



# Literature Review: Children's Perspectives on Multiple Disabilities

Damaryana Nurhani, Eica Anjarwati\*, Faiza Aryareinita Safira, Tria Apriliani, Citra Ashri Maulidina

Universitas Negeri Jakarta

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\*Correspondence: Eica Anjarwati

Email: [eica.anjarwati@mhs.unj.ac.id](mailto:eica.anjarwati@mhs.unj.ac.id)

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**Abstract:** Children with multiple disabilities experience more than one type of developmental impairment that interacts and affects their communication, learning, and social participation. However, they are often understood through a deficit-based perspective, which limits recognition of their experiences and potential. This study aims to examine the perspectives of children with multiple disabilities through a systematic review of previous research. A qualitative descriptive literature review was conducted by analyzing 20 relevant journal articles from both national and international sources. Data were examined using thematic analysis to identify common patterns and shifts in perspectives. The findings indicate a shift from a limitation-focused approach to a more humanistic, contextual understanding. Children with multiple disabilities are recognized as active individuals with unique ways of communicating and interacting with their environment, even in the absence of verbal language. Responsive and inclusive environments, particularly the roles of families and educators, are essential in supporting children's development and quality of life.

**Keywords:** Multiple Disabilities, Children's Perspectives, Inclusive Education, Communication, Literature Review

## Introduction

Children with multiple disabilities are a group of children who experience a combination of intellectual, sensory, and/or physical disabilities that significantly impact how they interact, communicate, and navigate their daily lives. In many studies, children with multiple disabilities are often understood primarily in terms of their limitations, resulting in the children's own experiences and perspectives receiving less attention in research and educational practice (Lyons & Cassebohm, 2011). However, an approach that focuses too much on deficits risks overlooking aspects of quality of life, social relationships, and meaningful experiences that are truly important to children (Poon et al., 2013). Therefore, examining the perspectives of children with multiple disabilities is crucial so that understanding their needs and potential is not determined solely by adult perspectives but also by the children's own lived experiences (Skarsaune, 2022).

However, presenting the perspectives of children with multiple disabilities in research is not easy. Limitations in verbal communication often result in children's experiences being represented by others, such as parents or educators, potentially

introducing bias into interpretation (Skarsaune, 2022). Several studies emphasise the importance of adopting more sensitive and context-specific approaches, such as in-depth observation and interpretation of nonverbal communication, to understand children with multiple disabilities' preferences, responses, and forms of self-determination (Skarsaune, 2022). Furthermore, studies on the quality of life of children with multiple disabilities indicate that aspects of safety, comfort, social relationships, and respect for the child's dignity are often more meaningful than academic achievement alone (Poon et al., 2013). Therefore, this literature review aims to examine how the perspectives of children with multiple disabilities are represented in various studies and their implications for developing more inclusive and child-centred educational practices and services.

## Methodology

In analyzing the data collected for this study, the author used qualitative research methods based on descriptive data analysis to understand the phenomenon, in this case, the phenomenon of children with multiple disabilities and the challenges and strategies for communication and learning that are most appropriate for these children, from the perspective of journals, books, and articles. To achieve this, the author conducted a systematic literature search using appropriate keywords, followed by selecting literature aligned with the study's focus. All data were then subjected to qualitative content analysis, involving reading, sorting, and classifying significant data into thematic areas relevant to the study. To create a comprehensive perspective on children with disabilities, these documents were compiled from various sources and synthesized by the author from all the collected data.

The validity of the data was strengthened by using multiple sources, comparing findings across the literature to obtain more accurate results. This approach was chosen for its ability to provide a comprehensive understanding of the issue under study. Data was collected by reviewing literature from national and international journals, reference books, research reports, and related scientific articles. These sources were accessed through various databases, including Google Scholar, SAGE Journals, and other academic platforms. The researchers also established inclusion and exclusion criteria to ensure that the literature used was relevant to the research focus.

This literature review stage involved the following systematic steps:

1. Planning. In this step, researchers identify the main issues of the study and set the objectives of the literature review.
2. Literature Search. Relevant keywords are used to search for literature to obtain academic publications that match the research theme.
3. Evaluation. Each article is evaluated based on its relevance to the topic, problem formulation, year of publication, and relevance to the research context.
4. Quality Assessment. Researchers review quality sources based on the clarity of information, the appropriateness of the research methods used by the authors, and the article's contribution to understanding the topic.

5. Data Collection. Important information from each piece of literature is compiled for further analysis.
6. Analysis. Data analysis is conducted using a thematic approach, in which key findings are organized into specific themes in a clear and systematic manner.

Completing these steps synthesizes the information gathered to understand the subject under study. The qualitative descriptive approach allows for a narrative presentation of findings, an explanation of the relationships between concepts, and a comprehensive overview of the phenomenon being assessed.

## Result and Discussion

In conducting this study, the researcher recognizes that understanding children with multiple disabilities is a complex issue and cannot be viewed from a single perspective. Children with multiple disabilities not only face more than one type of impairment but also encounter various responses from their surrounding environment, such as family and school.

From the various journals reviewed, it appears that the way children are understood still often focuses on their limitations, so their experiences, potentials, and the ways they construct meaning in their environment receive inadequate attention. This situation motivates the researcher to further examine how previous researchers viewed and constructed perspectives on children with multiple disabilities. As an initial step, the researcher summarizes relevant journals and presents them in a table as a basis for more in-depth literature analysis.

**Table 1.** Children's Perspectives on Multiple Disabilities

No.	Author, Year, Tittle	Method	Results Research
1.	Citra Ashri Maulidina, Mohammad Arif Taboer, Eryka Zalfalia, Dwi Aisyah Amani, & Indra Jaya. (2024). <i>Communication Patterns of Students with Multiple Barriers.</i>	Qualitative	This study provides a realistic picture of the communication experiences of children with multiple disabilities. These children express themselves primarily through gestures, facial expressions, and simple vocalizations due to limited verbal communication. From the children's perspective, their communication is an attempt to be understood and connected to their environment, not simply a reflection of a disability. The study emphasizes the importance of a responsive environment and empathetic communication stimulation to prevent children from feeling isolated.
2.	Rosika Novia Megaswarie. (2020). <i>Implementation of Early Childhood Assessment with Multiple Disabilities for Early Childhood Education Teachers in Inclusive Early Childhood Education in Jember.</i>	Qualitative	This study highlights how teachers' understanding of assessment influences how children with multiple disabilities are understood and valued. Children's perspectives are often overlooked because assessments focus on general standards rather than their unique experiences. The research confirms that humanistic assessments based on

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			children's real needs will open up space for the voices and potential of children with multiple disabilities, so they are valued not only for their limitations but also for their abilities.
3.	Rahayu Pujiastuti, & Mimas Ardhianti. (2022). <i>Comparison of the Minimal Vowel System of Indonesian between Children with Multiple Disabilities and Normal Children.</i>	Qualitative	This study examines how children with multiple disabilities produce language and sounds as part of their perspective on communicating with the world. The results show that, despite differences in vocal production patterns compared to typical children, children with multiple disabilities possess their own phonological system that is consistent and meaningful to them. This perspective suggests that "delays" are not failures, but rather their natural way of constructing meaning through language, in accordance with their biological and cognitive abilities.
4.	Margareth Kartini Brades. (2023). <i>The Role of Teachers in the Growth and Development of Children with Multiple Visual Impairments at the Rawinala Dwituna Education Foundation, East Jakarta.</i>	Qualitative	This study demonstrates how teachers understand and respond to the needs of children with multiple visual impairments. From the child's perspective, the relationship with the teacher plays a crucial role as a source of security, emotional support, and a bridge to independence. Teachers are positioned not merely as instructors, but as companions who understand the child's world from their perspective through touch, voice, and consistent routines. This perspective highlights the importance of empathy in teacher-child interactions so that the child feels valued and is able to develop to their full potential.
5.	Yuniatari, & Na'imah. (2021). <i>Developing the Interests and Talents of Early Childhood Children with Special Needs.</i>	Qualitative	This study illustrates how the potential, interests, and talents of children with special needs must be viewed from the child's perspective, not solely from the perspective of adult education. Children with multiple disabilities have unique ways of expressing their interests, which need to be valued and facilitated. Developing interests and talents from a child's perspective requires teachers and parents to listen more closely, observe, and adapt stimulation based on each child's uniqueness, rather than imposing general standards.
6.	Siméon TA Lahaije, Jorien Luijkx, Aly Waninge, & Annette AJ van der Putten. (2023).	Quantitative	The research findings emphasize the perspective of families who view children with multiple disabilities as individuals with extensive support needs and valuable members of the family. This research demonstrates that families strive to understand children with multiple disabilities not only in terms of their limitations but also in terms

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			of their potential, which contributes to the family dynamic.
7.	Kasper Kruithof, Dick Willems, Faridi van Etten-Jamaludin, & Erik Olsman. (2020). <i>Parents' knowledge of their child with profound intellectual and multiple disabilities: An interpretative synthesis.</i>	Qualitative	The results of this study emphasize the parental perspective as central to understanding children with multiple and profound intellectual disabilities (PIDM). The parental perspective is considered experiential knowledge because parents are not only considered as a complement to medical professionals but also as experts and advocates for their children, as parents play an active role in translating personal experiences into the basis for medical decisions and daily care.
8.	Yuta Koto, Masami Tanaka, Shingo Ueki, & Kazuteru Niinomi. (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	This study emphasizes the perspectives of supporters or caregivers (supporters/caregivers and not directly from children with multiple disabilities, but from people who interact directly and accompany these children in their daily lives in after-school care centers. In this study, the focus of the perspective is how supporters understand, feel, and respond to the sensory characteristics of children with multiple disabilities (PIMD), such as children's reactions to sound, light, touch, or social interactions, and how they adjust the support and environment so that children feel safe, comfortable, and able to participate.
9.	Lucie Petigas, & Christopher J. Newman. (2021). <i>Paediatricians' Views on Pain in Children with Profound Intellectual and Multiple Disabilities.</i>	Qualitative	This study examined Swiss pediatricians' views on pain in children with intellectual and multiple disabilities. Most pediatricians believe that children with multiple disabilities can still experience pain at the same intensity, if not greater, than typically developing children. This means they do not consider children with severe disabilities to be "less sensitive to pain," as was once commonly believed in the medical community. However, doctors also recognize that these children's ways of expressing or displaying pain differ due to their limited communication and motor skills. Many doctors admit it can be difficult to distinguish whether a child is feeling pain, anxiety, or anger because the symptoms can appear similar.
10.	Afnan Gmmash, Nourah Alamoudi, Shatha Alrehaili, Reem Basuodan, Mashael Alsobhi, Rawan Aldhabi, Abdullah Alqarni, Majed Albadi, & Muataz Almaddah. (2025). <i>Exploring the quality of life of school-aged children with</i>	Quantitative	The journal focuses on the perspectives of primary caregivers, namely parents or family members who directly care for children with disabilities, including children with multiple disabilities.  The perspectives reflected in this journal are

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	<i>disabilities in Saudi Arabia and their educational inclusion: from caregiver's perspectives.</i>		empathetic yet realistic views from caregivers, highlighting the real difficulties faced by children with multiple disabilities, while simultaneously expressing the hope that these children will have equal opportunities to learn, interact, and live meaningfully in a supportive environment. The caregivers' perspectives demonstrate that they see children with multiple disabilities as having potential, but still facing numerous obstacles in life and education. Caregivers describe these children as often feeling lonely, having difficulty interacting with peers, and not receiving appropriate facilities and services at school. They also believe that children with multiple disabilities have significant limitations in physical independence (such as eating, dressing, and using the toilet), thus requiring increased attention from the school and community.
11.	Margaret Jacobs, John Gleason, Arianna Gissara, Yao Chen, & Lin Zhang. (2023). <i>Collaboration of Health and Education Sectors Drives Equity for Children with Complex Disabilities in China.</i>	Qualitative	Research findings show that synergy between school educators and healthcare providers can expand educational opportunities for children with multiple disabilities in China. Teachers and healthcare professionals collaborated to design individualized learning programs, offer physical therapy, and conduct regular health checks. As a result, children's participation increased in the classroom to become more active, along with meeting their physical and emotional needs. This study underscores the importance of interprofessional collaboration in creating an equitable and welcoming learning environment for all.
12.	Husnul Dwi Rizqita, Sunardi, & Agus Prabowo. (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	In this study, the Traluli (Training Learning Utility) program was developed by involving families as the primary source of early intervention for children with MDVI. Findings showed significant improvements in children's fine motor skills after program implementation. Parents became more confident in helping their children learn at home, while teachers were able to align learning activities with each child's specific needs. This initiative strengthens the family's position as a key partner in the education process for children with multiple disabilities.
13.	Revanka Yoga Prakosa, Muhammad Khoirul Hadi, Silas Bayu Frans Gennova, & Suparmi. (2024). <i>How</i>	Qualitative	The research findings illustrate that social interactions among children with multiple disabilities are still limited by barriers to communication and movement. However, with the

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	<i>Students with Multiple Disabilities Interact with Peers at SLB Negeri Surakarta.</i>		patient support of teachers and peers, children begin to develop the courage to attempt simple social interactions, such as responding through gestures, facial expressions, or vocalizations. Teachers engage in collaborative play and learning activities to build empathy and positive relationships among students. This research emphasizes the need for a supportive classroom environment to enable children with multiple disabilities to engage meaningfully in social activities.
14.	Citra Ashri Maulidina, Mohammad Arif Taboer, Siti Musayaroh, & Rina Maryanti. (2023). <i>Health Problems in Children with Profound Intellectual and Multiple Disabilities: A Scoping Review.</i>	Qualitative	Research results show that early, family-based intervention can strengthen the family's role in supporting the development of children with multiple disabilities. Parents participating in the program demonstrated a deeper understanding of their children's needs, improved communication skills, and reduced stress during the parenting process. Children also demonstrated improvements in motor and social skills thanks to active parental involvement. This program demonstrates that the effectiveness of interventions depends not only on therapists or teachers but also on empowering families as the child's primary caregivers.
15.	Michael Schröder, Anika Simon, Tobias Becker, & Falk Hoffmann. (2024). <i>Pediatric Multiple Disabilities and Complex Chronic Conditions: Clinical Features and Rehabilitation Outcomes.</i>	Quantitative	The results of this study indicate that children with multiple disabilities who underwent six months of multidisciplinary rehabilitation experienced significant improvements in basic motor skills, body balance, and social interaction. The rehabilitation team, consisting of physicians, physiotherapists, occupational therapists, and special educators, worked in a coordinated manner. The findings indicate that continuous, intensive support significantly improved the quality of life of the children and their families. This study emphasizes the importance of integrated, team-based interventions for managing children with multiple and chronic conditions.
16.	Rossea Nur Oktavianti, Zaini Sudarto, & Budiyanto. (2022). <i>Development of a Key Sign Social Communication System for Students with Multiple Disabilities with Visual Impairment (MDVI).</i>	Qualitative	This study developed a key sign-based social communication system to support students with MDVI in expressing basic daily needs (eating, drinking, sleeping, dressing, toileting). The findings show that MDVI students rely on a combination of gestures, activities, verbal responses, and mixed communication forms. Expert validation results indicate that the system is feasible and effective in facilitating social

No.	Author, Year, Title	Method	Results Research
			communication, particularly when parents act as primary communicators.
17.	Kasper Kruithof, Lisa IJzerman, Appolonia Nieuwenhuijse, Sylvia Huisman, Alice Schippers, Dick Willems, & Erik Olsman. (2021). <i>Siblings' and Parents' Perspectives on the Future Care for Their Family Member with Profound Intellectual and Multiple Disabilities: A Qualitative Study.</i>	Qualitative	The study found that siblings generally anticipate and accept future caregiving roles for their family member with PIMD, while parents often fear burdening their nondisabled children. Despite limited explicit family communication, parents' and siblings' expectations about future care largely align. However, siblings reported feeling unprepared due to the lack of open discussion about future responsibilities.
18.	Ineke Haakma, Anke A. De Boer, Sanne Van Esch, Alexander E. M. G. Minnaert, & Annette A. J. Van Der Putten. (2021). <i>Inclusion Moments for Students with Profound Intellectual and Multiple Disabilities in Mainstream Schools: The Teacher Assistant's Role in Supporting Peer Interactions.</i>	Qualitative	The results indicate that inclusion moments in mainstream schools provide opportunities for peer interaction for students with PIMD, although interactions remain limited. Teaching assistants play a crucial but complex role: they sometimes facilitate interaction, but their presence can also unintentionally hinder peer engagement. Effective positioning, timely facilitation, and reduced over-assistance are key factors in supporting meaningful inclusion.
19.	Athiyah Umm Habibah, Farhana Alfisyahri Efendi, Firyaal Faadiyah, & Siti Umriyyah. (2024). <i>Identification and Assessment of Children with More Than One Disability in One of the SpecialNeeds Schools in Jakarta at the Elementary and Middle School Levels.</i>	Qualitative	Results show that children with multiple disabilities often do not receive services appropriate to their multiple needs. From the children's perspective, this reflects the experience of inequality in education. Research emphasizes the need for a multi-strategy approach to ensure children feel recognized and engaged in a learning process that recognizes their unique potential.
20.	Hidayani Sabila Fitri, & Neni Meiyani. (2020). <i>Implementation of Time Out Technique to Reduce Aggressive Behavior of MDVI Students.</i>	Quantitative	The research results show that the implementation of the time-out method has a <i>very significant effect</i> in reducing the level of aggressiveness of MDVI grade II elementary school students. In phase <i>A-1 (baseline-1)</i> which lasted three sessions, the level of aggressive behavior remained very high, namely: 30 incidents in the initial session, 47 in the next session, and 32 in the final session. The average aggressiveness in this phase was <i>36.33 times</i> . The observed aggressiveness included verbal (shouting, getting angry) and nonverbal/physical (throwing objects, hitting) forms. In phase <i>B (intervention)</i> With the use of the nonexclusionary time-out method for seven sessions, the frequency of aggressiveness decreased gradually: 11 incidents in the 4th session, 18 in the 5th session, 16 in the 6th session, 7 in the 7th session, 11 in the 8th session, 8 in the 9th session, and 6 in the 10th

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			<p>session. The average aggressive behavior in this phase decreased drastically to <i>11 times</i> . This technique was carried out by moving the subject to a <i>time-out chair</i> in the corner of the room when aggressive behavior began to appear, but still within the learning environment. After the intervention stopped at stage <i>A-2 (baseline-2)</i>, aggressive behavior remained low and stable. Three observation sessions showed 5 times of aggressiveness in the first session, 4 times in the second session, and 3 times in the third session. The average aggressiveness in this phase dropped sharply to <i>4 times</i> . The decrease from 36.33 → 11 → 4 indicates that <i>the time-out technique</i> is effective and its effects persist even after the intervention has been stopped. The study concluded that the time-out technique is a very effective behavior modification approach to reduce the level of aggressiveness in MDVI students at SLBN A Bandung City.</p>

After reviewing 20 journals, researchers found similarities in the perspectives of children with multiple disabilities, particularly in how they communicate and interact with their environment and family. Overall, these journals demonstrate that the perspectives of children with multiple disabilities demonstrate a shift in understanding from a deficit-based approach to a more humanistic and contextual one. Children with multiple disabilities are no longer viewed solely in terms of physical, cognitive, and sensory limitations, but as individuals with unique ways of interacting, communicating, and creating meaning within their environment.

Similar perspectives on communication and interaction among children with multiple disabilities are found in Journals 1, 3, 13, and 16. All four journals emphasize that the absence of verbal communication does not equate to an absence of communication. Children are considered to have distinctive communication patterns expressed through consistent sounds, facial expressions, and body movements. This perspective shifts from a disability-focused perspective to an understanding that communication is a child's attempt to build relationships and respond to their surroundings. This is because multiple disabilities, which are interconnected and interdependent, require children to have a flexible, responsive communication space.

Furthermore, the similarities between journals 14, 11, and 18 highlight the role of teachers and the school environment. All three journals emphasize that teachers play a strategic role, not only as educators but also as emotional supporters and facilitators of children's development. An inclusive and empathetic school environment helps children feel safe and valued, enabling them to participate according to their abilities. The findings

of these journals are similar because children with multiple disabilities are highly dependent on the quality of the school environment.

Journals 6, 7, 8, 10, and 17 also share similar views on families' and caregivers' perspectives. These four journals share a common view: positioning the family as a source of knowledge for understanding children with multiple disabilities. Children are perceived not only as individuals with limitations, but as part of a family with values, emotions, and potential. This similarity indicates that a child's perspective is often more easily understood when parents and caregivers interact directly and accompany the child in daily activities, especially when the child with multiple disabilities cannot communicate their needs directly.

In the 2nd, 12th, 19th, and 20th journals, all four journals agree that assessment and intervention for children with multiple disabilities must be individualized, contextualized, and not centered on general standards. In other words, children are understood as individuals with needs that cannot be standardized. This similarity occurs because multiple disabilities involve not just one type but multiple types. Therefore, non-comprehensive interventions will actually create an approach to assessment and intervention that fails to fully address the child's needs and perspectives.

Overall, the analysis of similarities between the journals indicates that perspectives on children with multiple disabilities are increasingly moving toward a holistic approach that positions the child as a meaningful subject. The obstacles experienced by children do not stand alone; they are influenced by interactions among individual conditions, family, educational environment, health services, and the wider social system.

After reviewing 20 previously analyzed journals, researchers identified that the perspective on multiple disabilities aligns with the theory presented by Mirnawati (2019) in her book, "Children with Special Needs: Multiple Barriers." According to Mirnawati (2019), the perspective on children with multiple disabilities must be holistic and needs-centered, viewing children not based on their disability label but rather on their potential, functional abilities, and the environmental support and inclusive education needed to help them develop optimally. Delays and developmental disabilities experienced by children with multiple disabilities are not solely caused by medical conditions but also by the interaction between the individual's condition and their environment. The combination of disabilities limits children's ability to receive and respond to environmental stimuli. As a result, children's development is slower and non-linear.

Several articles also reveal that educators' lack of understanding of the characteristics of children with multiple disabilities contributes to developmental barriers. Children are often placed in learning environments that do not meet their sensory and communication needs. This condition can lead to feelings of insecurity and confusion, often leading to children being perceived as passive or incapable, even though they are actually struggling to adapt to a learning environment that is not suited to their needs. Ideally, the theory of multiple disabilities emphasizes that education for children with multiple disabilities should focus on their functional development and quality of life. Ideally, children should

receive a learning environment that is safe, consistent, and adaptive to their sensory and communication needs.

However, field findings indicate a gap between ideal conditions and actual practice, which aligns with Megaswarie's (2020) view that assessments aligned with general norms often fail to capture the functional abilities and potential of children with multiple disabilities. Therefore, Megaswarie (2020) emphasizes the importance of observation-based assessments and the context of everyday activities to better align with the characteristics of children with multiple disabilities. Vygotsky's sociocultural theory provides an important foundation for understanding children's development with multiple disabilities. The Zone of Proximal Development (ZPD) explains that children have the potential to develop when they receive appropriate support and guidance from their environment.

This is reinforced by Bronfenbrenner's ecological theory of development, which argues that child development is influenced by the interactions among various systems, from family and school to educational policy. A mismatch in any one system can significantly impact a child's overall development.

The application of this theory also aligns with the humanistic developmental approach, which emphasizes that a child's emotional and safety needs are essential for development. From the perspective of children with multiple disabilities, a positive relationship between teachers and the environment is a determining factor in successful learning.

Mirnawati (2019) also emphasized that children with multiple disabilities often experience educational inequities due to the system's limitations in understanding their needs. This view aligns with a literature review finding that the primary problem lies not in the child's condition but in a system that is not yet fully inclusive.

To address this issue, tactical steps are needed. Several suggestions can be put forward to shift the perspective of children with multiple disabilities for the better. This begins with a systematic format for developmental assessments, which need to be designed flexibly and based on observations of children's functional behavior. Assessments must assess how children communicate and interact, taking into account their abilities. Furthermore, learning methods should focus on developing functional skills, alternative communication methods, and emotional regulation, as a more meaningful approach than solely academic-oriented learning. In the educational environment, improving teachers' understanding of the characteristics of children with multiple disabilities and of developmental theory is also a priority. If teachers understand the child's perspective, they will be better able to create a responsive learning environment that meets the child's needs.

## Conclusion

Based on the reviewed literature, it can be concluded that perspectives on children with multiple disabilities have shifted from a deficit oriented approach toward a more holistic and humanistic understanding. Children with multiple disabilities are no longer viewed solely as individuals with physical, cognitive, and sensory limitations, but rather as

active subjects who possess lived experiences, emotions, potential, and unique ways of communicating and interacting with their environment (Maulidina et al., 2024).

The findings indicate that limited verbal communication does not imply the absence of communication. Children with multiple disabilities express their needs, emotions, and responses through meaningful nonverbal forms such as body movements, facial expressions, gestures, and simple vocalizations. Studies conducted in Indonesian special and inclusive education contexts show that these nonverbal communication patterns represent intentional and meaningful attempts to interact with others and engage with the environment. Therefore, understanding children's perspectives requires responsive environments—particularly within families and schools—that are willing to recognize, interpret, and adapt to diverse communication patterns rather than relying solely on verbal language (Pujiastuti & Ardhianti, 2022).

Furthermore, assessment and intervention for children with multiple disabilities must be individualized, contextual, and grounded in functional daily activities rather than generalized standards. Research in Indonesian inclusive school settings emphasizes that comprehensive identification and assessment of children with multiple disabilities require in-depth observation and contextual understanding to capture their unique needs and support requirements (Efendi et al., 2024). In addition, studies on the implementation of inclusive education highlight that systemic barriers such as limited teacher preparation, curriculum inflexibility, and inadequate resource support can hinder meaningful participation and development for students with multiple disabilities. These findings underscore the importance of contextual assessment and collaborative interventions that involve educators, specialists, and families to support meaningful participation and quality of life for children with multiple disabilities (Yunita et al., 2025).

Overall, this literature review highlights that children's perspectives on multiple disabilities are shaped through the interaction between individual conditions and the quality of environmental support. A holistic, empathetic, and context-based approach is essential to promote meaningful participation, development, and quality of life for children with multiple disabilities.

Based on these findings, practical recommendations include the development of inclusive interaction practices that recognize diverse forms of communication among children with multiple disabilities, as well as strengthening collaboration between families, educators, caregivers, and professionals to support children's participation in daily activities. Educational and caregiving practices should prioritize individualized, empathetic, and context-based approaches rather than standardized communication expectations. Future research is recommended to explore children's perspectives using participatory and longitudinal research methods, to examine the long-term impact of environmental responsiveness on children's quality of life, and to expand studies across diverse cultural and institutional contexts to enhance the generalizability of findings.

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