

Perspectives Of Individuals With Multiple Disabilities : A Literature Review

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Abstract

Individuals with multiple disabilities are individuals who have more than one type of disability, present in human diversity. This condition requires extensive and ongoing support and services. Attention to the perspectives of individuals with multiple disabilities in understanding themselves and their surroundings remains limited, particularly in terms of education and social services. In fact, these perspectives are crucial in determining a person's learning experiences, communication styles, level of social engagement, and quality of life. This study aims to analyze in-depth the perspectives of individuals with multiple disabilities and examine the role of the environment in shaping their self-perceptions and life experiences.

This study used a descriptive qualitative approach by reviewing relevant scientific articles published in the last five years (2020–2025). Data were analyzed using thematic analysis techniques to identify key patterns in self-perception, learning experiences, communication, and forms of support and barriers originating from family, school, and service systems. The perspectives of individuals with multiple disabilities are formed through the ongoing interaction between personal experiences and environmental responses. Emotional support, responsive communication, and flexible education contribute to the formation of positive self-perceptions, while inadequate services can hinder development and participation. Therefore, the perspectives of individuals with multiple disabilities need to be understood as dynamic social constructs that require an inclusive and adaptive approach to improving quality of life.

Keywords: *Multiple disabilities, individual perspective, inclusive educational environment support, quality of life.*

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INTRODUCTION

Individuals with multiple disabilities experience two or more concurrent disabilities, accompanied by special learning needs. This combination of physical, sensory, emotional, social, intellectual, and other disabilities requires far more complex treatment and services than individuals with a single disability. The complexity of these conditions directly impacts how individuals learn, communicate, and interact in social settings. Although individuals with multiple disabilities possess diverse characteristics, they require ongoing and comprehensive support to develop communication skills, mobility skills, independence, and employment opportunities.

However, the reality of access to education and services for children with multiple disabilities still faces significant challenges, further limiting their opportunities for equality. This is reflected in the March 2024 Susenas data, which showed that 17.2% of children with multiple disabilities aged 15 and over had never attended school, while only 4.24% had achieved higher education. This low participation is often rooted in a

system that has not been designed inclusively, where children's needs are often treated as unnecessary extras, when in fact the system should adapt to prevent children from simply being objects of assistance.

Understanding the perspectives of children with multiple disabilities is crucial to addressing this gap. They require more than just academic instruction; they also need a space to be heard, understood, and develop within their capabilities. Often, this perspective is overlooked because the environment focuses more on physical disabilities than on how children perceive themselves and their world.

Therefore, it is crucial to understand the holistic picture of perception in order to analyze the perspectives of individuals with multiple disabilities in depth. This study aims to identify how individuals with multiple disabilities form their perceptions of their abilities and to analyze how support from their environment contributes to the development of these perceptions. This ensures that the resulting understanding is not one-way but encompasses the reciprocal interaction between the individual and their environment.

In the context of education, understanding children with multiple disabilities often focuses on visible physical or academic limitations. However, children's perceptions of themselves and their experiences are crucial in determining appropriate learning strategies. Prameswari and Nuraini (2024) emphasize that teachers need to understand how children with multiple disabilities perceive themselves so that educational services can be tailored to their needs and characteristics.

METHOD

The research method used was a descriptive qualitative approach with a literature review as the data collection technique. Articles or journals were obtained through online search engines such as Google Scholar and Publish or Perish with the keywords "perceptions of children with multiple disabilities," "multiple disabilities," "communication perceptions of children with multiple disabilities," and "multiple disabilities." In the data search, the researcher established several criteria that could meet the content and needs of this study, including: articles discussing the perspectives of children with multiple disabilities or related articles, articles published in the last 5 years (2020-2025), articles that are fully accessible or with adequate abstracts. After conducting a filtering process based on the abstract and adjusted to the content, 20 articles were obtained that met the criteria.

The technique used was thematic analysis, in which the researcher reread the entire article and highlighted sections relevant to the research topic. Sections such as "children's self-perception and identity," "learning experiences and educational services," "family and teacher support," and "social and emotional challenges in children" were then re-described using the researcher's own language to form a comprehensive picture of the perspectives of children with multiple disabilities.

RESULTS AND DISCUSSION

In the process of writing this study, the researcher realized that recognizing the perspectives of children with multiple disabilities is not always simple and easy, because the process of forming a perspective in the individual who experiences it must go through complex interactions, starting from the perspective of themselves, family, school, and their social environment. Based on the journals that have been analyzed, it shows that the perspective or point of view of children about themselves and their surroundings is often formed and interpreted through various layers of the child's experience, such as from the way children express themselves and communicate, the response of family and the surrounding environment, to the education system and services that children experience daily. In addition, perspectives are often formed through social interactions and how adults view or interpret their experiences.

Therefore, the purpose of this study is to analyze previous findings, specifically those that discuss the perspectives of children with multiple disabilities in a broad scope, not only from the perspective of the individual experiencing it, but also from how the external environment views the child. The first thing the researchers did was summarize a number of articles on relevant topics and then present them in tabular form to later serve as the basis for further analysis, as shown in the following table (Table 1).

Table 1. Perspectives of Children with Multiple Disabilities

No	Author, Year, Title	Method	Results
1	Riswana, SA & Ekasari, D. (2025). A Case Study of Self-Esteem in Deaf Adolescents with Multiple Disabilities Who Achieved National Achievements	Qualitative	The research results show that self-esteem in deaf adolescents with multiple disabilities who achieve nationally is relatively high. The findings of two themes with three sub-themes within each theme demonstrate that internal and external factors simultaneously contribute to high self-esteem in deaf adolescents with multiple disabilities.
2	Nadya , A., Dewi, DJK, & Rahayu, D. P. (2024). <i>Self-Acceptance of Single Mothers with Multiple Disabilities: Case Study in Lakarsantri, Surabaya</i>	Qualitative	Research shows that single mothers raising children with multiple disabilities (deafness and low vision) face a double burden as caregivers. The acceptance of single mothers plays a crucial role in the child's well-being and quality of life. The acceptance process goes through five stages: denial, depression, anger, denial, and finally, acceptance and adjustment.
3	Taboer, MA, Bahrudin, Jaya, I., Zafalia, E., Amalia, V., Al Hakim, I., & Aisyah, D. (2024). Identification of Students with Multiple Disabilities in Special Schools.	Qualitative	The study found that 43 students with multiple disabilities in special schools were provided with learning services for a single disability. The understanding of multiple disabilities as comorbidities with primary disabilities has led to curriculum adjustments to address only a single disability, creating confusion for teachers and potentially hindering the development of students with multiple disabilities. Consequently, educational services are not optimal and can impact students' overall development.
4	Pujiautia, R., & Ardianti, M. (2022). Minimal Vowel System of Indonesian Language Between Children with Multiple Impairments and Normal Children.	Qualitative	There are differences and similarities in the acquisition of minimal vowels between normal children and those with multiple disabilities. Normal children acquire the vowels [a], [i], [u], while those with multiple disabilities acquire the vowels [a], [o], [u] due to hearing and learning limitations. Both use the rule of minimal effort and the universal order of vowel acquisition, where the vowels [-round], [-front], [-high] are acquired before the vowels [+round], [+front], [+high]. The difference in vowels ([i] replaced by [o]) reflects that children with multiple disabilities perceive sound stimuli differently from normal children. This impacts how children express themselves, communicate, and respond to their environment.
5	Wardhani, R, D, K.	Qualitative	The findings suggest that children's behavior

	<i>Implementation of Independent Attitude for People with Multiple Disabilities</i>		and habits serve as benchmarks for independence, stemming from parental teaching models, which are frequently observed and imitated by children, which are then reinforced through praise. Community involvement refers to their perspective and the extent to which they provide social support to children with multiple disabilities who still require guidance.
6	Koon, L. M., Remillard, E. T., and Rogers, W. A. <i>Understanding Everyday Challenges of Aging with Disability Through Lived Experiences</i>	Qualitative	The well-being of children with multiple disabilities is influenced by how a service can support them, even with the multiple challenges they face simultaneously. A child's potential will not be fully realized if services focus solely on one challenge. Services must fully address both challenges. This allows children to engage in activities safely and comfortably, thanks to a positive environment that understands their needs.
7	Jacobs, M., Gleason, J., Gissara, A., Chen, Y., & Zhang, L. (2023). <i>Collaboration of Health and Education Sectors Drives Equity for Children with Complex Disabilities in China</i>	Qualitative	Collaboration between schools and health services helps children with complex disabilities gain more equitable learning opportunities. Teachers and health professionals develop customized learning programs, provide physical therapy, and regularly monitor their health. As a result, children are more active in class and their physical and emotional needs are better met. This study demonstrates the importance of interprofessional teamwork in creating a welcoming and equitable learning environment. Research shows that collaboration between schools and health services can help children achieve optimal learning opportunities. Teachers and medical professionals develop personalized learning programs, provide physical therapy, and regularly monitor children's health. This allows children with multiple disabilities to participate more actively in class, and their physical and emotional needs are met.
8	Skarsaune, SN (2023). <i>Self Determination of People with Profound Intellectual and Multiple Disabilities</i>	Qualitative	The research findings demonstrate that diverse perspectives can help us understand the invisible lives of children with <i>Profound Intellectual and Multiple Disabilities (PIMD)</i> . Researchers and teachers need to be sensitive and listen to their unique ways of life. Interacting with individuals with PIMD

			reminds us of human rights and the important aspects often overlooked in their stories. This research emphasizes the uniqueness of each individual and demonstrates that dependency is a natural part of human life.
9	Farmer, KE (2023). <i>Understanding the Views of Children With Profound and Multiple Learning Difficulties</i>	Qualitative	The research findings indicate that adults cannot always understand the perceptions of children with multiple disabilities. This understanding emerges and develops over time and with increasing frequency. Adults often misunderstand children's expressions and communication styles, which leads to inaccurate responses to their needs. Decisions about a child's future are made with the child's current life and needs in mind. Therefore, these findings demonstrate the importance of respecting and understanding how children express their desires and needs so that decisions are made in accordance with and aligned with their needs.
10	Nieuwenhuijse, AM, Willems, DL, van Goudoever, JB, et al. (2022). <i>The Perspectives of Professional Caregivers on Quality of Life of Persons With Profound Intellectual and Multiple Disabilities: a Qualitative Study</i>	Qualitative	Experts such as nurses or professional experts in handling PIMD assess that <i>Quality of Life</i> emphasizes that alternative communication is very necessary for the welfare of children and requires a family-based approach so that children can improve their quality of life.
11	Maulidina, CA, Taboer, MA, Zalfalia, E., Amani, DA, & Jaya, I. (2024) Communication Patterns of Students with Multiple Barriers	Qualitative	The results of the study show that there are children with multiple disabilities whose communication skills are far below what they should be and need to receive programs to stimulate their communication skills.
12	Zakiah, Z., & Hermanto, H. (2022) The needs of teachers and parents in educational services for children with multiple disabilities during the COVID-19 pandemic	Qualitative	The results of the study show that there are 2 basic needs required by teachers and parents who have children with multiple disabilities in educational services carried out during the Covid-19 period, including (1) Home Visit, teachers visit the homes of children with multiple disabilities, of course this service must also have rules made and agreed upon by both parties, between teachers and parents and (2) Adaptation of the learning curriculum to organize learning strategies and planning both online and offline.
13	Efendi, FA, Ummu Habibah, A., Faadiyah, F.,	Qualitative	The research results show that accurate

	& Umriyyah, S. (2024) Identification and Assessment of Children with Multiple Disabilities in a Special Needs School in Jakarta at the Elementary and Middle School Levels		identification and assessment of children with multiple disabilities can impact the learning process. To enable children to participate in and understand learning activities, inclusive and adaptive learning must be designed, focusing on both disabilities. Conversely, if learning focuses solely on one disability, children cannot adapt to the classroom learning process. Due to the lack of a curriculum specifically designed for children with multiple disabilities in Indonesia, the learning process for children is highly dependent on teachers' flexible teaching strategies tailored to each individual's characteristics.
14	Prakosa, RY, Hadi, MK, Gennova, SBF, & Suparmi, S. (2024) <i>HOW STUDENTS WITH MULTIPLE DISABILITIES INTERACT WITH PEERS AT SLB NEGERI SURAKARTA</i>	Qualitative	Research at the Surakarta Special Needs School (SLBN) shows that children with multiple disabilities require comprehensive and appropriate facilities to facilitate their learning. The communication skills of children with multiple disabilities are influenced by their physical and mental health. Support from teachers and peers also plays a crucial role in developing a child's potential and providing a safe environment.
15	Oktavia, PL, & Trustisari, H. (2025). Social Support for Families with Children with Multiple Disabilities: Bibliometric Analysis.	Quantitative	Research results show that family support, especially emotional support, is crucial for families with multiple disabilities. A supportive family environment can make children feel accepted and valued. Therefore, social support from the family is a crucial factor in the development of children with multiple disabilities, shaping their experiences.
16	Umar, V., Syamsi, I., & Diniarti, G. (2025). Improving Teacher Competence in Educational Services for Children with Multiple Barriers	Quantitative	Participants in the workshop for 45 special needs teachers showed an average increase in understanding of 15.8%. The highest score was achieved in the aspect of designing learning service programs, from 72% to 95%. Case discussions and practical exercises were highly effective in improving teachers' skills in designing better and more adaptive educational services for children with multiple disabilities.
17	Kruithof, K., Willems, D., van Etten-Jamaludin, F., & Olsman, E. (2020) . <i>Parents' knowledge of their child with profound</i>	Synthesis Narrative Interpretative	Parents are central to understanding children with PIMD (<i>Profound Intellectual and Multiple Disabilities</i>). The parents' perspective is considered experiential knowledge because they act as medical

	<i>intellectual and multiple disabilities: An interpretative synthesis.</i>		personnel, experts, and advocates for their children, and actively translate personal experiences into the basis for medical decisions and daily care.
18	Rizqita, AJ, Sunardi, S., & Bela, MRWAT (2024). <i>Development of Traluli Program of Family- Resourced Early Intervention for Multiple Disabilities and Visual Impairment (MDVI) Children with Fine Motor Impairment in Inclusive School</i>	Qualitative	This research resulted in an intervention program for families with children with multiple disabilities and visual impairments, focusing on fine motor skills. This program is expected to help optimize child development and serve as a reference for parents and teachers.
19	Koto, Y., Tanaka, M., Ueki, S., & Niinomi, K. (2024). <i>Supporters' Experiences of Sensory Characteristics of Children with Profound Intellectual and Multiple Disabilities in After-School Daycare Centers: A Qualitative Study</i>	Qualitative	The results of the study show that the research focuses on how the environment supports, understands, feels, and responds to the sensory characteristics of children with multiple disabilities, with reactions to their five senses, such as sound, light, touch, or social interaction, as well as seeing how the environment adapts so that children can feel safe, comfortable, and can participate socially.
20	Kapsalakis, P., & Nteropoulou-Nterou, E. (2024). <i>Perspectives of adults with intellectual disabilities on quality of life: A qualitative study</i> .	Qualitative	<i>Quality of Life</i>) model is based on their perspective; important domains include social well-being, emotional-physical well-being, and material well-being. Activities such as recreation, sports, the arts, and vocational training are important for QOL (<i>Quality of Life</i>).

After analyzing 20 previously reviewed journals, researchers observed that topics and discussions related to children with multiple disabilities not only concern the characteristics or conditions of the children themselves, but also how their surrounding environment interprets and responds to the conditions and needs of children with multiple disabilities. It can be seen that the perspectives of children with multiple disabilities are formed in various contexts, ranging from how children view and interpret themselves, their communication patterns and expressions, to how families, schools, and service systems view and respond to children's needs.

Several studies have shown that children with multiple disabilities can develop a positive self-perception if they are given experiences and support tailored to their needs. Of course, a positive self-perspective cannot be formed instantly; it must be built and developed through a consistent process of interaction between the individual experiencing it and their surrounding environment. Research conducted by Riswana & Ekasari (2025) states that self-esteem in adolescents with multiple disabilities who achieve nationally is categorized as high, indicating that children with multiple disabilities who achieve are able to view themselves with a positive self-perspective. This positive self-perspective is formed from a combination of internal and external factors, where the child receives support from various parties.

Similar research by Wardhani (2025) and Rizqita et al., (2024) emphasized that children's perspectives on self-efficacy and independence are formed through habituation, repeated and consistent experiences, and consistent simulations. In interpreting successes and difficulties, children with multiple disabilities usually rely on direct experiences through daily activities, including in the research of Rizqita et al. (2024) which discussed

activities related to fine motor skills. Furthermore, the QOL (*Quality of Life*) model proposed by Kapsalakis & Nteropoulou-Nterou (2024) highlights that the involvement of adults with intellectual disabilities in meaningful activities can enable individuals to perceive themselves as a valued part of the social environment. Overall, the results of the literature indicate that a positive self-perspective in children with multiple disabilities can be formed through environmental support in providing meaningful experiences.

Furthermore, unlike the aforementioned research, which places the individual experiencing it as the center of self-meaning, several other studies highlight that the perspective of children with multiple disabilities cannot be separated from how their environment interprets and views them. Research by Nadya et al. (2024) examined the process of self-acceptance of single mothers raising children with multiple disabilities. The results showed that during this process of acceptance, the single mothers went through five emotional stages, starting with denial, depression, anger, and denial, finally reaching the stage of acceptance and adjustment. This emotional process not only reveals the personal experiences of single mothers raising children with multiple disabilities but also the experiences and interactions between mother and child. During the stage of sadness or rejection, interactions tend to be emotionally unstable. Conversely, when they reach the stage of acceptance, the treatment shown to the child is more adaptive and supportive of the child's needs. Through this condition, the self-perspective of children with multiple disabilities is formed and developed through experiences involving parental perspectives.

Furthermore, the role of environmental perspectives on children with multiple disabilities in the context of professional care and support cannot be ignored. Research by Nieuwenhuijse et al. (2022) shows that professional caregivers' perspectives and understanding of the needs of children with severe intellectual disabilities and multiple disabilities can impact the child's quality of life. When caregivers fail to interpret the child's responses and behavior, it can result in errors in the services provided and impact the quality of the child's daily interactions. This shows that the child's self-experience is highly dependent on the caregiver's capacity to interpret the perspective of children with multiple disabilities. A similar study by Kruithof et al. (2020) emphasized the importance of parents having knowledge in interpreting the preferences, needs, and discomforts experienced by children with PIMD (*Profound Intellectual and Multiple Disabilities*). The provision of continuous care, especially when the child is in a different environment, is also influenced by the knowledge possessed by parents.

Furthermore, families play a crucial role in providing social support to children, influencing the development of experiences in children with multiple disabilities. Research by Olivia & Trustisari (2025) highlights the link between emotional support provided by families and the quality of life of children with multiple disabilities. A supportive family environment allows children to experience meaningful interactions, which in turn fosters positive life experiences. Furthermore, regarding out-of-home services, Koto et al. (2024) also emphasize that the ability of caregivers or companions to respond to the sensory and physical needs of children with multiple disabilities, encompassing all five senses, significantly determines the child's experience in a *daycare setting* . Consistent support can help children develop a safe and supportive environment.

In the communication section, results from Pujiastutia and Ardianti (2022) show that differences in children's perspectives on auditory stimuli can influence their linguistic expression. Vocalizations in children with multiple speech impairments appear different from those in children without speech impairments, even though they acquire the same language. The results suggest that sensory limitations in children do not diminish their ability to communicate but rather create unique forms of communication. This pattern can be seen in how children understand the world through sounds and how they adapt their expressions to accommodate their impairments.

However, understanding children's expressions is not always conventional. This is expanded upon by Maulidina et al. (2024), who emphasize that nonverbal communication is the primary form of communication for children with multiple disabilities to convey their emotional needs and social responses. However, due to limitations in the stimulation provided by teachers and parents, children also have limited opportunities to express themselves. This results in a lack of participation in responding to their environment. Therefore, children's communication patterns can be seen from how their environment responds to them.

According to Rahmadani and Kusuma (2024) and Skarsaune (2023), a child with PIMD cannot be approached from a single perspective or through conventional methods. Understanding children with PIMD requires intimate, daily interactions. This means that the approach should not be limited to casual greetings, but rather through conversations that make the child feel comfortable. The dependency experienced by children should not be viewed as a deficiency, but rather as a natural part of human life. Therefore, an approach through

repeated interactions can foster a child's perspective. The way a child participates in activities, whether actively or passively, is valid and meaningful for the child.

Research conducted by Farmer (2023) supports this by showing that adults often misinterpret the meaning of children's communication with multiple disabilities. This significantly impacts how children's needs and desires are understood. When a child's perspective is not readily understood, all decisions made by the child are based on adult perceptions rather than the child's experiences.

In a structured context, several studies suggest that the perspectives of children with multiple disabilities are also shaped by the educational system, such as the quality of services, assessments, and approaches used in serving children with multiple disabilities. Research by Taboer et al. (2024) found that providing educational services that focus solely on a single disability can make it difficult for students with multiple disabilities to interpret their learning experiences. The study found that there were 43 students with multiple disabilities in special schools who used services for a single disability. Misunderstandings that still place multiple disabilities as comorbidities rather than primary disabilities can lead to curriculum mismatches, as they are tailored to only one type of disability. This can lead to confusion for teachers in designing and implementing classroom learning. Inappropriate services can impact students' learning experiences, potentially resulting in suboptimal educational services and impacting the development of students with multiple disabilities. This creates a perspective on the school environment that schools are not seen as spaces that support personal development, but rather as spaces that limit children's potential and involvement.

Similar findings during the COVID-19 pandemic by Zakiah & Hermanto (2022) highlighted that limited available learning services also impacted children's perspectives on the learning process. Therefore, an adaptive curriculum and home visits are needed to address these limited learning services. Efendi et al. (2024) and Umar et al. (2025) also emphasized that teacher competence, appropriate assessment, and flexible learning strategies play a crucial role in shaping children's perspectives on a supportive school environment. Further findings by Prakosa et al. (2024) also highlighted that teacher support, adaptive facilities, and social interactions within the school environment play a significant role in shaping children's perspectives on school as a safe and inclusive place.

In addition to findings that discuss direct individual experiences, the surrounding environment, and perspectives from educational systems and services, there are other findings that highlight multiple disabilities from a broader perspective. Koon et al. (2025) suggest that children's perspectives on comfort and quality of life are influenced by the extent to which the environment is able to provide complex services to meet the needs of comorbid physical and health conditions. This means that comfort and safety are not only understood as physical conditions, but also as life experiences that shape children's perspectives on their surroundings.

The findings of these studies indicate that the perspectives of children with multiple disabilities are not only formed individually but are also influenced by the various social contexts surrounding them. Lemert's concept of labeling, introduced through a sociological approach, positions disability as a social construct. Lemert (1952), as cited in Amry & Novembri (2021), states that an individual's identity is formed through labels given by a dominant group to identities positioned as minorities within a group. From the perspective of children with multiple disabilities, the labeling process not only influences or impacts how the social environment views children with multiple disabilities but also influences the social experiences they experience in their daily lives, which in turn influences how children interpret themselves and their position within the social environment.

In line with Lemert's labeling concept, Mike Oliver (1983) through his social model of disability, emphasized that disability cannot be interpreted solely as originating from the limitations of the individual who experiences it, but is also a result of physical, structural, and attitudinal barriers built by society. Oliver also emphasized that individuals with disabilities are often placed as a group that does not have power (powerless) in order to fulfill their life needs, this occurs not because of the individual's inability, but is also influenced by the social environment that fails to provide inclusive spaces. Through the concept of Oliver's model, the perspective of children with multiple disabilities in viewing themselves and their environment is also formed through experiences from interactions with social systems that limit involvement, communication, and access to adequate services (in Huda, 2018; Setiawan, 2019; Al Faris et al., 2025).

Therefore, the perspective of children with multiple disabilities is not only interpreted and understood as a reflection of the weaknesses of the person experiencing it, but is also based on the results of the child's interaction with the social environment, as well as with the social structures that influence them.

CONCLUSION

The perspectives of children with multiple disabilities are formed through patterns of interaction through personal experiences and interactions with their social environment. Children with multiple disabilities' perspectives on their surroundings have good potential for development if their environment provides meaningful experiences, supports them, and provides opportunities for them in their daily lives. This perspective will develop naturally through habituation.

A child's perspective is greatly influenced by the social perspective and responses toward them, including those of parents, family, teachers, peers, and even the facilities and services provided. A child's understanding and communication styles also influence their perspective and can determine their sense of self and socialization. Educational services that do not meet a child's needs can also potentially limit their engagement. This fails to provide supportive experiences and fosters a child's perspective on their own potential.

Thus, the perspectives of children with multiple disabilities cannot be easily understood and dismissed as a consequence of their limitations. They must be viewed as a product of social interactions and attitudes toward their environment. An inclusive and responsive approach can shape children's self-perspectives to be positive and meaningful for children with multiple disabilities.

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AUTHOR CONTRIBUTIONS

CDA contributed to Methodology, Investigation, Formal Analysis, and Writing Original Draft and Review & Editing. VN contributed to Conceptualization, Methodology, and Writing Original Draft (Abstract and Background). SNM contributed to Formal Analysis, Writing Original Draft (Results, Discussion, and Conclusion), and Review & Editing. RRTMP contributed to Data Curation, Visualization, Project Administration, and Writing Review & Editing. LR contributed to Translation, Data Curation, and Writing – Review & Editing.

DECLARATION OF COMPETING INTEREST

The authors declare no known financial conflicts of interest or personal relationships that could have influenced the work reported in this manuscript.

DECLARATION OF ETHICS

The authors declare that the research and writing of this manuscript adhere to ethical standards of research and publication, in accordance with scientific principles, and are free from plagiarism.

DECLARATION OF ASSISTIVE TECHNOLOGIES IN THE WRITING PROCESS

The authors declare that Generative Artificial Intelligence and other assistive technologies were not excessively utilized in the research and writing processes of this manuscript.

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