents. The combination of these challenges burdens these parents, making every day a continuous battle. Financial difficulties, lack of access to proper healthcare and educational resources, discrimination, and social stigma all contribute to a state of constant struggle. Consequently, parents often find themselves in a never-ending cycle of stress, frustration, and worry (Ntshingila et al., 2021).

Secondly, it is crucial to acknowledge the various side effects of children's learning difficulties on parenting styles and strategies. These difficulties can become overwhelming for parents, leading to demoralization and confusion. As parents tirelessly attempt to find the necessary support and resources for their children, they often reach a point of exhaustion. Consequently, some parents may hesitate to seek help or support, fearing further disappointment or rejection (Samuels et al., 2020).

Nonetheless, it is essential to note that not all parents respond to these challenges similarly. Some parents remarkably adapt to their children's learning difficulties and find themselves surrounded by a tight-knit extended family. This extended family offers unwavering help, advice, and encouragement, creating a supportive environment for parents and children. These parents display remarkable resilience and find innovative ways to assist their children despite their hardships (İçyüz & Doğan, 2023; Mkabile et al., 2021; Ndwandwe, 2024; Suryatna, 2023).

Main Aim and Objectives

This paper aims to determine the level of effective strategies, including psychological support provided to South African parents of children with Learning Difficulties, focusing mainly on psychological strategies and resources with the following objectives:

- To establish the level of understanding of the Learning Difficulties in Children
- To determine the Psychological Impact on Parents
- To explore available Support Networks and Access to Resources in South Africa.

METHODOLOGY

This discourse-based paper used a scoping-based literature review to discuss the support provided to South African parents of children with Learning Difficulties, focusing mainly on psychological strategies and resources. The article utilized A narrative literature review, known as the extensive joining and assimilation of existing research on a specific issue, providing an overview of significant discoveries and their interconnectedness. Therefore, the researcher has employed a narrative literature review to find and analyze the literature. As elucidated earlier, a narrative literature review is an extensive consolidation and integration of existing research on a specific issue. For the current article, the researcher has consolidated and integrated existing research on the support provided to South African parents of children with Learning Difficulties (Bhaskar, 2016). When the researcher synthesizes, they organize similar ideas so readers can understand how they overlap. This process assists in showing where the researcher's voice or ideas are incorporated into existing knowledge.

The data was gathered through desktop research using search engines such as Google Scholar, Ebscohost, Lib-guides, Research Gate, etc. The researcher also relied on secondary data, which gave rise to heterogeneous sources, including empirical monographs, books, theses, and journal articles, and had informal conversations with colleagues and families in rural areas about their understanding of Learning Difficulties. Data for this article was also solicited from articles found on Google Scholar that were searched through desktop research using various data sources, including books, dissertations, and journal articles. The sources were deemed advantageous and provided reliable information for this discussion paper. Bhaskar (2016) also commends the use of the information contained in documents compared to people, given that individuals may forget valuable information, while documents save time and money. It is also important to note that documents might be more accessible than people, as in this paper. Altogether, large data used in this paper is posted on various websites.

Collected data files were analyzed through content analysis through the following process: The researcher developed her research questions. Followed by choosing the content she wanted to analyze from the collected files. Thirdly, the process of Identifying biases followed. Lastly, the researcher defined the units and categories of coding, and the text was coded into manageable content categories. This process assisted in ensuring the validity and reliability of the current paper, which would be repeated many times and give the same results.

Data was stored according to file naming schemes: Learning Difficulties, Psychological support, children, parents, and strategies. Cresswell (2013) also supports this method for tracking data collected to answer research questions.

FINDINGS

Importance of Psychological Support for Parents

Ren et al. (2020) Children's learning difficulties can significantly affect their parents, often giving rise to increased levels of stress and anxiety and reduced confidence in their capacity to support their children's learning. Understanding that such problems are often characterized by delayed diagnosis, which results from insufficient knowledge about the condition, and limited accessible and affordable professional support services call for stepped-care solutions that can ultimately have a preventative effect. Ntuli et al. (2020) believe that psychological support for parents, both mothers and fathers, is a much-needed approach that may assist in preventing poor adaptation to these situations. There are a variety of different types of psychosocial support that can be provided to parents and children with learning disabilities. Some common types of psychosocial support include Individual therapy, Group therapy, Family therapy, Support groups, Educational workshops, and Coaching. For example, psychosocial support can help parents learn how to manage stress and anxiety, develop coping skills, connect with other parents of children with disabilities, access financial and other resources, and improve their self-esteem (Ren et al., 2020). This article aims to briefly explain and provide evidence for the importance of providing psychological support to parents of children with learning difficulties, which may, in turn, influence reduced parenting stress levels, better mental well-being, and effective parent-management strategies in support of their children (Jabery & Arabiat, 2024; Staunton et al., 2023).

Ren et al. (2020) alluded that the psychological well-being of parents and the support they offer have significant implications for their children's mental health and development. Parenting stress, familial mental illnesses like anxiety and depression, parental daily hassles in juggling home and work, and frequent family arguments or parental violence can be negative risk factors in the psychological development of children. However, improving parental acceptance and coping, parent-child communication, and social support can be protective factors to buffer the psychological effects of learning difficulties experienced by children. In fact, up to three-quarters of parents of children with learning difficulties experience psychological distress, including anxiety and depression, even suicidal ideation. Early preventive, rather than only curative, strategies to systematically assist parents to come to terms with their children's learning difficulties and learn coping mechanisms are sorely needed worldwide, as often post-diagnosis psychological services lack funding or are hard to access (Staunton et al., 2023).

Suggested Strategies for Supporting Parents

In this paper, the researcher drew from number of experiences raising children with learning difficulties. Supporting parents of children with learning disabilities involves a multifaceted approach that emphasizes understanding, communication, and resource utilization. Here are

key strategies to help parents navigate this journey effectively. Early diagnosis is crucial in addressing learning disabilities before they become entrenched. Parents should be trained to be able to identify, observe and document their child's learning patterns and communicate concerns with educators and healthcare providers to initiate evaluations. This proactive approach can enhance the child's self-esteem and educational experience (Wilcox et al., 2024). This paper focuses on effective strategies, including psychological support for South African parents of children whose academic difficulties could be ascribed to learning difficulties, some of whom have dropped out of the school. Support has aimed to improve the well-being of the parents and their children and, as the limitations of school and socioeconomic and cultural explanations of learning problems have become apparent, to involve the parents in our opposition to current practices. Building strong relationships with teachers and therapists enhances the support network for children with learning disabilities. Parents should aim to collaborate closely with educators to ensure consistency in strategies used at home and school (Wilcox et al., 2024).

Effective Strategies for Providing Psychological Support

1. *Building a support community*: A supportive community can protect against risk factors and enhance resilience. Professions encompassing the journey of children with learning difficulties and their families, either at late diagnosis or entry into schools, provide the best option for community-based referrals and support. Referrals would be made from nursing, psychology, psychiatry, social work, pediatricians, or community-based centers that serve families and children in the South African empirical context. It is also the advocates for children with learning difficulties that, over time, have garnered knowledge, understanding, and empathy of the journey and can point parents in this direction. In a resource-constrained context, it would be most effective if parents could be seen together in groups (Imperiale & Vanclay, 2021).

2. *Psychoeducation*: Educating parents about different psychological difficulties, including their causes, symptoms, and suggested courses of treatment, has been found to reduce symptoms of depression in some and increase medication adherence in others of high-risk minority parents of children with psychiatric, developmental, and learning problems. Skype, Zoom, or telephonic lines could be used to provide psychoeducation on 'parenting when you have a child with a learning difficulty'. Activating parents online with a self-help manual is of benefit in some studies (Conejo-Ceron et al., 2021).

3. *Skill building* Cognitive-behavioral parenting interventions that teach parents to monitor their children, spend quality (as opposed to quantity) time, and engage in rewarding play and learning. Parents are also taught new patterns of interactive coping with their children. Telephone delivery for parents of children with attention deficit hyperactivity disorder (ADHD) demonstrates decreased symptoms of co-morbid aggressive and disruptive behavior and improved attention and concentration that is meaningful to families. I recommend this in areas where face-to-face delivery is impossible, such as poor and rural communities. In South African research, a focus group comprised of rural-based mothers of children with disabilities was asked

to voice their views and attitudes on an autism-specific parent training program. The autism parent training modules are being developed in South Africa and could be modified for parents of children with different learning difficulties (Melo et al., 2021).

Resources Available for South African Parents

A number of support networks exist for parents of children with learning difficulties (LD). One form of support is educational tools. Several multisensory educational tools, including activity books, readers, and audio CDs explicitly aimed at learners with dyslexia, have recently become available in South Africa. These tools were adapted for South Africa (Trafford & Swartz, 2023). Other sources of information include community networks. Because of the high rate of failure, repetition is strongly discouraged. In theory, learners with LD also receive additional tutorial support to help them catch up. However, in practice, and given the high workload of the average South African teacher, this often does not happen. With 35 or more learners per class in many schools, resource teachers or learning support educators are also very hard to come by (Trafford & Swartz, 2023).

Membership of associations can be another form of support. The Federation for Children with Learning Disabilities in South Africa (FEDSAS) represents children's difficulties in resource schools with special education programs. FEDSAS values the support offered by organizations like the National Institute for Learning Development (NILD) and is keen to foster closer cooperation. Special Educational Needs and Disabilities (SEND) is a major South African resource and information center for parents of children with special needs caused by difficulties such as declining health, poverty, conflict, and developmental disabilities. Family Action SEND services provide expert, impartial legal advice, practical guidance, and emotional support to help children and families navigate the health, social care, and education systems and feel empowered to get the needed help (Trafford & Swartz, 2023).

Government Support Programs

Government social security resources are specifically available to meet the needs of children with disabilities, and social workers can help parents apply for appropriate support programs. According to the South African Social Assistance Act No. 13 in 2004, the South African national government makes funding available for children with permanent, moderate to severe disabilities (Trafford & Swartz, 2023). Different government departments, depending on the province, implement the programs. They have different names, such as the "care dependency." This grant takes care of children with severe disability and need full-time and special care and "child support," a grant from the South African government to support the household's income to enable them to care adequately for the child and provide for his/ her basic needs. In addition, the other support program that is available to these families throughout the vision care and rehabilitation clinics is a free birth certificate, which, together with the "care and dependency" grant, helps with priority access to government healthcare tertiary and quaternary health institutions, as well as to the local outreach health services in the community, and provides free medication (Erasmus et al., 2022).

Non-Governmental Organizations

The last twenty years have seen the advent of numerous NGOs aimed at assisting South African parents of LD children. Whereas most of these organizations have started aid and support groups, most have evolved into multi-functional organizations, which currently offer a range of services to their members. These services include providing information and advice, educational support and advice, and skills training programs for LD children. In addition, as a result of the large number of unemployed mothers in South Africa, most organizations also try to assist the mothers to become economically active by providing them with access to a variety of training and work opportunities (Dube et al., 2021).

Dube et al. (2021) have brought out many publications focusing on children's learning problems in South African organizations. Most of these publications are aimed at providing general information to the public and include information on learning disorders and other learning problems, teaching suggestions, lists of schools for LD children, and self-help guides for teachers, parents, and psychologists (Khan at al., 2020). Other publications include lists of the different types of learning problems that occur at school, suggested remedial strategies and activities to remedy the problems, and inventories and questionnaires for use by teachers and parents, as well as South African-specific essential telephone numbers for parents of LD children. The Leaping Forward booklets are also part of the NGO's "important telephone directory," and the Tutu Kefrayez, Green Paper, etc., are part of their general information booklets. The "Impilo Yeza Health and Hygiene Manual for Parents of LD Childre" was produced to assist parents of LD children and community workers in terms of hygienic care practices, discouraging messages, avoiding dangerous articles, and attending to signs of illness related to physical growth and development in learning disabled children. Agencies that offer services at no cost to financially impoverished parents of learning-disabled children may be contacted at its association in South Africa (Dube et al., 2021).

Online Platforms and Helplines

In recent years, many digital resources have become available to parents in South Africa. These online platforms are typically free of charge and easily accessible to urban and rural families. They provide trustworthy information on various disabilities to aid parents and children at school and at home. Ahmet et al. (2011) believe that while most technology integration research focuses on integration in classrooms, some scholars have specifically examined children's home technology use, where parents with limited time and opportunities for mobility can connect in online forums. Parents can also engage via these online platforms with professionals and other parents of children with similar difficulties to share everyday experiences (Mhlanga & Moloi, 2020).

Parents can find extensive and trustworthy information on general brain-based disabilities like ADHD, ASD, genetic conditions, and FASD at organizations such as ADHD South Africa, Autism South Africa, Cerebral Palsy Association of South Africa, The Down Syndrome Association, and the Fetal Alcohol Syndrome Foundation. Information is offered through

brochures, downloadable booklets, and videos. Dyspraxia was not listed in our general search for appropriate national resources under our search headings, but these can be useful online (Mhlanga & Moloi, 2020).

Wait-a-While and FAMSA offer a variety of therapy, guidance, and support, which are child- and pandemic-related. Few of the professional organizations representing the medical, educational, and psychological fields in South Africa are currently known to offer online resources specifically tailored for families of children with LD. They tend to focus their disease-specific resources on appropriate assessment, therapy, and early childhood interventions (Mhlanga & Moloi, 2020).

DISCUSSION

Understanding learning difficulties

Learning is a cognitive, emotional, and social process that allows the integration of new information and experiences. Throughout schooling, it is expected that not all children will be able to develop at the same pace or smoothly, as most cannot read by age 7 and have trouble writing and paying attention. According to South African basic education statistics, about 6-10% of children have a deficit in pre-reading skill development, which results in a disability in reading and spelling, among others. Early intervention is essential for children with the most receptive time to new information and better prognosis (Vernet et al., 2022).

Benischek et al. (2020) stated that Dys is a Greek term that means difficulty in performing a specific activity while something functions appropriately and can be called functional. The concept of learning difficulties is complex and requires an approach of their manifestations and implications, considering children's listening, dialogue, and creation processes, i.e., the establishment among peers. The investigation of the complex development of children must consider not only their cognitive process but also their affectivity and insertion in daily life. Suppose a child has difficulty reading and spelling, mathematical concepts, writing in an organized and coherent way, and memorizing information. In that case, the child must be evaluated about the content to be learned and how it is conducted. The assessment should also be based on observations made by the teacher, without comparison between students, and should aim solely at assessment. Should identify which items the narrow and broad aspects of cognitive, social, and family should be observed and investigated based on the sequence proposed by the law (Snowling & Hulme, 2021).

Types of Learning Difficulties

Some learning difficulties (LD) exist within a categorization framework, including a clear definition and boundary. This means that children who meet a predetermined set of requirements that define the specific category are given a label that determines the intervention they are to be given (Snowling & Hulme, 2021). In some cases, such as speech and language difficulties or dyslexia, this may have a genetic etiology (i.e., the information in the familial gene is processing information differently to that of the community) (Ladányi et al., 2020).

Ladányi et al. (2020) state that the learning difficulties of each child are unique to that child and to the interaction of what is going on for them in the educational or parenting world. Children can have difficulties with reading (dyslexia), writing (dysgraphia), spelling (dysorthography); mathematics (dyscalculia), language comprehension (language), attention, time, and focus (attention deficit with or without hyperactivity), comprehension of more than one language (contrastive approach); short-term memory; anxiety associated with trying too hard; autism or; pervasive disorders. For their purposes, marketing specialists even divide this further into a specific learning disability or a non-specific learning difficulty (Prior, 2022).

Psychological support

Social Stigma and Isolation

Parents face several social challenges, notably feelings of inadequacy of their child's learning difficulties. Social stigma, fueled by economic myths, misconceptions about disability, fear of the unknown, and refusal to accept differences and cope with a changing society, casts learning difficulties in a negative and pejorative light. Parents must face these societal attitudes. Societal barriers, including inaccessible transportation and the workplace, work against children with learning problems. Such aggressive"disablis" and discriminatory medical models stand between"perfect" children (or"perfect" beings) and a"perfect" society (Brydges & Mkandawire, 2020).

The social isolation of children with learning problems is a question of parental"identity," which is constantly at risk and continually evaluated, as already established by family life-course studies. Currie & Szabo (2020) suggested that these identity issues might also be a function of social class, culture, and subculture. Misunderstanding can further lead to mistrust, anger, and confusion. Helping parents understand their role in their child's education requires providing relevant interventions such as ongoing training on how to live with children experiencing learning difficulties and intense psychological support. Building a supportive community within the school can, in turn, help facilitate parent-professional interaction, such as developing social clubs for families, peer help groups, parent-teacher meetings, and other social events (Currie & Szabo, 2020).

Benefits of Psychological Support

Benefits of offering psychological support to parents of children with learning difficulties include:

1. Increased emotional regulation: Parents will be able to develop their ability to cope with negative emotional states, leading to better emotional regulation.
2. Personal growth: Psychological support provides opportunities for personal growth, allowing parents to learn and develop new skills.
3. Effective strategies: Parents will have the chance to find effective strategies in facing potentially threatening experiences, enabling them to respond with active coping mechanisms.

4. Improved quality of life: By improving their own well-being, parents can indirectly improve the quality of life for their child(ren) and the entire family.

The support intervention has several advantages:

1. Safety resolution: It creates a safe space for parents to understand and accept emotional states generated by feelings such as fear, anger, guilt, or shame.

2. Identification of values: Parents can identify and incorporate their values into action strategies.

3. Increased emotional regulation: Psychological support helps reduce stress and anxiety, allowing parents to use thought and action resources effectively, regardless of the intensity of the negative experience.

4. Resilience and self-care: The intervention focuses on developing resilience and self-care strategies, empowering parents to choose themselves in the given conditions (Zimmer-Gembeck et al., 2022; Hajal & Paley, 2020).

The insights presented in this study, while consistent with existing research, are particularly noteworthy for their focus on strategies to help parents in nurturing their children with learning disabilities. By incorporating these strategies, parents can establish a supportive environment that cultivates resilience and success in their children with learning disabilities. Though the journey may present challenges, considerable progress is attainable with the right resources and a robust support system. This support system, comprising peers, professionals, and support groups, is indispensable in assuring parents that they are not navigating this journey alone. Additionally, it is imperative for parents to prioritize their own well-being in order to effectively support their children. This involves maintaining a healthy lifestyle, managing stress, seeking emotional support, and creating a support system if one does not exist. A well-balanced approach enables parents to maintain resilience in the face of adversity (Hajal & Paley, 2020).

CONCLUSION

Being the parents of children with learning difficulties is emotionally demanding. Our professional mandate in South Africa is to provide these parents with psychological support. Because they are situated in the public health sector, they face challenges in providing an age-old psychoeducation and supportive group guidance program to mothers or caregivers of these children. These parents exhibit higher psychosocial stress and only guessing would suggest that it may be partially due to feeling disempowered in their role as caregivers of a reactive and/or disabled/psychiatric child. Their reported experiences with our public communities' health care and support services have resulted in a negative circular feeling about themselves (Ntuli et al., 2020).

South African parents of children with learning difficulties confront challenges that significantly impact their lives. The contextual factors of adversity and vulnerability, alongside the manifold social, economic, and cultural challenges, further exacerbate the situation. Recognizing the side effects of parenting styles and strategies and the individual differences among parents in response to these difficulties is crucial. By understanding and addressing these

challenges, society can work towards providing the necessary support and resources these parents need to ensure a brighter future for their children (Mukuna & Aloka, 2020).

Different ways of thinking about and understanding children's learning difficulties also challenge South African parents who seek help for their children. Parents can feel ashamed about their children's learning difficulties because of deeply held beliefs that the only route to success is through Western-style academic schooling. Single mothers have the added difficulties of living in poverty and having few options for regular and affordable childcare. Because they often have to take their children to work, they miss out on the kind of stimulation children living in less severe poverty receive. Understandably, many parents of children with learning difficulties feel isolated and alone. Occasionally, all this seems to conspire against them, and they feel they cannot cope and cannot get themselves out of their consoling walls. Most parents, though, go through a series of stages before this happens, and if someone has a sympathetic ear, they need a little advice to get back on track (Mukuna & Aloka, 2020).

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