

**BLESSING OR A CHALLENGE RAISING A
DOWN SYNDROME CHILD; A NARRATIVE
INQUIRY**



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2023**

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SYNDROME CHILD; A NARRATIVE INQUIRY**



**A BA/BSC RESEARCH REPORT SUBMITTED TO
KINNAIRD COLLEGE FOR WOMEN
IN FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF**

**BSC (HONORS)
IN
APPLIED PSYCHOLOGY**

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It is assured that research work is original and has not yet been published anywhere else.



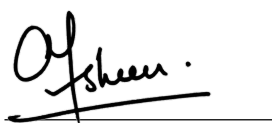
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Acknowledgements

First of all, I feel grateful that Allah almighty gave me the courage and strength to complete the research work. And after that, a huge appreciation is for my kind and helpful supervisor Ms. Zara Haroon, without her supervision and guidance there was no way this research was possible. At every step of the research she enlightened me with the best of advice to her knowledge and also supported me in times where my morale was low. Her suggestions and constant advice were a clear proof of her keen interest in my work and the patience she has guided me through all this time has been commendable which has all resulted in this successful research work.

A special thanks is for the participants who first agreed to participate in the research. They took out time to give an interview and share with me the experiences of their lives of raising their Down syndrome children. Each of the mothers were very supportive of the research work in progress and without their motivation and support this research would have not turned out the way it did. Additionally, the special school administration was also very helpful in granting me permission for data collection.

Lastly, without the constant support of my family and belief in me, this research was not at all possible, they gave me an opportunity to visit as many special school as I have wanted and were by my side at every stage of the research process.

Name: Amina Salman



Abstract

Families raising children with Down syndrome go through many unique and complicated challenges at every level of the child's life, including social, physical, emotional and behavioural domains. However, research also highlights some positive facets of Down syndrome like increased empathy and stable family relationships. The current research aimed to address and explore all the aspects accompanying Down syndrome including physical, social, psychological and spiritual. It also aims to identify factors that contribute to post traumatic growth. The qualitative research design and narrative inquiry was used to explore these areas. Snow-ball sampling was used to recruit three mothers of Down syndrome children. The sample included two twelve year old boys and one twelve year old girl respectively. Semi-structured in-depth interviews were conducted with mothers (two interviews were taken in person while one was taken online) and observations sessions were scheduled in the child's natural environment. The data was transcribed and analysed through thematic narrative analysis. Seven major themes were extracted from the narratives; Receiving and dealing with the diagnosis, lifestyle and well-being, challenges of raising a Down syndrome child, child attachment and relationship with family members, child development and skills, factors leading to Post-traumatic growth and unique relation of the child with God. The research concluded that where the positive aspects of raising a Down syndrome child outnumber the negative aspects in theory, in practical life, this syndrome is definitely a very intense challenge for parents, and when compared to other severe disorders and syndromes, it comes along with a bunch of sparkles. Findings can help in reducing societal stigma, help health care providers design interventions and enhance well-being and support for individuals with Down syndrome and their family members. It is recommended to further explore the Down syndrome child's connectedness to God with a generalizable sample.

Keywords: Down syndrome, narrative inquiry, challenges, post traumatic growth, spirituality.

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CHAPTER I

INTRODUCTION

Down syndrome is congenital condition that was first described by John Langdon Down in 1866 who was the first person to report it (Manfredini, 1988). It is basically a condition that randomly affects around 1 in every 700 children around the world. The word 'syndrome' means a group of conditions that are recognisable together. Where as a 'congenital syndrome' is such that is the syndrome is recognizable at birth and cannot develop on its own in later life. Another term that is used for Down syndrome is 'trisomy 21'. Down syndrome is a condition that exists in individuals who have three copies of chromosome 21 instead of having the just two. Filho, (2003) stated that the alteration in the chromosomal order results in some distinct physical features in children like: Epicanthic fold in the eyelid (slanting of the eyelids with some of the skin folded on the upper eyelid that also covers the inner corner of the eye), small mouth, flat face, reduced muscle tone, hypotonia and weight and height is below average at birth.

The statistics from the study by Rutter (2003) show that worldwide, 100,000 children are born with Down syndrome. The diagnosis of Down syndrome is usually given soon after birth considering the physical characteristics, however, not all babies with Down syndrome show these physical features. Children with Down syndrome while go through many difficulties in life, they do learn to walk, talk and get toilet-trained, however, they reach all the milestones with a delay either mild or severe depending to the ach individuals condition. Down syndrome can be a cause of many difficulties that can namely be divides as; Biological (physical health issues), psychological (mental health problems), social problems (maintain and developing relationship) and spiritual (concerning their relationship to God).

Concerning physical health issues of Down syndrome, around 40 % of babies born with the condition develop heart problems. As compared to other babies born normally, Down syndrome children have a higher tendency to have pulmonary hypertension and pulmonary vascular disease (Hopper et al., 2023), despite these heart conditions many Down syndrome children now do attend regular schools and live like normal people. The issues they face is when they have to participate in sports activities and cant due to their heart conditions. Down syndrome is a condition in which children are also prone to many eye disorders. Some children are born with natural cataracts which can lead them to getting it removed through a surgery at a very young age. Other eyes disorders that can develop are nystagmus; this is a condition in which the eyeball makes rapid and involuntary movements, blepharitis; an eye disorder in which there inflammation of the margins of the eyelids and conjunctivitis. (Woodhouse, 2001). Filho, (2003) pointed out that other than these disorders, Down syndrome children can also develop Hypermetropia (long sightedness) or myopia (short sightedness), a condition that can be however be fixed with glasses and squinted eyes. People with Down syndrome also have an increased chance of developing infections, implying to the fact that they are immune deficient (Ram & Chinen, 2011). The most common types of infection they can develop are pneumonia and Gastro intestinal infections (Park, 2023). Furthermore, the occurrence of seizure in children with Down syndrome is higher than the rest of population. 40% of individuals develop seizure disorders before the first year of their life and 40% develop in their early thirties (Rahman, & Fatema, 2019). This can be a challenge for parent and the child themselves, as they might abstain themselves from going out due the fear of getting an epileptic seizure. Children who have a severe form of Down syndrome can become highly dependent on their parents and caregivers and due to this severity and dependence the experience for parent become very torturous and exhausting.

Down syndrome is a syndrome that does not only affect the physical health and features of an individual but it goes way deeper towards the psychological development and learning. The learning patterns show a significant

difference from that of other children and this can be an issues that affects their daily life. Their gross motor skills for example develop very late in childhood. A child with Down syndrome can take up to two years to learn to walk without any help where as a child who does not have Down syndrome would start walking by the age if nine to seventeen months (Lorenz, 1999). Other than learning difficulties, Prasher, (1995) found out that the most common disorder in children diagnosed with Down syndrome were Dementia, Conduct disorder, obsessive compulsive disorder and depression. Children with Down syndrome have a different physical appearance as discussed earlier as well, which makes them different from other and due to this comes along many social issues that they go through. Each person has a different reaction towards children with Down syndrome or other learning difficulty, some avoid contact altogether, some become overly protective and sympathetic (Seager et al., 2022). It is a very common to have stereotypes and generalizations made regarding down syndrome children for example these children are very in studies and are brilliant and that they have lovely temperaments. This means that children with Down syndrome are being labeled rather than being treated as other individuals and this can cause the children to feel uncomfortable around people. Lorenz (1999) said that encouraging a Down syndrome child to try to behave nicely with people in social situation like being overly friendly with them can be of no help but instead it can become counterproductive.

Fitzberg, (2021) stated that children with Down syndrome need a lot of practice and trial and error in understanding the differences between each note and coin, and the value each piece of paper holds. Another social issue that come hand in hand with Down syndrome is the management of finances. The Joseph Rowntree Foundation (1995) conducted a survey on 1,000 parents of children with moderate to severe disability. During the survey it was found out that the most prevalent social problem amongst the parents was finance. The special care available for disabled children was found out to be way higher than their budget and this hindered many children to actually get special care, worsening their condition due to unmonitored care.

Spirituality has been as defense mechanism to cope up with potentially difficult circumstances in life like raising a child with disability (Boehm & Carter, 2019). Spirituality is defined as the knowledge regarding one's own life as significant in sense that is beyond mundane everyday existence. It is a recognition of a feeling or a belief that there is something beyond oneself (Spencer, 2012). The three dimensions of spirituality are meaning, connectedness and transcendence (Weathers et al., 2015). Duarte et al., (2022) recently conducted a research on the spiritual aspects of parenting a child with Down syndrome in which they worked on the difficulties parents face in raising a child with Down syndrome and how spirituality can work as a source to find meaning in life and as a coping mechanism. The main aim of this qualitative study was to explore the spiritual aspects in raising a child with Down syndrome. Data was collected from 42 participants using in-depth interviews. The results revealed an existence of spiritual practices along with family strength, hope, personal beliefs and trust in healthcare facilities to be associated with finding meaning and purpose in life. Participants who believe in God recognized him as a source of courage to face the challenges of raising a child with Down syndrome. And for spirituality, which was associated with performing religious rituals and practices as a way of dealing with the condition they were in. Baldwin et al., (2015) conducted a qualitative study on "Youth with disabilities talk about Spirituality: A qualitative descriptive study that aimed to explore the perception regarding spirituality in youth with disabilities like cerebral palsy, central nervous system disorder and autism spectrum disorder. In depth interviews were conducted for 18 youth individuals with disabilities and found out that some key spiritual themes did exist in their perceptions regarding spirituality. The study revealed that participants had a subjective perception about spirituality ranging from religious to scientific to philosophical in context of how give meaning to their life and find purpose. They identified spirituality as an important factor regardless of how one perceives it.

Looking at the struggles and conditions of raising a Down syndrome child with context to the Bio psychosocial-spiritual model by George L. Engel (1913-

1999) can be beneficial to gain a holistic outlook of the experience. At first the model was invented as the bio psycho social model that was based on Engels's notion that all three aspects, biological, social and psychological must be taken into account in every health care task (Engel, G., 1977). However in 1999, the model was proposed to amend the model to add the spiritual aspect into the concept (WHO, 1999). Later on it was defined as the "a dynamic state of complete physical, mental, spiritual and social well-being" and the model was titled as Bio psychosocial-spiritual model.

The aim of this study is to address and explore all the aspects accompanying Down syndrome, physical, social, psychological and spiritual in Pakistan. Additionally is also aims to identify the factors that contribute to post-traumatic growth in raising a Down syndrome.

CHAPTER II

LITERATURE REVIEW

Focusing on the previously published literature is as important as doing the research itself. Reading related to one's topic helps the researcher find gaps and design their topic and area of interest accordingly. Similarly for this research extensive literature review was carried out to make sure the current research fills in all the gaps in present literature related to Down syndrome and the struggles associated with it. Reading on literature helps discover new phenomenon that can be retested via research for validity of research.

International researches

Rose, (2021) conducted a research "Narrative experiences of Fathers of Children with Down syndrome". The purpose of the research was to understand the experiences of fathers in raising a Down syndrome child, it explored fathers making interactions with medical personnel, friends, society and self as the diagnosis of Down syndrome is presented. It also aimed to see how fathers adjusted raising their children. The study consisted to twenty-two fathers, recruited via snowball sampling and data was collected using semi-structured interviews. Narrative inquiry to qualitative research was used in this study. The study revealed that fathers, experience quite adverse interactions with the medical personnel, intense negative emotions related to the diagnosis, and many times the information gathering goes fruitless and end up becoming a frustrating experience for them. Additionally, later on when fathers get settled in the life of raising a Down syndrome child they also get a lot of social support and get more adept at managing their child and the complexities of everyday matters. The study concludes that fathers and families raising Down syndrome children live most happily and productive lives.

Farkas et al. (2018) carried out a qualitative research "The Ups and Downs of Down syndrome: A qualitative study of positive and negative parenting

experiences” in Manhattan, USA. The study employed a mixed method of data collection via online survey from two research questions asking parents to describe the positive and negative experiences in parenting of a Down syndrome child. A total of 435 participants responded to the online survey and for analysis grounded theory and thematic coding were used on their answers to two research questions. The results revealed that the positive experiences common among parents were Child’s achievements, social connections, and many other as reported by the parents. While the most common negative experiences were, medical experiences, lack of social acceptance by the society and family and the experience of learning about the diagnosis. The research concluded that children with Down syndrome face developmental, medical, educational, social and behavioral challenges that parents raising normal children might be unaware of.

“The presence of posttraumatic growth (PTG) in mothers whose children are born unexpectedly with Down syndrome” a research conducted in 2016 in New York, USA. The research was designed to look at the positive aspects of parenting a Down syndrome child. Narrative inquiry was employed as a qualitative methodology and eighteen mothers participated in the study, purposive sampling was used to recruit participants. Data was collected through in-depth interviews and Thematic narrative analysis (TNA) was used for the analysis procedure. Results showed a presence of three positive outcomes that include improved mothering skills, development of advocacy role and positive personal growth (Counselman-Carpenter, 2016).

Mărgărițoiu and Eftimie, (2012) conducted a qualitative study “A narrative approach- Down syndrome” with the sole purpose of finding similarities and differences between the life experiences of children who get diagnosed with Down syndrome beginning from the Social identity theory, as a step to develop a theoretical framework for school counselors. Six participants’ life experiences were represented in the form of narratives, the results showed similarities in the domains; personal and social identity, health and psychophysical development, scholar integration and services and programs. The findings suggests that children

with Down syndrome do not feel different from other peers, they feel more competent in mainstream schools where as they feel more socio-emotionally active in special schools. It was concluded that Down syndrome children have poorly developed self-identity and that differences exist among these children related to scholar integration. Similarities were present in parents being over protective of Down syndrome children hence limiting peer interaction and friendships.

Another study in New Jersey on mothers of Down syndrome children using a narrative approach was conducted by Lalvani, (2011) that explored the various ways in which mothers gave meaning to their life. “Constructing the (m) other-Dominant and contested narratives on mothering a child with Down syndrome” is a unique and catchy title that revolves around the concept of motherhood. Nineteen mothers participated in the study who were recruited from a private childhood program in New Jersey. Semi-structured interviews were conducted with the mothers and data was analysed for commonalities. Results revealed some ways in which mothers experience raising a Down syndrome child. Commonalities were found in the way the news of diagnosis made them feel devastated but how they gave meaning to life later on. The study revealed a need for conceptual shift in understanding the familial experiences of raising a Down syndrome child.

Indigenous researches

Amjad and Muhammad, (2019) from Gujrat and Lahore respectively conducted the research “Teaching Students with *Down syndrome*: Perspectives of Special School Teachers and Psychologists”. Qualitative case study method was used and the aim of the study was to learn and explore the learning difficulties that Down syndrome children face through the perspective of psychologists and teachers. Nine participants were selected using criterion sampling. Semi structured interviews were conducted followed by qualitative content analysis. The results revealed that teachers and psychologist face many hurdles and difficulties in teaching Down syndrome children as they lack required skills, experience

memory issues, low IQ level, and behavioral problems that hinder their learning. The research concluded that even though children with Down syndrome face difficulties in numerous domain of life, teachers and psychologists are working hard and are putting in a lot of effort to overcome the hurdles which their students face.

Shahzad, (2015) in Abbottabad wrote about a personal experience raising a Down syndrome child alongside being a working woman. The article talk about the struggles of the mother like leaving the child with her parents while she had opted for an army career and the health problems the child faced during the course of life. The study reveals how in Pakistani culture, getting support from extended family is limited when it comes to catering to the needs of special children.

“Experiences of parents with a child with Down Syndrome in Pakistan and their views on termination of pregnancy” was a study conducted in 2015 that aimed to explore parents’ experiences of their child with Down syndrome in Pakistan and what are their opinions regarding termination of pregnancy for the condition. Qualitative approach was implied to explore this aim, for which 30 parents were selected and gave semi-structured interviews. Thematic analysis was used as an analytical procedure and the results revealed how parents negotiated their religious stance along with their personal experiences to make decisions of abortions for Down syndrome. It was concluded that many experiences reported by the parents support the claim of how raising a child with intellectual disability can be burdensome and stigmatized.

The above research shows how raising a Down syndrome child can be a challenging task that requires constant care. The literature highlights the experiences of mothers and fathers separately of raising a Down syndrome child alongside shedding light upon the various beliefs in some countries like Pakistan where termination of pregnancy is linked to many religious aspects. Researches on how mothers use spirituality as a tool to give meaning to life and adapt and evolve with time, eliciting Post traumatic growth are also present which help a

layman better understand the true nature of experience raising a child with disability.

RATIONALE

Till date a lot of researches have been conducted both qualitative and quantitative on Down syndrome and its related phenomenon. While the learning about the struggles and conditions of raising a child with Down syndrome is a relatively researched phenomenon, shedding light upon the religiosity of children with down syndrome using the Bio psycho social spiritual model (Beng, 2004) and trying to depict post traumatic growth in parents is basically what makes the research unique and fills the gaps from previous literature found related to Down Syndrome. While many researches have focused solely on the experiences of mothers, fathers or the current condition of children with Down syndrome, this research targets all these aspects and also focus on new phenomenon to make it unique and valuable. This research is designed to help understand and gain insight as to how the child and the parents have evolved over time. Previously done researches focus on the presence of post traumatic growth, however the present study aims to get a broader perspective as to how these changes occurred and what triggered the evolution. Additionally, getting to report the story of Down syndrome children help fill in the gap from previous literature to see if language skills change over time in Down syndrome or not. And finally, conducting interviews with children both diagnosed with Down syndrome and of siblings and parents provide a variety of perspectives and an enrich data to identify the presence of Post traumatic growth and discover interesting aspects using the bio psycho social spiritual model through the lens of a family's perspective.

OBJECTIVES

- The main objective of conducting this research on Down syndrome was to look into the positive and negative aspects of raising a child with Down syndrome.
- Secondly, taking in account the daily struggles of Down syndrome parents is a way of getting a holistic account of the whole experience that makes the narrative complete.
- Discovering and gathering information from siblings and extended family to get a bigger picture of the experience.

RESEARCH QUESTIONS

- To find out about the struggles of raising a child with Down syndrome.
- What are the deeper understanding of life experiences of siblings and other family members living around a child with Down syndrome?
- What changes did the parents feel in themselves after the experience of raising a child with Down syndrome?

CHAPTER III

METHODOLOGY

Exploratory nature of a chromosomal disorder like Down syndrome with various domains to gather rich data on, a qualitative method was used (Silverman, 2006). This is the kind of research that is more of a subjective type research that deals with non-numerical data unlike quantitative research design. It is basically a process whereby researchers collect, analyses and interpret the non-numerical data, which turns out to be verbatims, words of the participants, observations, documents and artifacts. This type of research is useful in understanding the subjective perception and meaning to each individual's social realities and their experience. The data collection in qualitative research is done through in-depth interviews and observations, and the data will be analyzed via thematic analysis.

RESEARCH DESIGN

Narrative inquiry was used as a qualitative approach to explore the narratives of Down syndrome children and their family. Denzin and Lincoln, (2011) stated that narrative inquiry is a type of research design that through a focus on personal narratives, end up revealing aspects of life that were previously hidden from the society. Personal experience story is a further type of narrative inquiry in which each individual's personal life experiences are reported in the form of a narrative.

Narrative inquiry methods often bring to front the experiences of marginalized people, and are a way of changing the perceptions regarding them. (Denzin & Lincoln, 2011). Then main defining characteristics of narrative inquiry are that it involves the experiences of individuals and report them in a chronological and organized manner (Creswell, 2013). Narrative inquiry is a feasible method for reconstructing individuals' experiences with self and others and situating them in a sociocultural context (Pinnegar & Daynes, 2007), as well

as making meaning of those experiences (Clandinin & Connelly, 2000). Narrative inquiry thus was selected as a sensible method for my research.

PARADIGM

The interpretive framework the current research best fits in is the disability theories (Creswell, 2013). Disability inquiries are used to change assumptions and ideologies regarding the disabled (Siebers, 2008). This is an approach focused on the disabled population that views them as an aspect of human differences and not as a defect (Creswell, 2013). Down syndrome being a genetic chromosomal disorder falls under the umbrella of disability inquiry as a way to frame the research. Researchers using an interpretive lens presently focus on as a dimension that focuses on human differences instead of seeing it as a defect (Creswell, 2013).

SAMPLE AND SAMPLING STRATEGY

The sample consists of three children with Down syndrome. The sampling strategy to employ participants used was snowball sampling. The first participant will be reached out via personal link, whose mother was asked if they know anyone else with Down syndrome child.

Snowball sampling is a method of sampling in which the first participants directs the researcher towards other people who share the same experience. Snowball sampling is used for mental health problems and health problem and especially for phenomenon that is not taken from normal population.

Table 3.1*Demographic tables of mother and Down syndrome child*

Sr #	Name initials	Age (mother)	Marital status	Occupation	Total no. of children	Age (DS child)	Gender (DS child)	Time of diagnosis	Special school?
1	A.Q	31	Married	Working mother	2	12	Boy	After birth (2 years)	Yes
2	K.K	36	Married	Housewife	3	12	Boy	After birth (right after birth)	Yes
3	S.K.	34	Married	Housewife	3	12	Girl	After birth (right after birth)	Yes

INCLUSION CRITERIA

The basis on which a participants fit in the requirements of the research were:

- The child had a clear diagnosis of Down syndrome (trisomy 21).
- The diagnosis of Down syndrome was made after the birth of the child.
- The Down syndrome child stay at home and not in a special care facility most of the day.
- The severity of Down syndrome was such that the child can answer the basic questions to them only.
- The mother of the Down syndrome child had related knowledge about the syndrome to give adequate and well-structured answers.

EXCLUSION CRITERIA

- A Down syndrome child who does not attend school due to any reason.
- The age of the child was not be above 18 years.

MEASURES

Interview protocol

Interview protocol is a list of all topics, main questions and probing questions that an interview aims to address. This is a very effective tool for getting a direction during the interview that helps the researcher to not let the participant sway from the topic of research too much. Interview protocols are generally used for unstructured interviews that gives a basic outline of what topics are to be addressed and talked about. Interview guide designed for this research is based on the on interviewing skills of bio psycho social spiritual model that aims to get a holistic picture of the experience in order to generate a narrative. The answers obtained from the questions in the interview guide helped in re-storying the life events.

To view interview guide for this research visit Appendix (see Appendix: A)

Information sheet

Information sheet is a brief introduction to the purpose of the research and what will be the role of participants following the research if they wish to participate. The information sheet is also a formal document that reveals the rights of the participant to withdraw at any time they wish. The appendix section contains the information sheet used for this research (see Appendix: B)

PROCEDURE

The main method of data collection used for this research was semi-structured in-depth interviews. In-depth interviews are known to be the best way of gathering detailed information through face to face discussion with the participants and the also from people around them. At the start of the interview, rapport was built through which the participants gradually felt comfortable around the interviewer and open up regarding sensitive information more easily. To get in-depth saturated data the interviewer interviews the participants till the data becomes saturated.

Pilot study was conducted with one participant in order to rectify any ambiguities in the interview guide. However upon conducting the interview no such improvements were made to the interview guide. The interview conducted for pilot study went smoothly, the Down syndrome child was present at the time who turned out to be a distraction for the interviewer as he kept interrupting the interview with the mother, like snatching recording device, the interview guide and other papers. However, the interviewer was able to get all the information and the interview was also used for the final results of the study. The attached interview guide in appendix B is the copy of the interview guide that was destroyed by the child and along is also attached the transcription of the interview. Field notes during the pilot interview were also taken in which little pauses, moments like sighs and teary eyes were recorded in a diary. The child was also observed in his regular routine setting and observations were noted down for later discussion and analysis of results.

Additionally field notes were taken during visits to home, school and social settings of the Down syndrome child. For this research, three participants whose mothers were interviewed for relevant information. The participants were fully informed about the purpose of this research and their role in the research. The interviews were also audio recorded and consent form was signed by each participant individually.

DATA ANALYSIS

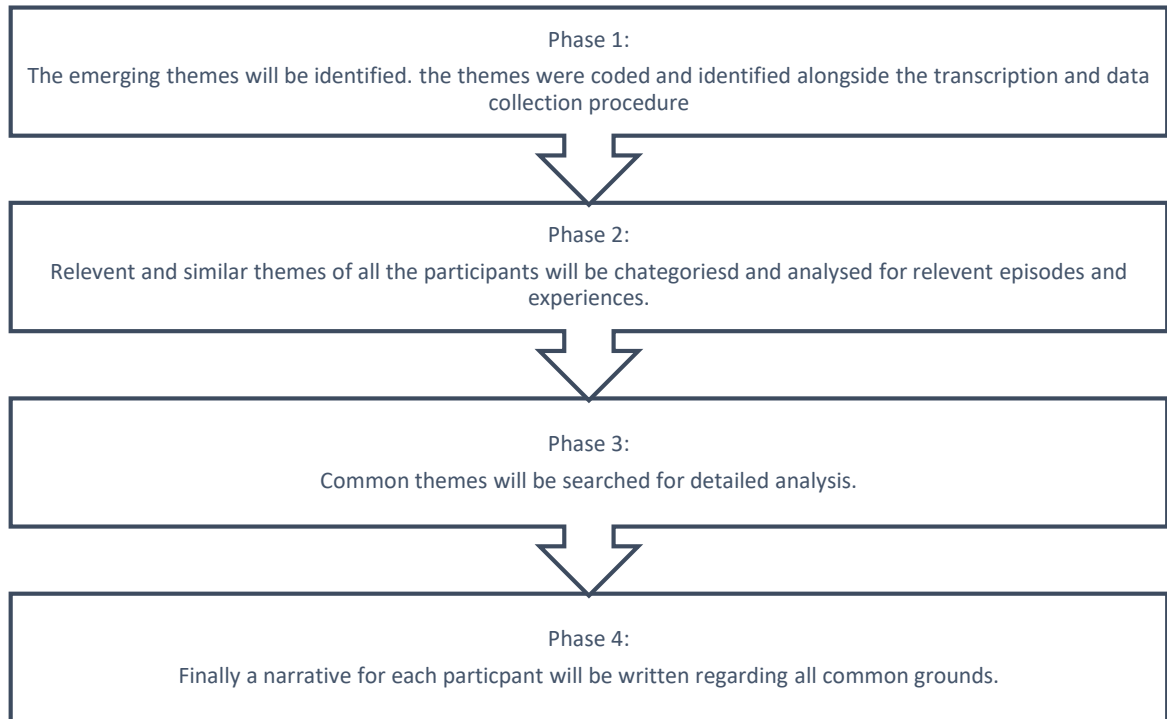
For the analysis of the gathered data, all the interviews conducted were transcribed using the audio recording and content analysis was performed immediately after the interviews were conducted. Fields notes taken during the interview procedure and about the overall experience, as well as the non-verbal cues that may not be captured in the audio recording for example the pauses, clenching of fists, teary eyes, or even discontinuing eye contact upon asking a question. For complete understanding of the data and to make codes for the analysis procedure the interview content was transcribed by the researcher. The step to make initial codes helped the researcher get a clear understanding of the meaning of data and develop a momentum of analyzing data to search for commonalities.

The method for analysis used will be thematic narrative analysis (TNA). Riessman (2008) in her book *Narrative Analysis* suggested a four step analytic procedure called the thematic analysis. In this approach the researcher analyses “what” the participant is saying verbally and what is implied by their verbatim. This is the most popular form of approach of analysis used in narrative inquiry. The analysis steps (Riessman, 2008) for the data is as follows:

The first phase of narrative data analysis concerns surfing for significant statements that depict emerging themes from the interview transcript. Next, similar and repetitive themes are grouped together for each of the participant separately. Then a trend of similar themes for all participants will be identified and finally reported in the form of a narrative for each participant.

Figure 3.1

Steps of narrative analysis. Riessman, C. K. (1993). Narrative analysis. SAGE.



Data verification methods

Establishing trustworthiness:

Lincoln and Guba (1985) established that trustworthiness is a way that researchers use to convince themselves and others that the research findings make a significant impact and that the results are credible. Trustworthiness is a term used in qualitative approach that represents “rigor” in the research. Lincoln and Guba (1985) suggested some strategies that can be used to ensure trustworthiness are credibility, transferability, audit trails, dependability and reflexivity. The disability paradigm used in this research fulfills the criteria for the following strategies.

Credibility:

The credibility of the research can be determined by the experience readers get when they can related to discussed phenomenon when they read the research. Data triangulation is a strategy that will be employed to establish credibility that involves collecting data from multiple sources like observations, interviews and documents (Stahl & King, 2020). This helped in deepening the understanding by gaining various perspectives and evidences.

Confirmability:

According to Tobin and Begley (2004) confirmability is achieved by a research when it can be clearly established that the findings and results are directly obtained from the gathered data and these findings have directly led to the interpretations and conclusion discussed in the research.

Peer review:

The most common type of data verification method used in qualitative research is peer review. This method check for the quality and credibility of the content that the research is based upon. Member checking is a form of verifying authenticity and trustworthiness that can help validate the accuracy of findings

(Creswell, 2012). To implement this method, the data was reviewed by one expert to provide a feedback of the work and research process. Suggestions provided were implemented after consultation with the supervisor respectively.

Ethical considerations

To conduct this research the ethical considerations to take into account are:

- Each mother of the Down syndrome participant signed the consent form and all the ambiguities from information sheet were addressed in detail.
- All interviewees were explicitly told about the right to withdraw from research.
- The anonymity and confidentiality were kept for each participant.
- No harm was inflicted upon anyone.

CHAPTER IV

RESULTS

Master table

Table 4.1

Master table

Main theme	Initial codes
1. Receiving and dealing with the diagnosis of 'Down Syndrome'	Diagnosis news Initial knowledge Emotional turmoil when diagnosis was made
2. Lifestyle and well-being	Daily routine in school days Hobbies on weekends Child's academics
3. Challenges of raising a Down syndrome child	Emotional turmoil when diagnosis was made Delay in early developmental milestones Problematic social behaviors Child's ability to understand Physical health issues
4. Child attachment and relationship with Family members	Child's attachment to mother Child's attachment to siblings
5. Child Development and Skills	Vocal skills Observational skills Independence of the child Social skills Child's relation with peers
6. Factors leading to Post traumatic growth	Role of religion for mother as a coping strategy Positive aspects of the child seen by mothers Support from Husband Help from Family members
7. Unique relation of the child with God	Child's connectedness to God

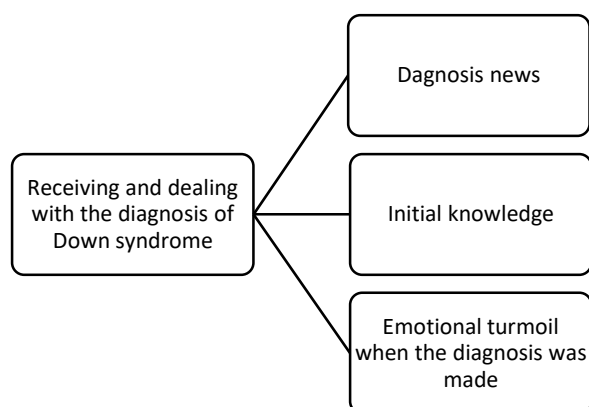
Findings

Receiving and dealing with the diagnosis of ‘Down Syndrome’

On the day of child’s birth or later, being informed that your child has Down syndrome can be quite a difficult news to process for any parent. How parents cope up with the news later on is a completely another narrative and experience however, how one initially reacts and are their thoughts is also different and yet very similar in many ways. This difference of experience can be dependent on many factors like how the news was presented to the parents, how much knowledge the parents already had about the syndrome and whether they have had exposure to such special needs children of their own or in the surrounding or not. The theme common among all three participants titled as the “Event of diagnosis” comprises of three further subthemes

Figure 4.1

Pictorial representation of subthemes of main theme #1



Diagnosis news (How and when the news was given).

Initial knowledge about the syndrome.

The emotional turmoil and the thoughts the mother went through and had when the diagnosis was made.

Talking about mothers, every mother had a different reaction after being told that their child has Down syndrome. For two of the participants in the current research diagnosis was made on the day of birth, however the difference in eliciting emotions and thoughts came into play when from one mother, the news of their child having Down syndrome was hidden by her husband and found it out through a nurse. Before formally visiting the pediatrician, the mother had researched all the basics about Down syndrome on the internet and had made her mind as to how to cope with the news. The mother took the news really negatively initially considering the fact that she already had another slow learner child. The interviewer explained the experienced as:

Interviewee 2: *‘...kisi ne bhi kuch zahir nae kiya, even my husband, unhioun ne bhi kuch zahir nae kiya, iski aankh mei na spot thay, tou jab nurse ayi check-up keliai, tou meine poocha ke ye spots kyon hain, tou nurse kehti inn bcachoun ke aajatay hain, tou meine kaha kin bachoun mei kiya malab inn bachoun kiya matlab, tou nurse said ke apko nahi pata apka bacha special hai ye down syndrome hai, tou bas ye hua meray saath, apnoun ne bataya nae tou pata lag gya bas.’*
(Line 43-47)

For the other mother however, the doctors instantly told the parents that the child has Down syndrome for type Trisomy 21. The difference came when the doctor in the 6th month scan had expressed a concern regarding the baby’s heart abnormality, however no definite diagnosis was made during pregnancy, just a hint of concern was shown by the doctor. It was nerve wrecking for them too, however they did not overtly express any emotions while they did have a feeling in their heart towards God with a question ‘why me?’

Interviewee 1: *'Wohi baat ke thora bohat shikwa Allah pak se hua tha.'* (Line 28)

For interviewee 1 also the source of information came from google since she had no prior knowledge or experience regarding Down syndrome, or the factor that cause it or even how to manage it.

Lastly, the third participant also had a very different reaction and event of diagnosis as the diagnosis was made after 2 years of birth. Even though at the 1-1 ½ years mark the mother did visit the doctor showing concern for her son's sudden loss in weight but the doctor did not make any diagnosis. However after 2 years, when the mother visited a different doctor, the diagnosis was formally made. At first when the doctors told the mother that her son has Down syndrome the mother had to face a lot of mixed comments from the family which initially made the mother ignore her own feelings. The child had a lot of health as well initially which had to deal with along with the enagtive comments from around her, the husband did not also support her and took the news very negatively, blaming the mother and what not. The emotional turmoil the mother had to go through is explained by mother in her own words while being very teary at the time talking about it as:

Interviewee 3: *'....pehlay tou mujhau samjh hi ane ayi, sab yahi kehaty thay aisa kuch nae hai ignore karain likin ahista ahista jab changes ayi aur symptoms nazar aye tou ek tarhan ki Allah TaAllah base bana rahay hotay hain aur insan apnay aapko samjha chala jata hai, iss tarhan se base banti gyi ke ye bemar bohat zada hota tha, pehlay ye bohat healthy tha phir jab iski health*

*deteriorate hui toy sabne mujhai hi kahaa ke
iska khial nae sayi se rakha gya tou ye batain
zada tang karti thi.'* (Line 36-41)

Lifestyle and well-being:

To get a holistic picture of the narrative regarding the perks of raising a Down syndrome child, the special child's daily routine is an imperative thing to know about. What a child does at home during schoold days, what are his/ her hobbies and how much involved the child is in their academics are all signs of what a day in the life of a Down syndrome is like. How much assistance a child needs from house help or parents is also an indicator of how well a child can manage themselves and what are the things in life they have to learn to do at the age they are at. To completely understand the daily routine of down syndrome children the 3 subthemes that fall under this main theme can be, what are the hobbies of the child, the day to day tasks of the child and their academics in which the verbatim reflect how invested children are in the learning process and how the teaching is benefiting their daily life. For instance every Down syndrome child in the current research has different activities, one of them likes to play football and hide and seek with his cousins while the other child loves to watch television with her sister and YouTube cooking shows on her mobile. The third participant being an autistic Down syndrome child, only likes to play alone and enjoys paper tearing the most. Similarly each child has a routine that they follow where on weekdays they wake up early, get dressed go to school, come back eat their lunch, play, do their homework and on weekends they get a free hand to play and enjoy to the fullest for whatever they wish to do.

All three mothers included in the same talk about the hobbies and daily routine of their child and highlight the things the child loves to the most and what are the tasks the child manages themselves and the ones that require assistance.

Interviewee 1: *'Isko mobile pe videos dekhnay ka bohat shouk hai, funny videos dekhta hai aur phir hansta hai dekh ke, wou usme zada tar video videos pasand hain aur b dekh dekh ke itni yaad hogyi hai kitni dafa ye mujhai dikhata hai aur kehta hai ke ye dekhain mama ye abhi ball aisay phenkay ga aur ye karay ga, tou ise achay se yaad hogyi wi hai ye videos ab.'* (Line 80-83)

'Isko colouring ka bohat shouk hai, pasting iski bohat achi hai,'(Line 90)

Interviewee 2: *'H ki hobbies, ye na koi book pakar leti hai wesay hi shuru hijati hai phir ye isko shouk hai ke bachoun ko parha rae hai pretend karti hai aur agar mei kabhi poochoun ke kon hai yahan tou kehti hai ye hain ye hain tou matlab samjhati hai mujhai'* (Line 107-109)

Interviewee 3: *'Aur usko khud hota hai ke ye crafts ka kaam karna hai ke wou baar baar mujhai scissors lake deta hai ke yahi karo.'* (Line 87-88)

Every child has a different pattern of routine and the activities they like to do. Both the Down syndrome children like to spend time with the members of the family and always stay connected to them, even have their hobbies they like with

them however, the difference comes in when the autistic Down syndrome child chooses activities that can be done alone and even has a habit that he stops doing anything that he is doing when someone comes near to him. Talking about academics in special schools, all three children seem to be benefitting from the academic plan which included little learning by actual studying and more by activities and play time. For instance, the mother of the autistic Down syndrome child in this sample quoted a time when her son had totally stopped enjoying studying or even holding a pencil after a negative experience with a special school. However, after careful and systematic guidance at a new school the child was taught how to be patient and considerate of others when during an activity the teachers parcelled only one toy among a bunch of students, where each child had to wait for his/her own turn to play with it. This was a very enlightening experience for the mother as well as she was surprised that her son had waited for his turn all this time to play with the toy.

Challenges of raising a Down syndrome child:

As discussed previously as well, when the diagnosis is made at the time of birth or later, the initial response of every parent, naturally so can be very negative and the current research proves the point. For all three mothers in the sample, it was a very heart breaking news that took a lot of time, effort and support from others to cope from. Coping from this very trauma of receiving the diagnosis is seen as a challenge in itself, because it is a time when the mother has to deal with her emotional trauma and also cater to the special child's needs simultaneously.

Interviewee 1 talks about her son's problematic social behaviours and tell the interviewer that when the child perceives someone in the environment to be judging him, he acts out violently.

Interviewee 1: *'Udhar doosri taraf se isse feel hota tha na keh ye mujhai low feel kara*

rahay hain, yan saath khelnay nae de rahay aur differentiate kar rhay hain, zara sa bhi isko ankhoun k abhi koi lagta hai na ke koiu mujhai ankhoun se aisay kar rha hai, zara sign bhi feel hota na keh mujhai doosa irritate karnay ki koshish kar rha hai tou uska bas phir he would start to hit.' (Line 102-105)

However on the other hand if someone shows the slightest of attention and love for them, he also gets very frank with them. Same is the case with interviewee 2, who even said that if I would call my daughter here she would instantly get frank with you. She also talked about her daughter being very social with her peers. She visits her peers in their houses and they usually also get invited where she really likes going. However, the Down syndrome girl denoted as 'H', is reported to remember her peer's names but due to her under developed vocal skills, the names usually are not clearly understood by the mother.

Totally opposite is the scenario explained by interviewee 3, since the child also has autism along with Down syndrome, the child's social skills are not that good, the child is not interactive with the peers in the current or the school before, nor does he like interacting with other children or his cousins. The mother also talks about his problematic social behaviors which are a result of his autism.

Interviewee 3: *'Kabhi kabhi jab noise kahin zada ho tou wahan pe ye kaafi disturb hota hai tou ye tab bohat out of control hoke routa hai, uss se even ke kaampta hai, routa hai cheekhta tha.'* (Line 451-453)

Another challenge faced by the mothers of Down syndrome children is of their child's physical health concerns. It is a known fact researched several time that Down syndrome comes with a lot of health concerns (Bull, 2020; Pueschel, 2005; Santoro et al., 2023). Mother have shown recurrent concern for the health of their special Down syndrome child and their constant visits and guidance from the doctors that has led them to manage well with the health issues. The health concerns in Down syndrome ranges from issues of obesity, extreme weight loss phase, anemia, and issues that come along with delayed early developmental milestones. For a better and holistic understanding of the commonalities that fall under the health concerns of mothers regarding their child the subthemes are (a) Early developmental milestones and the delays and (b) Health related issues of Down syndrome children.

For all the mothers in the sample, the first priority for them has been their child's health and the maximum they can do to maintain it and for their child to feel better. For one of the Down syndrome child in the current research sample, the child faced most of the health related issues in his early years. All the early developmental milestones were delayed and the most problematic delay in milestones for the mother was the sitting posture of the child. The bones and muscles of the child were very weak which is why the mother had to carry the child who was also very overweight in the early years. The child was anaemic and frequently had to get blood transfused. The whole experience of transfusion was quite painful for the parents yet they were always there to give their own blood to their child for him to feel better. The experience in the mother's own words are explained as:

Interviewee 1: *'...hamain sirf iski heath aur life precious thi kuonke isko thora blood ka issue bhi rehta tha, first 8 months isko blood transfusion hoti thi, thora sa blood ka iska issue ata tha. Iske blood mei se sometimes platelets kam hojatay thay, tou phir blood*

lagta tha. Iska complexion thora pale hojata tha jis se humain phir doctor cbc recommend karta tha, cbc ki report se pata chalta tha ke isko kis cheez ki deficiency hai phir wou isko istarha se transfuse kartay thay. (Line 50-55)

Managing with the health concerns with the utmost help and guidance of the doctor can make the whole experience a positive in which the parents are always clear with needs to be done and at what time. For the first interviewer the guidance provided by the doctor was very helpful and accurate, the doctor used to be always available on call even. The paediatrician helped the parents in managing the health related issues that their child was facing in the early years. Similarly for the second interviewer the doctor provided with all sort of health care facilities for the Down syndrome girl and was always there to help them out and to lift them out the trauma the parents initially felt. The mother talk about the guidance by doctors in the following words:

Interviewee 2: *Acha tou doctor ke paas gyi, doctor ne iska haath palkar ke dekham, iske features dekhye, lines check ki (the mother pointed toward line on the hand) tou meine maa honai ke natay forum kahan ke doctor sahib ye dekhain hain iski kuch ye lines, tou kehney lagay acha, meine kaha kuch symptoms hain likin saray ane hai tou kiya ye positive sign hai? Unhoun ne kaha ye bilkul positive sign, tou doctor ne sara check-up karke kaha ke dekho Allah ne tumhay'Allah ne tumhay bohat achi karke di hai, (Line 55-64)*

For the third interviewer also the health concern were present, the child had really lose neck muscles. All the early developmental milestones were achieved late especially walking and the child was also very skinny and weak. Considering these problems the mother took her child to the doctor but the experience of getting the guidance with doctors is very much different from the previous participants. For this mother, the doctors couldn't make a diagnosis till the first 2 years of life and even after this, the diagnosis fir autism was made after the child was 8 years old. This happened despite the fact that the mother kept telling the doctors about her concerns related to eye contact and the child crying in areas where there was a crown or loud noises. Health concerns then became a very challenging thing to manage for the parents as during the interview also she kept saying that all she ever wanted is the right path as to how to manage and improve her child's health and condition. The doctors in her case instead of guiding her and providing her with the best of advice kept on criticising the mother and devaluing her efforts as a mother which did a lot of damage to the mother mental health also. For a mother to have to face such issues, along with backlash from her family and a child who is so high maintenance can be very challenging but yet being a mother, she never gave up and took her child to every place she even got a slightest hint could benefit her child. The mother expressed her negative experience with the therapist and doctors,

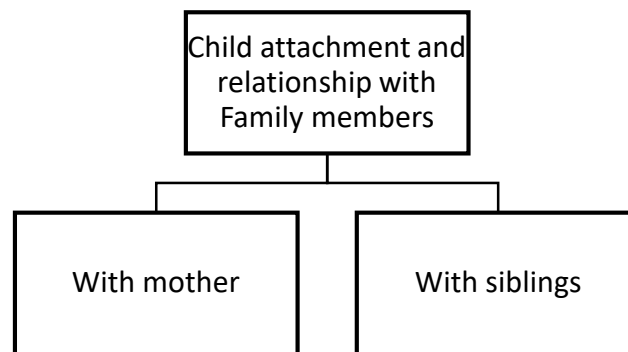
Interviewee 3: *'...therapist tou bol rahay hotay thay ke school tou bhejna bohat zaruri hai, fine tuning karwani aap ghar pe nae karsakti, tou wou parents ko bhi bohat degrade kartay hain'* (Line 150)

Child's relation with family members

How a child is with family members is a clear indication of the child's social skills in the home environment and how comfortable he/she is around them and how much the family members understand the child and respond to their needs.

Figure 4.2

Pictorial representation of subthemes of theme # 4



As Deneault et al., (2023) also points out that usually when a mother is the primary caretaker of the child at home, the child is quite attached to her and subsequently has more prosocial behaviors when the attachment is secure and strong. Similarly in the case of Down syndrome child- mother relation, the child forms a deep and strong with mothers in all the three cases. For the interviewer 1 and 2 the commonalities are more evident as both the mother mentioned how their child comes to calm them down or even put their hand on the mother's forehead when the mother is having a bad headache.

Interviewee 2: *'Kayi dafa aisay hota hai ke ye na koi mamoli baat ho jesay bacha ghar nae aya abhi mei phone kar rae hou yan chota mota masla ho tou koi pareshan nazar aarae hou tou ye na meray paas aajaye gi aur aisay haath pe haath pheray gi ke*

mamam relaxx (the interviewee rubbed over my hand really softly imitating her daughter)
' (Line 275-278)

Similarly, for interviewer 1 as well, the mother mentions how she loves his Down syndrome child the most among all three kids. The mother spends time with him, feeds him, plays with him, makes the child feel safe in uncomfortable environments and in turn the child is also always there for his mother as during the interview the child interrupted the interview and took the recording device, when the mother said to her son that she'll get angry, you must return the recording device, the child instantly returned it and came to hug the mother to make sure she is not sad or angry with him. About the mother's love and attachment with her special needs child and the relation of the child with her siblings said the mother said:

Interviewee 1: *'iske saath attachment aur pyra isne khud sabse bohat ziada liya hai. Aur usi pyar ko hi jo hai na, meray aur bhi bachay hain, but sabse zada yahi pyar leta hai, ghar mei bhi aur as parent bhi, aur ye khud pyar leta hai is wajah se. so yes Alhumdulillah.'* (Line 29-31)

Interviewee 1: *Chotay bhai ke saath tou bohatn pyaar karta hai likin bari behen ke saath bohat larayan karta hai'* (Line 243-244)

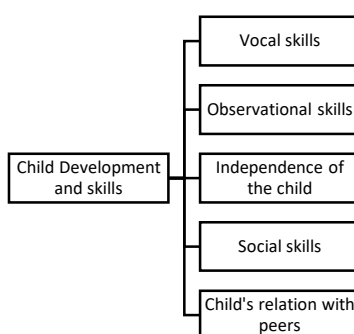
The mother here also explain the child's relation with his siblings, where the child is actually really attached to his father and so is the sister, which is why the mother mentions how the child fights with his sister. During the interview also, the child was present at the setting and the mother mentioned how the he

fight with his sister, the child actually felt offended and started to distract his mother so that the mother shall not talk bad about him.

Child development and skills:

Figure 1.3

Pictorial representation of subthemes of main theme # 5



Each child has their own distinct skills however when an individual has a syndrome, seeing these skills in their child becomes a very rewarding experience for the parents. Whether a child has good social skills, or is able to independently manage themselves. Their observation is exceptionally good and whether the child is able to comprehend the tasks assigned to them or not.

Vocal skills in Down syndrome are not necessary a skill that every child is blessed with however, one of three participants in the current research sample is to some extent vocal. She conveys what is trying to say and makes the other person understand however, the remaining two participants being at age 12 have yet only learned a few basic words like ball, or no, play. For example while the interview was being conducted for interviewer 1, the child kept on making sounds like ‘uh uh uh’ to grab some attention and made me understand what he was saying by pointing at things and then nodding in response. Even though the interviewer 2

mentioned that her daughter has some vocal skills developed but there is definitely some difference as compared to fluently speaking children of her age.

The mother reported:

Interviewee 2: *'Haan haan vocal tou hai Alhumdulillah, faraq hai beharhaal likin bohat shukar hai Allah ka....'* (Line 111-112)

However, for the other two children, who have not yet developed vocal skills, use sign language as the main source of communication. Both the children's mothers report that they use sign language to express their feelings and needs in daily routine and in school setting as well. The third interviewer pointed out an incident after which the child stopped using the 30, 40 words he had learnt. The child was enrolled in a special needs school where there were 18 children of different categories under one teacher despite the severity level of the disorder or syndrome, the school hours were too long and little to no activities were included in the academic plan, which made the experience very traumatising for the autistic Down syndrome child, and due to this experience the child regressed and stopped using the 30-40 words in daily routine as he would before going to this school. However, after getting proper therapy and admitting the child in a school more focused in individual needs of special children, the child has shown little improvement and has now started to say out aloud a few words.

Interviewee 3: *'...ab jesay S vocal nae hai, zada bolta nae hai ek dou alfaz mei apni baat samjha leta hai, iska mental level bhi ab utna nae raha jabke 4 saal ki umar mei bolta tha thora se words, almost 30 40 words atay thay samjh, ye sign language bhi kabhi kabaar use karta tha, phir uske baad jo hai ye regress hua aur uske iske words bilkul khatam higaaye.* (Line 102-106)

The interviewer's observation and the interview content shared by the mothers both display evidence for exceptional observational skills by Down syndrome, all three children are reported to have really strong observational skills as at one point or another the mothers have repeatedly mentioned how when they feel sad the child comes there to console their mothers. Even so that there are many daily activities that the child has learnt only by observation in all three cases for example interviewee 3 mentioned how the child was never taught how to actually hold a scissor but because his mother used the scissors in front of him many times. The mother once caught the child holding scissors the right way and cutting the paper with it. This shows how the child observes when he is around his mother, even though he may not instantly show that he has learnt how to use it, he tries and practices to perfect it when he is alone or when no one is watching or with him. Similarly for interviewee 1 and 2 also, they also believe that their child observes their facial expressions and also act accordingly around them.

Each child in the sample to some extent have learnt how to manage their own daily works like using the toilet, showering, eating food, changing clothes etc. independently. This is an attribute about these children that their mothers feel really proud of and the tone in which they talked about the things their child can manage independently expressed a lot of pride and relief also. It is a common belief among mothers that with age and with constant training from schools also the child has been able to achieve this independence. During the interview with interviewee 2, the principal of the school who was also present at the time also gave her participation in the interview and emphasised on making the students independent and to let go of control for the children to actually grow on their own and learn. This constant knocking for the parents acts a motivator to let the child manage themselves on their own and to not feel guilty of not being totally dependent upon by a special needs child.

The child's social and understanding skills are inter-related because when a child even if the child is socially active but is not able to comprehend what the

other person is saying clearly, there is a great chance that the other person might back off. In the current research, all three Down syndrome children have adequate understanding skills however since the third participant 'S' is an autistic Down syndrome child, he is not social at all and he even enjoys playing alone in his house. On the other hand the other two children are very social as their mothers also mention that Down syndrome children typically are very social and they choose the person to talk to whom they don't get threatening or judgmental vibes from. For the child of interviewee 1 (the mother) tells about her son that whenever he feels like the person in front is judging him, he acts out, sometimes he might hit or even throw things at him. However when he feels comfortable in the surrounding the child is very friendly and social. For instance even when the interview was taken, the child wanted to play with the interviewer. At another time, when the interviewer visited his school for an observation session, the child quickly recognised the interviewer and ran to hug her.

Interviewee 2: *'Bohat achay hain MashaAllah, bohat hi ziada social hai, abhi mei usse bulaoun tou abhi apkay saath dosti karle, MashaAllah bohat social hai'*(Line 245-246)

This is a statement by interviewee 2 when she was asked to tell about her daughter's social skills. While she also claims that Down syndrome children normally behave quite well by what she has seen from experience, while there might be some similarities but each child's social behaviours are very distinct in nature.

Factors leading to Post traumatic growth

In 2016, Counselman-Carpenter conducted a research on the presence of Post-traumatic growth in parents of Down syndrome and also highlighted the domains in which personal growth is inevitable for some parents like relating to

others, their own personal strength over the years, seeing new possibilities, appreciating life and staying positive about their current situation and spiritual change (Counselman-Carpenter, 2016). The current research along these lines identified four common factors among the current sample namely; Role of religion for mother as a coping strategy; Positive aspects of the child seen by mothers; Support from Husband; Help from Family members

The first subtheme revolves around the ways in which religion played a pivotal role in the mother's life and her coping with the Down syndrome child. As research also suggests that religious faith is one of the most prevalent coping strategies and one of the major factors involved in post traumatic growth for mothers raising special children (Bashir et al., 2022). As seen in the current research as well, role of religion and the mother's trend towards religiosity is one of the most frequently touched upon topic. Interviewee 1 is a firm believer that it is God who has always given her son health after difficult times and that her own religious activities have been a source of guidance from Allah for her. Similarly for interviewee 2, she talks about how initially when her daughter was diagnosed with Down syndrome, she had really negative thoughts and emotions, but when she turned her face towards Allah, she repented and asked for forgiveness from Him. She also realized that the condition her daughter is in is also a reward from God as bringing her up can be a source of forgiveness for her on the day of judgement. The mother's own words in this regard are:

Interviewee 2: *'...phir meine Allah ki taraf dihaan kiya meine maafi mangi Allah se, meine kaha meine jo pehla reaction diya hai ya Allah meine bilkul ghalat diya aur Aap mujhai maaf kardein, apnay mujhai bohat behtar karke di hai, agar ye bilkul bed ridden hoti tou mei kiya karleti, meri kiya majaan thi, tou Allah taAllah apnay itni pyari aur chalnay phirnay wali aur matlab*

*MashaAllah aisi halat mei nae hai ke mei
bohat zada uspe nashukri karoun tou shukar
hai Allah ka, Allah hi agay madad karai ga
InshaAllah' (Line 85-92)*

Interviewee 3 is also seen to be really religious in her thoughts and actions. She during an interview quoted a time before the birth of her Down syndrome son, that she does not know a television drama on a special child crossed her eyes and she started watching it religiously. She claimed this to be a help from Allah as a preparation for her to raise a special child of her own. She also said that this drama made her clarify a lot of misconceptions regarding special needs children which she also believed was a help from God. Talking about this made the mother really teary and emotional as to how God make ways to help his people and guide them in the right path. The mother says:

Interviewee 3: *'Acha and ek aur i dont know
wou Allah ki taraf se help thi yan kiya ke
shadi kuch arsay baad mei 2 saal Pakistan
mei rahi thi tou ek drama meine dekha tha
ptv ka, autistic bachaypoe tha aur first rime
Pakistan mei aisa kuch aaya tha wou drama
jo meine dekha tha tou usne mujhai already
mujhai pre-plan, jesay hota hai na Allah ne
pata nae mujhai dikhaya ke mei bohat shouk
se dekhti thi, uss se mera mind already ban
chuka tha, pata nae kuon mei aisa bacha ho
tou uske saath aisay deal kartay hain aur uss
mei hi kaafi cheezain sikhayi thin ke ye aosa
nae hota aur Allah ne plan kiya hota hai, aur
kaafi misconceptions door ki thin uss drama
mei, tou kaafi cheezain Allah ne mjhai
pehlay hi sikhayi thin. Aur yahi wajah thi*

*mei negative nae sochti aur mei koshish karfi
hou ke zada dukh walai stage mei na rahoun
air koshish karti hou ke.mei iska koi aur hal
nikal lou aur kuch na kuch karti rahoun.'*
(Line 473-483)

For interviewee 1 and 2 especially, except for the initial response, they have always viewed Down syndrome as a more manageable type of a syndrome in which the child does not behave very odd. For interviewee 1, the mother begins to mention how her son was very cute when he was a baby and everyone adored him and gave love to him, this was a reason which led her to develop positive feelings for her child and only focus on his health and to never be ungrateful. Similarly, for interviewee 2, the mother mentions that her Down syndrome daughter has never been a burden on her and she manages her own tasks really well. For interviewee 3 as well, the mother-son bond is really strong where the child despite having autistic characteristics consoles his mother and accompany her while she works on her home-based business. And likewise, the child is really attached to his brother despite being autistic as well. The mother despite having so many hurdles she has had raising the child up for the past 12 years, has many positive feelings towards her son, the child repeatedly mentions how the society has actually caused more problems than the child's struggles themselves.

Interviewee 3: '*...bachay ko nae balkai baki
doosray cheezain aur logoun ki wajah se, S
ki wajah se mei kahoun kabhi tou mujhai uss
wajah se koi depression nae hua, mujhai
pata hai, toxic lough thay.'* (Line 256-258)

As compared to the autistic Down syndrome child's mother, the mothers of other two children viewed raising their children positively in many more ways, even during the interview and observation sessions, these two mothers seemed

quite at an ease of handling their special child and generally being around them. Interviewer 2, repeatedly also mentions that her Down syndrome daughter is not even a liability on her for her grooming and hygiene as she requires very little assistance in her daily tasks. She says;

Interviewee 2: *'H ka tou bilkul nae sataya, kuch bhi nae, koi as such ghar pe aisa nae hota ke ye tang karti hai, khudi khana khati hai, kapray haan badlwanay partay hain nehlana oarta hai, wash karleti hai mei khud karti hou ke bahir jana hota hai tou safe rehta hai aisay.'* (Line 220-223)

Hadjicharalambous, (2021) conducted a research on the effects of having social support on the parenting benefits and how it aids the process of upbringing a special needs child. The study showed that having an adequate family support has many positive effects on the parent's ability to raise the special child not when it is most needed in the initial phase (when the parents are told about the diagnosis) but later in life as well. The child is also able to develop better social relationships and social skills in daily living when the mother has a good support system at home around her. The current research via unstructured interviews also includes a discussion in which the interviewee talks about the support she gets from her husband and other family members. Over this area of discussion as well there were a lot of commonalities as well. For all the mothers, support from their loved ones was perceived as very imperative and essential. For example interviewee 1 and 2 both had a lot of support and motivation from their husbands and close family members.

At many points, interviewee 1 mentioned how the Down syndrome child is really close to his father and paternal aunt in the house and likes to spend time with them, the child would tell details of the day to them, go on drives with them

and spend a lot of time with the paternal aunt. Despite the child's strong bond with family members the interviewee 1 as seen below talk about how as a mother the primary role in the child's care taking is hers and her husband's jointly, this shows how the mother is supported by her husband and is always there in all the decisions.

Interviewee 1: *'Sab apnay kamoun mei busy hain obviously and as a mother hgi basic responsibility tou mother ki hoti hai na tou father aur mother hum loug hi zada kartay hain.'* (Line 72-72)

However in this case the experience is explained a little differently by interviewee 2 who says that her daughter is most attached to her elder sister who also manages most of the responsibilities of the Down syndrome daughter. The husband also plays a very major role in helping the mother throughout be it in coping with the news initially or later on. The mother also claims that the role of her husband is so pivotal in her life that she wouldn't have been able to come through with raising her daughter so well if it hadn't been for him. During the interview she says:

Interviewee 2: *'...aur meray khial se mei itna acha sab na kar pati apnay husband ke baghair, jesa keh kisi ek parent ne bohat zada kiya tou mera wou role nae hail, mera khial hai mujhai kehtay hain log hain log but mei nae samjhti'* (Line 118-120)

On the other hand, the experience of interviewee 3 is completely opposite who has no support from her husband and other family members are also distant and unsupportive. The research findings by Hadjicharalambous, (2021) also apply here, because interviewee 3 again and again mentions how dealing with backlash

from husband and other family members has been a challenge for her. Researches also prove that mothers of special children when lack family support end up showing depressive symptoms (Hadjicharalambous, 2021; Park & Lee, 2022). Interviewee 3 in the interview talk about her struggles of single handedly managing the Down syndrome child, with repeated shifting homes, from being blamed for the health of child, to having financial issues. All these struggles of missing out on social support from her family made depressive symptoms visible in her daily living. She explains these symptoms as not being able to cope with her emotions, her feeling overly aggressive and agitated. she also mentions her morale getting low from the blame game by her in laws. The mother says;

Interview 3: *'Bilkul aisa hia jesay cope mei karti thi mujhai pata hai, mushkil bohat hojata hai aur uss waqt apko lagta hai ke pata nae agay zindagi bhi hai yan nae.'* (Line 487-488)

Unique relation of the child with God:

Generally when the question about the child's religious attraction was question, a trend similar in all three mother that was observed was that all of them got really attentive and intrigued. Even so that two of the mothers really appreciated the question and also that nobody ever talk about this but yes it is true, these children are definitely more religious as compared to other children. Interviewee 1 was when asked about her own religious role in life, she instantly started to talk about how her son is so driven in all the religious activities and that he is always the first one to respectfully sit down and listen during the religious sermons at home or elsewhere. The child imitates offering prayers and respects all things related to religion like Quran and the prayer mat. The mother also mentioned how her son is so disciplined in respect to religious activities that he also guided other children to stay quite and show respect also. Even the day the

interview was conducted with interviewee 1, it was Thursday and by the time the interview finished the whole family had gathered together to recite a few Surahs from the Holy Quran, the Down syndrome child specially came me, instructed me to cover my head, take of my shoes using signs, held my hand and made me sit quietly the whole time Quran was being recited. The whole experience of observing the child in his home setting, that too during a religious activity was very eye opening as the he kept on making all his cousins sit quietly and even though he did not know how to read Arabic he still imitated reading it. Regarding offering prayers interviewee 1 said:

Interviewee 1: About prayers; *'Act karke parhta hai, saray actions sayi se karta hai, ruku, sajda har cheez.'* (Line 272)

Similarly, interviewee 3 instantly agreed upon this that Down syndrome children seem to have an inbuilt attraction to the religious activities as she told the interviewer that despite not teavhing this herself, when the mother picks up the Holy book, the child kisses it in respect and handles the book with a lot of care the way he has never done before.

Interviewee 3: *Uh bohat acha sawal hai koi poochta nae hai nae but ye hai ke cheez in bachoun ke baray mei, meine isse as in nae sikhaya ke mei jab Quran laroun gi tou apnay usse choomna hai, likin mei jab bhi leke ati hou Quran pak ko tou wou aisay karta hai ke meine bhi isko, jesay aksar cheezoun ko na wou cheezoun konturn karta hai, haath marta hai likin tab nae karta, tou ye ek different cheez hai, jesay usse ye bhi pata hai aur ye dekh raha hai baar baar issbtarhan oarh rahi hai warna uska chehra meray chehray ke zada kareeb hota hai, uh*

us waqtbwou bohat ghour se dekhta hai. Aur doosra namaz oarhnay ki bhi video iski mei share karoun gi apkay saath, isne koshish kinhai ke jab koi na dekh raha ho.' (Line 493-500)

Even though at first interviewee 2 initially got confused by the question and instantly replied that no she hasn't observed anything if this sort but just after a couple of minutes the mother interrupted the interviewer and said;

Interviewee 2: *'...haan kaabhi ek dou dafa meine feel bhi kiya ke meray husband tableeghi jamaat mei jatay hain tou wahan tou hum loug bhi gaye wahan ek baar wahan time hita hai na ek, timetable hotay hain jesay har cheez ka time hota hai, phirbye karna phir ye karna hai tou 2 time pe hotay hain Ahadith waghaira ki ek kitaab hai, namaz ka sara likha hua hai usmei tou ye wou leke baith jati thi pehlay hi aur bolti thi QURAN, ke meine parhna hai'*

Even the mother got really excited about this when she was able to realize this for the first time. And it ended up to be a very unique finding for the mother, who also agreed to keeping a keen eye for this aspect and observe her child more to see if it is actually true.

CHAPTER V

DISCUSSION

The current study aimed at addressing and exploring all the aspects that mothers encounter while raising a child with Down syndrome, the domains included are physical, social, and psychological, even the spiritual aspect. Even though, in the previous studies and a general approach towards ailments, disorders and syndromes, mostly the spiritual aspects is much ignored however some studies, focus on spirituality or religiosity alone and not in one research that also includes other factors and aspects. Additionally, the current research also aimed to identify the trends and factors that enable post-traumatic growth in parents of Down syndrome children. The data yielded seven main themes including receiving and dealing with the diagnosis of 'Down syndrome, lifestyle and well-being of the child, challenges of raising a Down syndrome child, child attachment and relationship with family members, child development and skills, factors leading to Post traumatic growth in mothers and unique relation of the child with God.

Receiving and dealing with the diagnosis of Down syndrome:

The first main theme is the Receiving and dealing with the diagnosis of Down syndrome. The subthemes of this theme are (a) Diagnosis news, (b) Initial knowledge, and (c) Emotional turmoil when the diagnosis was made.

Lalvani (2011) conducted a narrative research on how mothers tend to give meaning to their life after finding out that their child has Down syndrome. For two of the mothers in the current sample the diagnosis was made at the time of birth while for one of the mother's, the diagnosis was made after two complete years. This difference in the timing of diagnosis elicited a variety of initial responses in the current research as one of the interviewee, she had already passed the stage of delayed milestones and initial physical health concerns when the diagnosis was finalised. Due to this reason when diagnosis was finally made, the

mother felt relieved since she at last got answers for her questions that she had been desperately looking for the past two years. She explained it as a help from God, who had been making a base for her all this time without the label of Down syndrome itself, however when the diagnosis was made, the mother did express some fear of not being able to manage the child very well. During the interview also, she repeatedly mentions how if the child had been with some other parents, they might have managed him with much better skills. The research also explores how devastating the news of Down syndrome can be for the mothers. When the time of diagnosis with the mothers was discussed during the interview in the current research they expressed how their initial reaction was very negative. They had regrets and felt devastated as one of the mothers stated:

Interviewee 2: *'Uss waqt tou meray baray negative thay (emotions), soug tha aur bohat bara trauma...'* (Line 17-18)

Similar was the case of another mother who couldn't stop crying, she had a fear in her hearts that she won't be able to cope up with this tragedy and will she be able to take care of the child or not. Most importantly, none of the mothers were well-informed about the syndrome, they had no idea how to care of such a child or the challenges they would come across. Similarly in the research by Lalvani (2011) the sample of mothers' responded in a very negative manner when the diagnosis was made, they expressed feelings of devastation in the form of sadness, fear, rage and even guilt. Since a mother is more emotionally attached to her child, especially at the time of birth her hormones are overpowering and she is finally over with carrying the weight of the baby in her womb, getting such a news elicits a natural negative response (Lalvani, 2011)

Lifestyle and well-being:

Lifestyle and well-being of the child is the second main theme for the current research, the sub themes that fall under the umbrella are the daily routine of the child in school days, hobbies of the child and the child's academics. If

pondered upon the subthemes closely, the themes cover the daily activities of the child throughout the week, the days the child goes to schools, on weekends and the child's academic performance and attitude in the school with teachers and peers. How a daily routine is set by mothers, says a lot about how much the child is dependent on the mother and what sort of activities the child likes to indulge in. In the current times, where every child craves screen time, mothers find it a blessing that their child is sitting quietly or not acting out as much and for the mothers of special children this is even more of a blessing. One of the interviewee mentions how her son loves watching funny videos on YouTube, while another mentions her daughter watching cooking shows on the television with her sister. The hobbies of one the child were moulded a little differently by the mother as the child loved tearing paper and playing with toys alone. Talking about the academics on the other side is a way of getting a broader picture of how the child gets involved with people outside and at home. All three of the Down syndrome children go to a special needs school and seem to be befitting from the teaching style there. They have a strong bond with teachers and their peers. In activities that involve patience, they seem to wait, in activities that involve physical activity they engage well. All these point towards the effective teaching strategies employed by the schools the children go to. However, one of the interviewee also mentions a tragic time of her life when she enrolled her son in a very renowned special school, where the teachers were not very well trained and catered a large group of special children at one time, this ended up in making the child go back in time and regress to a stage where he stopped saying the basic words and showing interest in daily activities. However, years later she enrolled him in a different school where the young teachers gave the child individual attention that he needed and scarcely indulged him in ground activities that he enjoyed. This strategy gradually enabled the maintenance of autism spectrum disorder and also Down syndrome.

An indigenous research by Amjad and Muhammad, (2019) was conducted to explore and point out the learning difficulties Down syndrome child encounter and this perspective was highlighted by specialised teachers and psychologist. The

research focused on the effective teaching strategies and behavioural problems Down syndrome children show in the school environment. The results of this research align with the findings of the current research that individual teaching practices are most effective for Down syndrome students and their development of independent skills. As Amjad and Muhammad, (2019) also pointed out that Down syndrome children, like normal children also show individual differences and to cater these differences one to one teaching method is the best approach. Since this research is an indigenous research it also highlights one important issue that in Pakistan, the special schools lack resources and also have unstandardized teaching methods due which negative experiences with these schools make special children suffer. As the mothers in the current research sample mentioned that Down syndrome children lack motor skills and that their muscles are very wobbly, which makes the academic learning and writing skills very hard to teach. A research in Kenya was also conducted in 2022 which revealed how the health problems, hearing impairments and learning disabilities can give rise to difficulties in academic field for Down syndrome children. However on the other hand, with proper resources, early interventions and standardised procedures and activities, children can show a lot of improvement in academic performance (Wanjiku et al., 2022).

Challenges of raising a Down syndrome child:

Challenges of raising a Down syndrome child are numerous and every parent has a different way of expressing these challenges, where some seem to be most concerned for the child's need while a few have grown out to be so frustrated in themselves that it becomes hard to change the topic from their the struggles they went through. The sample in the current research is of mothers of twelve year old children with Down syndrome, who have all had early developmental delays and all are to some extent dependent upon sign language for communication. All these children face physical health issues for example in an

interview mother mentioned her son having a blood deficiency in early years in the following words:

Interviewee 1: '*...isko thora blood ka issue bhi rehta tha, first 8 months isko blood transfusion hoti thi, thora sa blood ka iska issue ata tha. Iske blood mei se sometimes platelets kam hojatay thay, tou phir blood lagta tha. Iska complexion thora pale hojata tha jis se humain phir doctor cbc recommend karta tha, cbc ki report se pata chalta tha ke isko kis cheez ki deficiency hai phir wou isko istarha se transfuse kartay thay.*' (Line 51-55)

Similarly, interviewee mentioned:

Interviewee 2: '*...ye na inke dil mei surakh hota hai, inkay kaanoun ka masla hita hai aur bohat se maslay hotay hain...*' (Line 64-65)

And one of the other interviewee regarding deterioration of her son's health said:

Interviewee 3: '*Nae nae, starting mei ye bohat healthy tha likin uske baad ye ahista ahista thora weak hona shuru hua.*' (Line 29-3)

Another very challenging aspect of Down syndrome children are their problematic social behaviours. Even previous researches (Farkas et al. 2018; Santoro et al., 2023; Wanjiku et al., 2022) and the current research align in the understanding that Down syndrome children are very social in nature and mostly behave in quite similar ways in social environment. They like to make friends,

greet with other people and talk to them in sign language as much as they can. They do elicit problematic social behaviours like hitting or acting out or becoming aggressive when they feel by the people around them. Relating to this interviewee 1 says that whenever he feels as if the person in front of him is trying judging him or getting uncomfortable, that is when it is likely that he would retaliate or throw things at them. This is the problematic behaviour most common in Down syndrome children in the current research and one reason for this can be the finding by Farkas et al. (2018) research that there is a lack of social acceptance in the society that triggers these children and enable them to act out at times in social environments.

However the results differ slightly for the Down syndrome child in the current sample who is also on the autism spectrum. Due to this reason the child is not interactive with the mother and does not make many friends in school environment also. However, he does tend to feel for his mother's struggles and show concern for her for example the mother mentioned that he would at times come and hug her when she is distressed or tired. Spinazzi et al., (2023) conducted a research with Down syndrome children with a dual diagnosis of Autism also. The qualitative research talked about the journey raising such a child and the daily hurdle the parents go through. The role of externals and family is highlighted in adding to the misery and the main themes in the research by Spinazzi et al., (2023) were stereotypy, impaired communication skills and behavioral difficulties. Similar is the case described by one of the interviewee, who during the interview talked about how the world and relatives have been a greater source of hurdles as compared to the child's challenges. She says:

Interviewee 3: '*...pehlay ye bohat healthy tha phir jab iski health deteriorate hui tou sabne mujhai hi akhaa ke iska khial nae sayi se rakha gya.*' (Line 39-41)

Child attachment and relationship with family members:

The fourth main theme of the research was the child attachment and relationship with family members and the sub themes were related to the attachment with mother on one hand and with siblings on the other.

The results in the current research show that the Down syndrome children are very much attached to their mothers. Even though the research by Rose (2021) highlights the roles of fathers in raising Down syndrome children like meeting with doctors, making appointments, interacting with the society and making self-adjustments to meet the child's needs, a mother's role is much more intense and integral. Additionally the research by Rose (2021) is also not appropriate for Pakistani culture as most men in our culture do not participate in household chores and the mother is usually responsible for the care of children while the males earn solely in most case. A mother has to make ways to understand the child, form a routine for the child, be there for him/her, feed them and do all the daily tasks. In the current sample each mother identifies herself as the main caretaker of the Down syndrome child, where majority of mothers also reported getting support from her other children and husbands. Similarly the attachment of Down syndrome children with their siblings is also very much dependent on individual differences when the interviewee 3's child's dual diagnosis of Autism with Down syndrome come into play. The research by Orsmond and Seltzer, (2007) revealed that children with Down syndrome as compared to ASD had a closer sibling relation bond. Despite this difference and evidence the mother mentions that he likes to sometimes play with his brother, however at most times, he prefers to play alone. The mother says;

Interviewee 3: (Relation with brother) *'MashaAllah ab khelna shuru hua hai, uske saath khelta thora bohat likin jab ye apnay mei magan ho joi khaas kisam ka game bana ke rakha ho tou tab ye nae chahta ke paas se koi*

*guzray even ke mei bhi guzroyn tou mei
koshish karti hou ke uski side se guzri.'*
(Line 446-449)

Similarly, the other two children respectively told by interviewees have a very strong with their siblings. Where one interviewee mentions that her Down syndrome son at times fights with her sister only at times when he feels jealous of her for being too close to her father, other than that the child is very friendly with her sister and younger brother. Evidence is seen in a research by Cuskelly and Gunn, (2006) on sibling relationship of children with Down syndrome, the research revealed that like any other siblings relationship, the relation of Down syndrome children with their siblings comprised of ups and downs but generally siblings of child with Down syndrome had a greater participation in caretaking activities. This was proven in the current research when another interviewee mentioned that most of her Down syndrome daughter's responsibilities are carried out by her elder sister. The mother said:

*Interviewee 2: '...meray saath helping
hands bohat hain, iski behen ne bohat
zada samjha hai ke iska ye lookafter
karna tou wohi larleti hai l, bathroom
leke jana, nehlana wou baray pyaar se
uska bhi bohat bara role hai phir meray
husband ka hain tou wou bhi bohat
positive rehtay hain'* (Line 136-139)

And when the mother was asked that to whom in your opinion your Down syndrome daughter is most attached to, she said:

*Interviewee 2: 'Behen se shaiad zada
(attachment)'* (Line 334)

Child development and Skills:

Down syndrome is a syndrome which comes along many deficits and skills at the same time but first and foremost are the individual differences be it in severity and in development stages. It cannot be claimed that all Down syndrome children fail to develop language and verbal skills, the present study includes a twelve year old Down syndrome girl, who is partially vocal and can say short phrases to make the other person understand her. A book chapter 'Language development in children and adolescents with Down syndrome' by Chapman, (2017) , states that children with Down syndrome makes use of social communicative signals like they would point or stare towards thing they won't or even try to convey their message by pointing at it. The author, later on in the chapter discusses how with age the child develops some babbling including the words 'ba' or 'da'.

The current research shows that all three Down syndrome children are very observant, one reason for this can be that they are not constantly talking or conversing with people around, instead they are all eyes at the people around. They are very observant of who is accepting their presence or who is threatened by it, and similarly, mothers talk about how their child can feel love, they know who is actually caring and concerned and they also act accordingly. In a research by Aydogan and Demirok, (2023), the researchers attempted to study the effectiveness of video modelling with Down syndrome children in teaching basketball. Modelling is a strategy used in observational learning (Hodges et al., 2007). The study showed that children with Down syndrome were able to learn basketball with the help of video modelling and also to maintain the learnt skills. This gives evidence to the daily life observational learning noticed in the current research. According to the mothers, the children were able to learn to respect the Holy book as the child observes her/his mother doing so and similarly to interviewee 3 also mentions that because he always observes me using scissors, since he has a dual diagnosis of Autism and Down syndrome, he does not play in

front of anyone and once I caught him using scissors just like me while playing alone.

Special education is considered as a blessing for Down syndrome children which can enable them to gradually become independent in their lives and to actually maintain being on their own (Popescu & Leonte, 2023). This enables the children to enhance self-confidence. In the current study, mothers talk about their Down syndrome children and how with growing age they are increasing learning to carry out tasks on their own and without prompts. However, some assistance is still required but none of the three children in the sample are fully dependent on their mothers. One reason for this is their parent's constant effort in sending their child to a special school. Teachers over there constantly remind the parents to let their child to learn on their own, during the interview with interviewee 2, the principal joined in for a quick suggestion and said:

Principal: 'Its just ke hum jab tak bachoun ko moukay nae dein ge bahir janay ke.milnay ke logoun se aur independant honai ke, khatray mei janai ke, jab tak ye jayein ge nae, learning nae hogi us tarhan se, humain yahan ek haath pakarnay se bachay ko sakhti se mana karti hai, phir bhi teachers oakarti hain, ke aap bachay ka haath pakartay hain thats fine but jab nae partay tou bachay unsafe feel karay ga aur phir behaviour change hoga.'

Factors leading to Post traumatic growth:

Post traumatic growth is one of the most important main theme of the current research and it highlights the factors currently evolving in mothers that show evidence for Post traumatic growth at the twelve year mark of raising a child with Down syndrome. In 2016, Counselman-Carpenter conducted a research on the presence of Post-traumatic growth in parents of Down syndrome and also highlighted the domains in which personal growth is inevitable for some parents like relating to others, their own personal strength over the years, seeing new possibilities, appreciating life and staying positive about their current situation and spiritual change (Counselman-Carpenter, 2016). The current research along these lines identified four common factors among the current sample namely; (a) Role of religion for mother as a coping strategy, (b) Positive aspects of the child seen by mothers, (c) Support from Husband and (d) Help from Family members.

Noticing spiritual change is a theme discussed by all three mothers of Down syndrome who talk about how religion has always played a pivotal role in helping them cope with the challenges, whenever they have felt lonely and helpless, they have always turned their heads toward God for help. They have prayed for their child's health and his/her life. Interviewee 2 mentioned how she showed a negative initial reaction when her daughter was diagnosed with Down syndrome, however later she regretted this reaction and repented from God and from that day has always been grateful for Allah's blessings. She says:

Interviewee 2: *'...phir meine Allah ki taraf dihaan kiya meine maafi mangi Allah se, meine kaha meine jo pehla reaction diya hai ya Allah meine bilkul ghalat diya aur Aap mujhai maaf kardein, apnay mujhai bohat behtar karke di hai, agar ye bilkul bed ridden hoti tou mei kiya karleti, meri kiya majaan thi, tou Allah taAllah apnay itni pyari aur chalnay phirnay wali aur matlab*

*MashaAllah aisi halat mei nae hai ke mei
bohat zada uspe nashukri karoun tou
shukar hai Allah ka, Allah hi agay madad
karai ga InshaAllah' (Line 85-92)*

Research also reveals that spirituality as a coping strategy for stress by mothers of special needs children can be very effective in reducing stress and Post traumatic growth. With such positive changes, mothers can better raise their special needs children (Alemdar et al., 2022). Alemdar et al., (2022) also talks about how identifying and exploring the relationship of components like spirituality and mental health will improve the well-being of mothers who will subsequently be better able to cope with the difficulties they experience in raising a special needs child.

Having a strong support system and being able to rely on someone is a beautiful feeling especially in cultures like that Pakistan where child bearing responsibility is entirely on the mother. Hadjicharalambous, (2021) conducted a research on the effects of having social support on the parenting benefits and how it aids the process of upbringing a special needs child. The study showed that having an adequate family support has many positive effects on the parent's ability to raise the special child not when it is most needed in the initial phase (when the parents are told about the diagnosis) but later in life as well. The child is also able to develop better social relationships and social skills in daily living when the mother has a good support system at home around her. The current research via unstructured interviews also includes a discussion in which the interviewee talks about the support she gets from her husband and other family members. Over this area of discussion as well there were a lot of commonalities as well. For all the mothers, support from their loved ones was perceived as very imperative and essential. For example interviewee 1 and 2 both had a lot of support and motivation from their husbands and close family members.

At many points, majority of interviewees mentioned how their Down syndrome child is really close to their father and other extended family members in the house and like to spend time with them, the child would tell details of the day to them, go on drives with them and spend a lot of time. Despite the child's strong bond with family members the interviewee as seen below talk about how as a mother the primary role in the child's care taking is hers and her husband's jointly, this shows how the mother is supported by her husband and is always there in all the decisions.

Interviewee 1: *'Sab apnay kamoun mei busy hain obviously and as a mother hgi basic responsibility tou mother ki hoti hai na tou father aur mother hum loug hi zada kartay hain.'* (Line 72-72)

However in this case the experience is explained a little differently by another interviewee who says that her daughter is most attached to her elder sister who also manages most of the responsibilities of the Down syndrome daughter. The husband also plays a very major role in helping the mother throughout be it in coping with the news initially or later on. The mother also claims that the role of her husband is so pivotal in her life that she wouldn't have been able to come through with raising her daughter so well if it hadn't been for him. During the interview she says:

Interviewee 2: *'...aur meray khial se mei itna acha sab na kar pati apnay husband ke baghair, jesa keh kisi ek parent ne bohat zada kiya tou mera wou role nae hail, mera khial hai mujhai kehtay hain log hain log but mei nae samjhti'* (Line 118-120)

On the other hand, the experience of another interviewee is completely opposite who has no support from her husband and other family members are also distant and unsupportive. The research findings by Hadjicharalambous, (2021)

also apply here, because the mother again and again mentions how dealing with backlash from husband and other family members has been a challenge for her. Researches also prove that mothers of special children when lack family support end up showing depressive symptoms (Hadjicharalambous, 2021; Park & Lee, 2022). One of the mothers in the interview talk about her struggles of single handedly managing the Down syndrome child, with repeated shifting homes, from being blamed for the health of child, to having financial issues. All these struggles of missing out on social support from her family made depressive symptoms visible in her daily living. She explains these symptoms as not being able to cope with her emotions, her feeling overly aggressive and agitated. She also mentions her morale getting low from the blame game by her in laws. The mother says;

Interview 3: *'Bilkul aisa hia jesay cope mei karti thi mujhai pata hai, mushkil bohat hojata hai aur uss waqt apko lagta hai ke pata nae agay zindagi bhi hai yan nae.'* (Line 487-488)

Unique relation of the child with God:

One of the most important and most unique theme of this research is the finding in which the majority of mothers talk about the child's unique relation to God. While conducting the first interview when the interviewee was approached with this question she was really happy to talk about it saying that no one has ever approached this. In reality one of child in the current sample is a close relative and I had always observed the child in religious events and how disciplined and connected he had always been in the setting. While even adults started chirping, I always observed how the young Down syndrome boy always made sure everyone is serious about religious activities and is focused on them rather on worldly matters. Therefore, when I approached his mother on this topic during the interview, she instantly started telling me how he always is motivated for religious

activities and also perform them with much respect and honesty. The mother during the interview said:

Interviewee 1: '*...iski apni attachment itni moula room mei andar jata hai jab enter hota hai mera khial hai koi bara yan bacha bhi aisay nae enter hota, neechay baithta hai entrance pe sajda karta hai , choomta hai phir andar enter hota hai, everytime, aisay kabhi enter nae hota, iske ilawa bhi andar alam jesay lagay huay hain, jata hai andar saray almoun ko haath laga ke shifa lagata hai , namaz parhta hai khud.*' (Line 260-265)

Similarly, the second interviewee was also asked the same question. While at first she got confused and could think of anything of this sort but a few minutes later she went back to this topic again and agreed that maybe yes, even her daughter has also shown motivation towards religion and that without any proper instruction she has herself picked up the Holy book and kissed it in respect. In her words, she described it as:

Interviewee 2: '*haan kaabhi ek dou dafa meine feel bhi kiya ke meray husband tableeghi jamaat mei jatay hain tou wahan tou hum loug bhi gaye wahan ek baar wahan time hita hai na ek, timetable hotay hain jesay har cheez ka time hota hai, phirbye karna phir ye karna hai tou 2 time pe hotay hain Ahadith waghaira ki ek kitaab hai, namaz ka sara likha hua hai usmei tou ye wou leke baith jati thi pehlay hi aur bolti thi QURAN, ke meine parhna hai'* (Line 439-444)

The reply to this question from another mother instantly was:

Interviewee 3: *Uh bohat acha sawal hai koi poochta nae hai nae but ye hai ke cheez in bachoun ke baray mei, meine isse as in nae sikhaya ke mei jab Quran laroun gi tou apnay usse choomna hai, likin mei jab bhi leke ati hou Quran pak ko tou wou aisay karta hai ke meine bhi isko, jesay aksar cheezoun ko na wou cheezoun konturn karta hai, haath marta hai likin tab nae karta, tou ye ek different cheez hai, jesay usse ye bhi pata hai aur ye dekh raha hai baar baar iss tarhan parh rahi hai warna uska chehra meray chehray ke zada kareeb hota hai, uh us waqt wou bohat ghour se dekhta hai. Aur doosra namaz oarhnay ki bhi video iski mei share karoun gi apkay saath, isne koshish kinhai ke jab koi na dekh raha ho.'* (Line 493-500)

The interviewee took absolutely no time and got really excited that finally someone has talked to me about this unique thing. There is no literature to the knowledge of any sort that gives evidence for this phenomenon and unique relationship of these children with God. One reason of this can be the cultural and religious trends in Pakistan and how much the mothers are spiritual in nature. As discussed before also, these children are found to be very good in observational learning (Aydogan and Demirok, 2023), they might have always seen their mothers practicing and respecting God and the Holy book which made them follow the same path. Another reason for this can be that as one of the mothers also mentioned that these children perform these religious activities like 'prayers' or 'respecting and kissing the Holy Quran' as a part of routine work, just like changing clothes, eating, drinking etc. and they actually have no formal understanding of religion itself. The main reason and whether these children have

proper understanding of religion remains unsolved as these Down syndrome children cannot speak and fully express their thoughts.

CONCLUSION

To conclude, the narratives revealed a holistic experiences of mothers raising a Down syndrome child. Through observations, interviews with mothers and field notes, the data collected provided an enriched and nuanced information. Each mother's experiences were perceived in different ways such as the same event was perceived as a joyful experience, a challenging one or an experience full of complexities. Findings revealed several neutral, positive and negative themes including receiving and dealing with the diagnosis of Down syndrome, lifestyle and wellbeing, challenges of raising a down syndrome child, child's attachment to family members, child's development and skills, factors leading to post traumatic growth in mothers and the child's unique relation with God. Factors leading to Post-traumatic growth highlighted the strengths and inborn resilient nature of mothers and how they have survived and grown while facing a challenging time.

To conclude, it can be implied that while raising a child with Down syndrome has many challenges to begin with, however, every mother has a different pace of coping with these challenges and to get onto the path of growing post-trauma and realising the blessings that come along raising a Down syndrome child. The child's connectedness to God is a unique finding that has many underlying causes living in a religious country like Pakistan, it still add a whole lot weight to the list of positive aspects seen and perceived by mothers.

LIMITATIONS

- Considering the nature of research and a one-to-one forty minute interview with mothers, who were already occupied with a special needs child, mothers felt uncomfortable at first meeting with me as a stranger, then to open up about the challenges and lastly to take out time to give extensive answers and share private information about the family even though the personal information was neither taken and if any was released it was not included in the research.
- The sample size was relatively small, which affects the external validity. One reason for a small sample size was a requirement to give an interview in person or online due to this mothers were quite hesitant in agreeing to this term.
- The results are not generalizable as the sample was only acquired from one city of Pakistan and that cannot account for the experiences of the rest of mothers raising a Down syndrome child.
- Only one interview with each participant was taken, which even though was on average 40 minutes long, it could not provide evidence for a saturated data as each aspect was only talked about once and not seen from every possible angle.

RECOMMENDATIONS

- It is recommended to replicate this study with a larger sample to increase the external validity.
- Secondly to the knowledge the Down syndrome child's connectedness to God is a very unique finding, which requires further research with a larger sample, preferably using a quantitative statistical analysis to generalise to the whole population.
- Similarly, this unique finding requires research with other religious groups other than Islam as well to prove its true potential of being an emerging phenomenon.

- More research is required in the area to provide support to mothers of Down syndrome children and to explore the most common factors that cause their mental health to suffer and add to their challenges in Pakistan.
- For the ease of management, resources and equipment specifically tailored for special needs children should be made more accessible and easily available.

IMPLICATIONS OF THE STUDY

- In the clinical setting, the findings of the research can help navigate psychologists to psycho-educate parents while giving therapy to special needs children.
- Early interventions for Down syndrome children can help these children to develop their skills early in age and this would make the lives of family members a lot easier.
- The findings will help the teachers to consider the challenges of mothers at home, social and financial in providing suggestion for at home activities with Down syndrome children.
- With this study, Clinical psychologists can identify the triggering factors for problematic social behaviours for Down syndrome children and subsequently suggest ways to manage the outbursts.
- For new parents of Down syndrome children, this research can be an eye opener to not only view the diagnosis with a negative aspect but also consider the blessings that come along raising a child with Down syndrome. This can give parents some motivation.
- Support group for parents of Down syndrome children can be organised that will help in getting advice from other parents and to also

talk about their individual challenges in a non-judgmental environment.

By implementing these implications, mothers specifically and families in general of Down syndrome children can be catered to in a much better manner. More support and resources will be available for their ease and this would also enable Down syndrome children to have more acceptance in society.

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APPENDICES

Appendix A

Interview protocol:

MAIN QUESTIONS	PROBING QUESTIONS
Diagnosis(Biological aspect)	
When did you first find out about your child's down syndrome?	➤ Was it before or after birth? کیا یہ پیدا عیش سے پہلے خبر ملی یاں بعد میں؟
آپ کو اس بیماری کا کب پتا لگا؟	➤ What were your emotions and thoughts at that time? آپ کے اس خبر ملنے پر کیا تعسرات تھے؟
What were the early signs?	➤ Shed some light on the early milestones کیا آپ یاد کر کہ بتا سکتی ہیں کہ آپ کے بچے نے وقت سے بولنا، چلنا، ریگنا شروع کر دیا تھا؟
شروع میں آپ کو کون سے ایسے علامات دکھے جنکی بنیاد پہ آپ کو ڈاکٹر کے پاس جانا پڑا؟	
How did you cope up with the news of your child having this syndrome?	➤ What justification you gave yourself آپ نے آپ کو کن سوچوں اور باتوں سے بھلایا؟
جب آپ کو پتہ لگا اپنے بچے کی اس کنڈیشن کا تو آپ نے اس خبر کے بعد اپنے آپ کو کیسے سنبھالا؟	➤ How did the rest of the family react گھر کے باقی افراد نے اسے کیا تا سورات تھے؟
How supportive has you family been in this endeavour?	
آپ کے گھر والوں نے اس مشکل وقت میں آپ کا کتنا ساتھ دیا؟	

Daily routine.

Tell me a little about your child's daily activities?	➤ What are his/her hobbies? آپنا فانا تو وقت کیسے گزارنا پسند ہے؟
اب ہم تھوری بات کرتے ہیں آپ کے بچے کی روزمرہ کی زندگی کی۔	➤ What does him /her enjoying doing the most?

ان میں سے سب سے زیادہ دلچسپی کس کام میں ہوتی ہے؟

- Can you tell me about some of your struggles that you face talking to him or making him understand what you are saying?

کوئی مشکل جو پیش آتی ہو کام سمجھانے میں؟

Can you tell me which school does your child go to?

- How is your child in studies?

آپ کا بچہ پڑھائی میں کیسا ہے؟

چلیں اب تعلیم کی طرف بھڑتے ہیں۔

- Is it a special school just for Down syndrome children or Children with other abilities also attend the school?

کیا یہ سپیشل بچوں کا اسکول ہے؟

- How is your child with his peers?

اس کے باقی بچوں کے ساتھ کیسے تعلق رکھتا ہے؟

- Does your child make friends easily?

کیا اسے دوست بنانے میں کوئی مشکل تو نہیں پیش آتی؟

Struggles of home environment (psychological aspect)

What are the difficulties your child face when they are at home?

- Do they carry out their own tasks?

کیا وہ اپنا کام خود کر لیتا/ لیتی ہے؟

گھر پر رہتے ہوئے کیا مشکل کا سامنا کرنا پڑتا؟

- In what areas do they require assistance (eating, changing etc?)

کن کاموں میں مدد کی ضرورت پڑتی ہے؟

Struggles of social environment (Social aspect)

How are your child's social skills

- Can your child converse according to their age?

- آپنی عمر کے لیہاڑ سے کیا آپکا بچہ بات چیت میں کیسا ہے؟
لوگوں کے درمیان آپکا بچہ کیسے رہتا ہے؟
- Are they cooperative and helpful to others needs?
کیا وہ ارد گرد کے لوگوں کی مدد کرتے ہیں؟
- What are the problematic social behaviours of your child?
روزمرہ کی زندگی میں لوگوں کے ساتھ کوئی مصلحا جو پیش آتا ہو؟
- How often does your child face problematic phases?
یہ مسائل اندازن کتنی بار ہوتے ہوں گے؟
- Anger outbursts?
غصے میں چمکنے یاں ہاتھ اٹھانے کی عادت؟
- Issues in talking?
غیروں سے بات کرنے میں کوئی مشکل ہوتی ہو؟
- How is your child in developing/maintaining relations?
اس کے عمو من تعلقا ت کیسے ہیں؟
- How is his relationship with other siblings and father?
آپنے والد اور باقی بہن بھواں کے ساتھ تعلقا ت؟
- With other family members how well does your child adapt?
اور باقی گھروالوں کے ساتھ؟

Struggles of school environment (social aspect)

- How is the child's relationship with teachers?
ٹیچرز کے ساتھ کیسے تعلقا ت ہیں؟
- Can the child easily ask questions in class?
کلاس میں سوال پوچھنے میں کوئی دشواری تو نہیں پیش آتی؟
- Does your child require constant guidance by teachers?
کیا ٹیچرز کو ہر وقت آپکے بچے کی مدد کرنی پڑتی ہے؟
- How is your child's relationship with peers?
اسکول کے بچوں کے ساتھ آپکا بچہ کیسا ہے؟
- How many friends does your child have in school?
کتنے دوست ہیں؟

- Does he/she sit with them every day and remember their names?

اپنے دوستوں کے نام رکھ سکتا ہے آپکا بچہ؟

Struggles your child face during classes and recess time?

بریک کے دوران اور کلاس میں کیا کوئی مشکل پیش تو نہیں آتی؟

Spiritual aspect

In what ways did you use your religion in order to cope up with raising your child with Down syndrome?

دین کا سہارا اپنے کس طرح لیا اپنے آپ کو اس مشکل سے نکلنے میں؟

- What hurdles did you face in absorbing the information?

یہ خبر ملنے کے بعد آپکے کیا تعصبات تھے؟

- In what ways was being religious helpful?

دین نے آپکی کس انداز میں مدد کی؟

How did you teach your child all the religious activities?

آپنے اپنے بچے کو نماز پڑھنا کیسے سکھائی؟

- Does your child feel motivated towards religious activities?

کیا آپکے بچے کو دین میں دلچسپی رکھتا ہے؟

- How did you make him/her learn how to offer prayers?

آپکو نماز سکھانے میں کیا مشکل پیش آئی؟

- At what age did you child fully understand the concept of religion?

دین کے بارے میں سمجھ کس عمر میں آئی؟

Appendix B

Demographic Information sheet

Demographic Form

1. Name (initials): _____
2. Gender: ___ Male ___ Female
3. Age (in years) : _____
4. Marital status: ___Married ___Single ___Divorce/Separation
 ___Widow/Widower
5. Occupation: ___Working ___House wife
6. Total number of children: _____
7. Age (of Down syndrome child): _____
8. Gender (Down syndrome child): ___Boy ___Girl
9. Time of diagnosis: ___ Before birth ___ After birth
10. Does he/she go to a special school? ___ Yes ___No

Information sheet

I, Ms. Amina Salman am the student of Bs Hons in Psychology at the Department of Applied Psychology, Kinnaird College for Women, Lahore. You have been requested to take part in our research. Before taking part, it is necessary for you to know why this research study is being conducted and how is going to be beneficial. Please read the following information carefully.

Purpose of the Research

The purpose of this research is to identify the positive and negative aspects of raising a child with Down syndrome. The research is being conducted to explore what impacts there has been on the rest of the family and how well have been able to cope up.

What are you required to do?

If you intend to participate in this research, you will be asked to sign a consent form. After consent, you will be asked to give a semi structured interview that will be audio recorded. This interview will help me better understand your role as a parent and how the whole family has adapted to living around a special child overtime. The interview will last around one hour in which we will be talking about various topics.

What will be done of your responses?

Your responses would be transcribed and recorded in the form of codes. All the information would be kept confidential and will only be used for academic and research purposes. All the information provided by you will be kept confidential.

Your Rights

Your participation in this research is voluntary and you are free to withdraw at any time. If you are willing and you want to ask anything about the study, feel free to ask.

Complaints

In case of any complaints or queries, you may contact at

03204801412

Or via email amina.salman1412@gmail.com

Thank you for your cooperation

Appendix C

Informed Consent form

Research Title: “Blessing or a challenge raising a Down syndrome child; A narrative inquiry”

Researcher: Amina Salman

Supervisors: Maam Zara Haroon

Kindly read the following statements:

- | | |
|---|--------------------------|
| 1. I accept the fact that I have thoroughly read and understood the provided information sheet. | <input type="checkbox"/> |
| 2. I accept that I was given the opportunity to know about the research and obtain answers about the queries. | <input type="checkbox"/> |
| 3. The researcher(s) has told me about the aim, duration, and nature of research | <input type="checkbox"/> |
| 4. I am willingly participating in the research. | <input type="checkbox"/> |
| 5. I know that I have the right to quit the research at any point. | <input type="checkbox"/> |
| 6. I am ready to take part in the research. | <input type="checkbox"/> |

Initials of the Participant _____ Date _____ Signature _____

Name of the Researcher _____ Date _____ Signature _____

Appendix D

Pilot study interview transcription

Mode of interview: Face to face

Duration: 32 minutes 53 seconds

Date: 17th November 2022

1 **Interviewer:** Asalam-o-Alaikum, mera naam Amina hai aur mei ek research
2 conduct kar rhi hou. Mera taluq psychology department se hai from Kinnaird. And
3 the topic of my research is realted to Down syndrome and keh aisay bachay ko raise
4 karna ek challenge hai yan blessing. So issliye I will be interviewing you aur uss se
5 phir mei result nikaloun gi.

6 **Interviewee 1:** *'Sure sure. You can ask anything you want to.'*

7 **Interviewer:** Acha ab sabse pehlay tou hum thora peechnay jatay hain in time, sabse
8 pehlay apko kab pata chala ke aisay apkay baby ko down syndrome hai?

9 **Interviewee 1:** *'At the time of pregnancy thora sa doctor ne ek halka sa shak zahir*
10 *kiya tha likin Down's ka nae tha wou, thori si abnormality ka shak dala tha usne*
11 *jab scan hua tha at the 6th month mark, tou usne sirf humain halka sa baby ka fetal*
12 *heart se related thori problem batayi thi aur ye kaha tha usne ke usually ye Down*
13 *syndrome ke babies ke heart ka aisa hota hai likin apka aisa kuch samjh nae aaraha*
14 *ho nae sakta is waqt pe finalise. Ke apka koi family background bhi aisa nae hai,*
15 *baki reasons bhi ane hain tou usmei positivity nae kit hi, likin jab iska birth hua at*
16 *the time of birth unhoun ne forum hi diagnose kardia tha. Forum diagnose karke*
17 *iske paper waghaira ready kartay hain usmei bhi likhdiya tha, jesau uski type konsi*
18 *hai jesay iski 'Trisomy 21' thi. Sara luch unhoun ne usi mei diagnose kardia tha.*

19 *And shuru mei obviously mujhai itna pata hi nae tha ke Down's syndrome bachay*
 20 *hotay kesay hain aur kiya sab. Ke kabhi family mei bhi nae dekha. Phir mujhai type*
 21 *ka pata laga tou google pe meine research ki aur phir mujhai thori know how hui*
 22 *ke acha ye hai tou ab matlab Allah pak se shikwa bhi tha ke ye kuon hua but jesay*
 23 *jesay ise bara kiya wesay wesay iske saath attachment itni zada hoti gyi, pyaar itna*
 24 *zada ke phir bhi aur bachoun ko iske saath aur iske school ki surrounding mei*
 25 *dekhti hou tou I thank Allah ke he is far better than those children. Apni own pe*
 26 *khata pita hai, apni own pe washroom jata hai, apni own pe kapray change karta*
 27 *hai, sab kuch khud karta hai, ischeez mei mei positivity iski problem mei dhoondti*
 28 *hou kabhi negativity ki taraf nae jati.'*

29 **Interviewer:** Masha'Allah, Tou apkay uswaqt kiya emotions thay aur apka
 30 reaction kiya tha jab apko pata chala ke aisay Down's syndrome hai?

31 **Interviewee 1:** *Wohi baat ke thora bohat shikwa Allah pak se hua tha but jesay*
 32 *jesay ye bara hota gya, iske saath attachment aur pyra isne khud sabse bohat ziada*
 33 *liya hai. Aur usi pyar ko hi jo hai na, meray aur bhi bachay hain, but sabse zada*
 34 *yahi pyar leta hai, ghar mei bhi aur as parent bhi, aur ye khud pyar leta hai is*
 35 *wajah se. so yes Alhumdulillah.'*

36 **Interviewer:** Tou apkay khial se early age mei konsay aisay different sign apko
 37 nazar aye? Jesay developmental milestones mei delay?

38 **Interviewee 1:** *Sab kuch hi delayed tha iska, like sitting posture delay develop hua*
 39 *tha, walking delayed shuru hui thi, teething delay tha, har chiz delay thi.'*

40 **Interviewer:** Tou usmei phir regular visits to the doctor hotay thay?

41 **Interviewee 1:** *'Doctor ne mujhai pehlay hi sara kuch, iske child specialist sara*
 42 *kuch usui waqt guide kardia tha ke apnay isko as you previos child usko compare*
 43 *nae karna ke wou usne isne time mei kiya tha tou ye kuon nae kar rha, iska har chiz*
 44 *delay hui wit hi, ye hai hi delayed milestones mei tou ab chalay ga bhi late, baithay*
 45 *ga bhi late, teething bhi late tou hamara usne mind prepare kiya tha.'*

46 **Interviewer:** Tou apkay khial mei ye preguidance apkay liye kitni helpful thi at
 47 that time?

48 **Interviewee 1:** *'Nae bohat helpful and even wou doctor hamaray call away thi sirf*
 49 *hamaray, jo jo bhi problem is se related hamain face karni parti thi hum phone pe*
 50 *bhi discuss karletay thay, ja ke bhi dikha letay thya, sari vaccination wohi karti*
 51 *thin, phir iska routine checkup hum karatay rehtay thay.'*

52 **Interviewer:** Tou uss waqt pe apnay apko kesay justification di?

53 **Interviewee 1:** *'Aapnay apko yahi samjhaya ke Allah ki marzi hai aur actually ye*
 54 *itna cute tha chotay hotay ke ke itna zada pyar ata tha ke humne kabhi ye bhi ye bhi*
 55 *kabhi ane socha tha lke ye bara hoke kis tarha se behave karay ga, yan ye Down's*
 56 *hai, hamain sirf iski heath aur life precious thi kuonke isko thora blood ka issue bhi*
 57 *rehta tha, first 8 months isko blood transfusion hoti thi, thora sa blood ka iska issue*
 58 *ata tha. Iske blood mei se sometimes platelets kam hojatay thay, tou phir blood*
 59 *lagta tha. Iska complexion thora pale hojata tha jis se humain phir doctor cbc*
 60 *recommend karta tha, cbc ki report se pata chalta tha ke isko kis cheez ki deficiency*
 61 *hai phir wou isko istarha se transfuse kartay thay.'*

62 **Interviewer:** Tou wou mushkil nae hota tha to see ke itnay chotay baby ko needle
63 lag rae hain and all?

64 **Interviewee 1:** *'Hota tha definitely, matlab hamari tou aulad ko taqleef pohinchay*
65 *tou maa baap ko pehlay pohnchti hai, hamaray liye bas iski life sabse zada*
66 *important thi. Tou likin doctor yahi kehtay thay ke in bachoun ki ye problem shuru*
67 *shuru mei rehti hai but for time being hoti hai ahista ahista theek hojati hai, tou*
68 *ussi umeed pe hum iska treatment bhi sab phir banda karata hai jab hope detay*
69 *hain doctors obviously.'*

70 **Interviewer:** Tou baki ki family ne kesay react kiya tha jab unhay pata chala?

71 **Interviewee 1:** *'Sab bohat cooperative thay, matlab iske mamu ne bhi blood di,*
72 *blood mei se platelets transfuse karke lagwaye. Humsab ka same blood group tha*
73 *tou hum sab ne blood diya, iski phupo ne isko blood diya, kahin bahir se nahi khud*
74 *hi blood detay thay. Aur itnay chotay se bachay keliye bilkul 100ml jitna blood*
75 *chaiai hota tha tou itni problem nae hoti thi tou wou side by side sabki cooperation*
76 *ke saath Allah ne isko sehat bhi di. (Note: the mother got teary and lowered her*
77 *head and joined her hands to thank Allah.)*

78 **Interviewer:** In like daily routine aur baki sab maamlaat, sab kitna help kartay hain
79 around you?

80 **Interviewee 1:** *'Sab apnay kamoun mei busy hain obviously and as a mother hgi*
81 *basic responsibility tou mother ki hoti hai na tou father aur mother hum loug hi*
82 *zada kartay hain. Iske cousins jinke saath ye rehta hai unka saath ye itna busy hota*
83 *hai, sara waqt khelta rehta hai, phir iska school hota hai. Jaldi sou jata hai jaldi*
84 *uth ke school chala jata hai tou jo weekdays hotay hain wou tou kafi busy hotay*

85 *hain, weekends pe phir moj masti full on hoti hai, saray week ka jo iska jama hua*
 86 *hota hai sara weekened pe bahir hota hai. Friday se weekend start hota hai.'*

87 **Interviewer:** Tou iski daily activities aur hobbies kiya hai?

88 **Interviewee 1:** *'Isko mobile pe videos dekhnay ka bohat sgoouk hai, funny videos*
 89 *dekhta hai aur phir hansta hai dekh ke, wou usme zada tar video videos pasand*
 90 *hain aur b dekh dekh ke itni yaad hogyi hai kitni dafa ye mujhai dikhata hai aur*
 91 *kehta hai ke ye dekhain mama ye abhi ball aisay phenkay ga aur ye karay ga, tou*
 92 *ise achay se yaad hogyi wi hai ye videos ab.'*

93 (Meanwhile for the next couple minutes the child gets hold of the recording device
 94 and starts to take pictures from it, he makes noises as he knows the recording is on,
 95 the interviewer takes this as an opportunity to slowly talk to the child by asking him
 96 if he knows how to write his name or make a star in order to distract him also. The
 97 mother asks the child to return the mobile but the child refuses for the time being
 98 but by talking about him the mother tries to grab his attention and make him listen
 99 to her)

100 *'Isko colouring ka bohat shouk hai, pasting iski bohat achi hai, phir he makes his*
 101 *hand and usmei colour karta hai. Painting ka sabse zada shouk hai, Football ka*
 102 *itna shok hai, cricket bohat shouk se khelta hia, playing habits iski bohat achi hain.'*

103 (The interviewer again makes an attempt to talk to the child by appreciating him on
 104 the healthy activities he has in his daily routine, upon which the child comes up and
 105 hugs the interviewer as he felt really happy and appreciated)

106 *'Ke sara bhi din isko miljaye khelnay ko tou bhi kam hai. Phir humne iske liye wou*
 107 *boxing bag kamray mei rakha hua, jo doctor ne suggest kiya tha jab ye bohat zada*
 108 *act out karnay lag gya tha takay iski punch karke thori frustration niklay. Ek time*
 109 *pe iska hitting behaviour thora develop hogya tha tou unhay ne ye recommend kiya*
 110 *tha ke aap ye layein iss se ye thora calm hgoye ga bahir ja ke'*

111 **Interviewer:** tou iska ye hitting behaviour trigger kis cheez se hota tha?

112 **Interviewee 1:** *'Udhar doosri taraf se isse feel hota tha na keh ye mujhai low feel*
 113 *kara rahay hain, yan saath khelnay nae de rahay aur differenciate kar rhay hain,*
 114 *zara sa bhi isko ankhoun k abhi koi lagta hai na ke koiu mujhai ankhoun se aisay*
 115 *kar rha hai, zara sign bhi feel hota na keh mujhai doosa irritate karnay ki koshish*
 116 *kar rha hai tou uska bas phir he would start to hit.'*

117 **Interviewer:** Tou kabhi aisa hua ke aapki aur iske father kii kisi baat se isay kabhi
 118 kuch feel hoke isne act out kiya ho?

119 **Interviewee 1:** *'Nae hamari batoun ko mind nae karta bilkul bhi. Balkai mei yan*
 120 *iske father kabhi ise ghalat baat pe roukain tou forum maan leta hai hamari baat.'*

121 **Interviewer:** Acha tou iska apnay sibling's ke saath kesa relation hai?

122 **Interviewee 1:** *'Apni behen ke saath bohat zada fight karta hai aur* (While the
 123 *moment his mother talked about him fighting with his sister, he snatched the*
 124 *recording device and the he was not ready to return it until his mother said that she*
 125 *is going to get angry now and he instantly returned the recoding device.)*

126 **Interviewer:** Acha tou iski studies mei kesi performance hai?

127 **Interviewee 1:** *'Mei jo apko cheezain batayi hain abhi tak bas wohi karta hai* (the
 128 *mother is referring to colouring, pasting, painting etc.) verbal counting karta hai*
 129 *iske ilawa aur isko hide and seek khelna k abhi bohat shouk hai, tou usmei jesay*

130 *chupke count kartay hain na 1... 2.... 3.. Tou wou ye kehta hai ke mei counting*
 131 *karoun chupke aur aap sab mujhai dhoondain, iske cousins hain wou chup jayein*
 132 *aur phir mujhai dhoondain.'*

133 **Interviewer:** Tou baki cousins ko nae hota kabhi ke kuch aur khelain tou ye
 134 aggressive hojata ho agay se?

135 **Interviewee 1:** *'Nae nae, jesay wou bhi isko kuch karnay ke liai kayi dafa, iski*
 136 *marzi ki game kheltay hain.'*

137 **Interviewer:** Right right this is so cute, tou iska jo school hai turning point, tou
 138 wahan oe sab special bachay hain yan koi aur format hai?

139 **Interviewee 1:** *'Saray special bachay hain udhar but different categories hain,*
 140 *autistic bachay bhi hai aur iske ilawa bohat si aur doosri categories hai jo genetic*
 141 *issues se related hain.'*

142 **Interviewer:** Acha, tou wahan pe friends ke saath kesay relations hain, friends
 143 waghaira ban jatay hain yan how does he interact phir?

144 **Interviewee 1:** *'Ye bohat zada school mei acha behave karta hai, even mei kabhi*
 145 *ghar ki isko koi complaint iski teacher ko karti hou wou yaqeen hi ane karti ke ye*
 146 *tou hamaray school ka best student hai ye tou kabhi aisa kar hi nae sakta, matlab*
 147 *agar school mei koi bacha out of the way jar aha hai aur out of rules ja rah ahai*
 148 *tou usko ye usko ye isharoun mei dant ko usko correct kar rha hai ke ye class hai,*
 149 *chup karke baitho yan seedhay hoke baitho tou yue aap kesay keh sakti hain ke ye*

150 *ghar pe aisay karay ga, tou iss lihaz se isske school se bohat acha feedback milta*
 151 *hai, positivity k abhi aur wesay bhi, iski jo principal hain unhay isko declare kardia*
 152 *hua hai ke ye hamaray ka school ka best student hai, ek dou dafa humne iska school*
 153 *change karnay ki koshish ki hai, because iski koi teacher set nae nae horahi thin*
 154 *tou ye ghar mei bhi odd behave kar rha tha tou iski principal ne Janay hi ane dena,*
 155 *humne iskay paper denay hi nae, isko kahin Janay hi ane dena.'*

156 **Interviewer:** Wow MashaAllah ismei tou great credit goes to you as well, tou
 157 wesay iska ye school hai kidhar?

158 **Interviewee 1:** *'Ye cavalry ground, paas hi hai ghar ke.'*

159 **Interviewer:** Tou friends waggaira hain iske school mei?

160 **Interviewee 1:** *'Sab friends hain, iska jesay shuru mei one to one sessions hotay*
 161 *thay, 1 bachay ke saath 1 teacher, wou sara din bachay ko academics wise parhati*
 162 *rehti hain, and ab iski group wise studies shuru hui hain, ab pichlay ek saal se,*
 163 *matlab, jesay agar school mei, 4-5 bachay downs syndrome hain tou wou sab ek*
 164 *group mei unhoun ne kardiye hain'*

165 **Interviewer:** Tou unki ages same hain phir yan different?

166 **Interviewee 1:** *'Nae nae sab bachoun ki different ages hain, likin category same*
 167 *hai na.*

168 **Interviewer:** Tou ye mushkil ane hojata for the teacher and bachay ke liye bhi ke
169 jesay agar ek bara bacha different behave kar rha aur chota differently.

170 **Interviewee 1:** *'Nae behave tou ye Down's ke bachay behave phir bhi sayi karletay*
171 *hain, understandinmg sabki different hoti hai, ab jesay bara hai tou iss se thora*
172 *zada understand karlega, ab jesay ye bhi gradually, pehlay chota tha tou kam*
173 *cheezoun ko sense karta tha likin ab tou iski senses bohat tez hogyi hain, matlab*
174 *agar ye bolta nae hai tou cheezoun ko sense itna sharply krta hai ke ham sab heran*
175 *reh jatay hain ke isko ek dam se pata chal gya hai hai.'*

176 **Interviewer:** Matlab jesay abchoun ko vibes bohat ati hain

177 **Interviewee 1:** *'Exactly. Isko vibes bohat strong aur jaldi aajati hain, aur iska, ye*
178 *hai ke ye abhi verbal nae hai tou iski sign language itni strong hai ke jesay iske*
179 *father sara din ghar nae hain tou, when his phupo or father comes back na tou isne*
180 *atay hi unko apnay signs ke zaruye sara din hua wa koi masla hua hai, koi khushi*
181 *ki baat hai, koi problem ki baat hai tou sab kuch apni signs ke zariye samjhata hai*
182 *ke aaj saray din mei ye hua hai. Aur agar tou koi emergency situation aagyi hai*
183 *like apa yan bhaiya lar paray hain yan rou para hai tou iske liye wou situation bari*
184 *emergency situation hojati hai aur us situation mei mobile pakar ke sweedha video*
185 *call hojati hai ke gahr anay k abhi wait karti hou, tou at times I also say ke mei hou*
186 *ne inki problem solve kar ay ke liai baba ko kuon involve kartay ho unhay office*
187 *work karnay diya karo, likin isko nae tasalee hoti jab tak ye apnay baba se baat*
188 *nae karleta'*

189 **Interviewer:** Likin ye bhi ek honour ki baat hai for the father ke bacha itna depend
190 karta hai aur rely karta hai.

191 **Interviewee 1:** *'Yes yes bohat zada.weekends pe ise hota hai iske baba iss se milay*
 192 *bagahir na chalay jayein, baki bachay poni neend पूरी kar rhay hotay hain likin*
 193 *weekend oe 8, 8:30 pe ek dam se uthta hai ke kahin mei soya reh jaoun aur baba*
 194 *office chala jaoun, uth ke unke saath breakfast karay ga, see off karai ga aur kitni*
 195 *dafa unhay kahay ga ke ye kareeb shop pe mujhai kuch leke de ke, wapis ghar chor*
 196 *ke phir office jayein.'*

197 **Interviewer:** Tou ye sign language mei hi converse karta hai?

198 **Interviewee 1:** *'Haan yes, sign language mei hi sari batain, aur humain tou itni*
 199 *adat hogyi hai iski ke jesy abhi ye mujhai isharay kar rha hai ke dado apko bahir*
 200 *bula rahi hai for dua.'*

201 **Interviewer:** So like apko ghar pe kiya difficulties face karni parti hain from day
 202 to day life?

203 **Interviewee 1:** *'Ghar walai as a family tou sab iski situation ko kaafi had tak*
 204 *samjh gya hain , aur to some extent iski cheezoun ko mind bhi ane kartay but TO*
 205 *SOME EXTENT kabhi kabhi kaartay bhi hain, aur jab bhi ye bhi zahir hai out of*
 206 *the way jata hai yan bohat hi koi different behave karta hai tou koi bhi ho bura*
 207 *mana jaye ga. Likin baki jis tarhan out of family gathering mei yan, yan kahin shadi*
 208 *pe jana poar jata hai tou mujhai problem hot hai, ghar mei sab understand kartay*
 209 *hain.'*

210 **Interviewer:** Tou apnay saray kaam khud manage karleta hai?

211 **Interviewee 1:** *'MashaAllah pehlay meine iske liye maid rakhi hui thi, matlab 8, 9*
 212 *years tak ka jab tha tou ek maid meine sirf iske liye rakhi hui thi, likin meine ye*
 213 *feel ye feel karna shuru kardia ke maid ke hotay tak ye iondependent hop aye ga,*
 214 *ye usko bulata rehta hai ke aao mujhaiu kapray pehnao, usko awazain deta rehta*
 215 *aao mujhai washroom leke jao, mujhai pani pilao, mujhai khana khilao, mei ye*
 216 *cheez nae chahti thi, phir do teen jagah se iska mila tha keh agar mei isko*
 217 *independent karoun tou ye hoga warna nae karoun gi tou ye dependant hi rahay*
 218 *ga, tou ab ek saal hogya hua hai ke meine maid hata di hui hai sirf isliye ke ye*
 219 *independent ho aur MashaAllah se ye hogya hia, sab kuch apna ye khud karta hai,*
 220 *ab jesay subah school jana hai , khud ready hota hai, khud baal banata hai, khud*
 221 *jootay pehnta hai aur sab khudse karta hai, shower khud karta hai, sirf shampoo*
 222 *mei meri help chaiai hoti hai (Meanwhile the child judged that he is being praised*
 223 *and so he came up to the interviewer and showed his drawing to get more*
 224 *appreciation, similarly when the interviewee talked about shampoo the child started*
 225 *imitating shampooing his hair by rubbing head, upon getting praise from his*
 226 *mother, the child gives kisses to his motherto show his love and happiness) ke even*
 227 *shower se nikal ke ata hai tou kapray khud pehnta hai. '(while the child is talking*
 228 *in sign language the mother keeps saying okay and also has teary eyes and sighs)*

229 **Interviewer:** Aur iske social skills kesay hain?

230 **Interviewee 1:** [long pause] *Social skills.... Bas aake develop huay hain but abhi*
 231 *bhi kabhi kabhi ye jo hai na over bhi hona shuru hojata hai, matlab agarap ek hain,*
 232 *yahan agar 3, 4 loug hou tou ye different behave karna shuru kardeta hai, koi hoga*
 233 *jesay isko pyar kar raha hoga, koi different nazroun se dekh raha hoga , tou sabko*
 234 *ye assume karay ga pehlay, ke ye meray se kis tarhan behave kar rahay hain, phir*
 235 *ye uske accordingly agay se behave karta hai, jo zada tar problematic hojata hai,*
 236 *kuonke ye duniya hi aisi hai, ab har koi tou nae understand karta, na har koi pyar*

237 *karta, kuych log ise pakar ke sar pakar letay hain thori der baad bula ke duain*
 238 *detay hain ke acha Allah tumhay sabra de, tumhay himat de hosla de, weou theek*
 239 *sab cheezain saath saath hai, likin ap aglay ko uska weak point tou na bano na, ab*
 240 *humne is cheez ko accept kiya hai, hum apnay baki bachoun se zada pyar aur*
 241 *attention de rahay hain Allah ki reza samjh ke usko paal rahay hain likin ap ko*
 242 *aglay ko ye keh ke bura feel kara rahay hain'*

243 **Interviewer:** And like even if ap andar se feel kar rahay ho but important tou nae
 244 hai ne ke you say it out loud

245 **Interviewee 1:** *'Yes bilkul, tou aisay logoun se bhi milna hojata hai sometimes'*

246 **Interviewer:** Tou like anger outburst zada ghotay hain yan control mei hain?

247 **Interviewee 1:** *'Iske jo hain na, wou bhi vary kartay hain, iske mood swings bohat*
 248 *zada hain, agar iska mood acha hai tou is se acha bacha hai hi koi ane nae likin*
 249 *agar mood acha nae hai yan iski surroundings mei log baithay huay hain jo ise*
 250 *irritate karnay ki koshish kar rahay hain tou ye meray bhi kaboo nae ata '*

251 **Interviewer:** Tou aisi situation mei phir kiya karta hai ye?

252 **Interviewee:** *'Aisi situation mei phir unse muqabla karta hai, sometimes marta bhi*
 253 *hai, sometimes hath se marta hai, sometimes koi cheez utha ke mar deta hai, ek do*
 254 *dafa tou bohat hi zada isne differenrt act kiya ke hum pareshan hogaye ke isko ye*
 255 *tou bilkulnae karna chaiai tou is eek do dafa samjhaya tou phir isne nae kiya wou*
 256 *dobara.'*

257 **Interviewer:** Tou ismei I think kaafi role apkay saath iski teachers ka and baki ghar
258 waloun k abhi hai.

259 **Interviewee 1:** *'Agar mei iski teacher ko koi complaint karti hou tou she says ke*
260 *apkay ghar mei koi aisa chal raha hai jiski wajah se ye horaha hai because*
261 *humaeay paas tou ye aisa bilkul nae karta, kuonke hum isko atmosphere,*
262 *environment nae detay le wou kuch behave karay.'*

263 **Interviewer:** Tou basically trigger honai ki wajah se hi act out karta hai warna nae

264 **Interviewee 1:** *'Wou ghar pe hota hai, iska anger nikalnay ki koi aur solution*
265 *dhondain jesay boxing bag ke ooper apni frustration nikalay yan isko kahin park*
266 *lejaya karain, football ke saath jahan se itna khelay ke iski sari frustration wahin*
267 *khatam hojaye, ghar ake bas ye thak jaye yan lait jaye aur bakioun ko itna tang na*
268 *karai. Likin ismei mera apna time bohat zada lag jata hai because baki bachay bhi*
269 *hai unko parhana, unko dekhna, and wou tou sirf ek tarhan se isi ke ird gird rahoun*
270 *tou ye fine behaviour pe ho warna tou bohat mushkil hai.'*

271 **Interviewer:** Tou baki behen bhaioun ke saath kesa relation hai?

272 **Interviewee 1:** *'Chotay bhai ke saath tou bohatn pyaar karta hai likin bari behen*
273 *ke saath bohat larayan karta hai, wou actually apnay father ke bohat close haitou*
274 *ye cheez isko achi nae lagti, he says ke father tou meray close hain tou us se phir*
275 *jealous feel karta hai aur isko jese (again the child noticed that the interviewee was*
276 *mentioning a negative aspect of him which is why he again took the recorder and*
277 *started taking pictures to distract the conversation)*

278 **Interviewer:** aur teachers' ke saath relation hai iska?

279 **Interviewee 1:** *Teachers ke saath school mei bohat acha hai, bonding bohat achi*
 280 *hai, hum iska school bhi jesay change karna chahain tou ye adjust nae hota hai*
 281 *jesay humne ek baar koshish kit hi ke change hojaye school iska, tou 2 din mei hi*
 282 *iska behaviour itna zada change hogya keh pehlay ye shouk se school jata hai likin*
 283 *in 2 din baad zid karnay lag jata tha ke nae jana, humne isko paf school hai army,*
 284 *special needs ka udhar karwaya tha, sirf 15 days mei hi phir isko utha liya tha ke*
 285 *ye turning point ke ilawa settle ane ho raha tha. Forum aona decision change*
 286 *karliya tha.'*

287 **Interviewer:** Ab jesay you were telling ke ek group hai har category ka iski class
 288 mei tou ise bachoun ke naam yaad rehtay hain?

289 **Interviewee 1:** *'No ye skill nae develop hui wi iski'*

290 **Interviewer:** 'Apkay khial mei religion ka kitna part raha sari situation mei?

291 **Interviewee 1:** *'Allah mian se hi duain le le ke iski sehat bhi li hui hai, iski apni*
 292 *attachment itni moula room mei andar jata hai jab enter hota hai mera khial hai*
 293 *koi bara yan bacha bhi aisay nae enter hota, neechay baithta hai entrance pe sajda*
 294 *karta hai , choomta hai phir andar enter hota hai, everytime, aisay kabhi enter nae*
 295 *hota, iske ilawa bhi andar alam jesay lagay huay hain, jata hai andar saray almoun*
 296 *ko haath laga ke shifa lagata hai , namaz parhta hai khud.'*

297 **Interviewee:** Tou apnay iske andar is cheez ko kjesay develop kiya ke ye aisay itna
298 religious hai MashaAllah?

299 *Interviewee 1: 'Mujhai lagta hai jesay iske andar animation bohat zad ahi, isne*
300 *agar kisi ko dekh liya hoga ke aisay andar jana hai, usne us se ye cheez pick Karli*
301 *aur phir usi cheez ko follow up karta hai.'*

302 **Interviewer:** Tou wesay does he offer his prayers khud se?

303 **Interviewee 1:** *'Act karke parhta hai, saray actions sayi se karta hai, ruku, sajda*
304 *hjar cheez.'*

305 **Interviewer:** Tou use khud se ye realisation hoti hai ye meine namaz parhni hai
306 and all?

307 *Interviewee 1: 'Dekhata hai na jab, ke bhai parhta hai tou ye bhi kehta hai meine*
308 *bhi parhni hai, bazu oonchay karke wuzu karta hai, janamaz bichata hai aur parhta*
309 *hai phir, parh ke phir sab cheezain wapis rakhta hai, matlab apna laga rehta hai,*
310 *kuch na kuch karta rehta hai, aur jab busy bhi rehta hai tou sayi rehta hai, likin*
311 *jesay farigh ho aur koi kaam na kar raha ho tou sabko tang karta hai.'*

312 **Interviewer:** Likin ismei apki responsibility bhi bohat zada hojati hai ke apko har
313 waqt iska dihaan rakhna hai and check rakhna hai, aur jesay pany tou har bachay ka
314 hi rkahna but aisay zada responsibility aajtai hai

315 **Interviewee 1:** *'Bilkul aisa hi hai, kuonke isko sense uss tarhan se nae hai, ke konsa*
 316 *kaam karna hai aur konsa nae, sometimes knife pakar leta hai aur maid ki taraf*
 317 *ishara kar ay ga mei maroon ga, tou uss sense mei I have to keep an strict eye on*
 318 *him, iss tarhan se thora dihaan rkahna parhta hai, agar mei thori sakhti na karoium*
 319 *yan ghusa na dikhaoun ko bilkul over hojata hai.'*

320

321 **Interviewer:** Tou isne namaz parhna kesay seekha hai?

322 **Interviewee 1:** *'Sab kuch isne observation se seekha hai, jo apnay around sabko*
 323 *kartay dekha hai wou isne seekha hai.'*

324 **Interviewer:** Tou apko lagta hai ke aam bachoun se zdaa ye religious hai?

325 **Interviewee 1:** *'Bilkul definitely, ab jesay qari sahib atay hain tou sab bacvhay*
 326 *kehtay hain mama kuon agaye hain, aaj nae parhna yan aaj kam parhna hai koi*
 327 *nae jata ye sabse pehlay sapara leke pohnchta hai, sabse poehlayy, phir wou sabse*
 328 *pehlay isi ko parhatay hain, sounds ke satah aur signs ke saath.'*

329 **Interviewer:** Tou apkay khial mei kiya wajah hai ke ye zada motivated hai towards
 330 religion?

331 **Interviewee 1:** *'Meine zada tar dekha hai ke bachay hotray hain, thora se inke*
 332 *andar Allah pak ki taraf yan jesay shia hai tiou moula jee ki taraf zada attraction*
 333 *aur attachment hoti hai, milad hai, majlis hai sabse agay ja ke baith jata hai, sari*
 334 *mehfil mei ye uthta nae hai, araam se baitha rehta hai.'*

335 **Interviewer:** MashaAllahah MashaAllah, and I think ye jo ek link of him with
336 moula heart to heart wala it is going to help him in many ways InshaAllah, aur apko
337 bhi InshaAllah, Allah mian actually dheroun asaaniaan karain aur apko himat de ke
338 you nurture hima chay se InshaAllah. Thankyou so much for your time, aap ne
339 bohat achay se aur detail mei sab openly discuss kiya hai and im very thankful to
340 you for that. You've been actually very sweet and suppoirtive ke karo, aur apse baat
341 karke hi mujhai ek opush mila tha ke nae it's a good atopic

342 **Interviewee 1:** *'Bilkul aur hamaray mulk mei tou bilkul bhi iss cheez ko target nae*
343 *kiya jata, until and unless na aisa ho, jesay mera tou bacha hai, apnay jesay mujhse*
344 *discuss kiya, apko push diya hai ke karo aur kuon na ekaro, logoun ko awareness*
345 *milay gi.'*

346 **Interviewer:** Aur iss se zada mujhai tha ke duniya ko tou awareness milay that will
347 be separate likin khud parents jab baith ke explore karain ge aur ek nayi tarhan se
348 sochain ge tou ke ye ye positives hain tou unhay bhi ek push aur motivation milti
349 hai, ke har cheez ek negative form mei nae dekhni chaiai.

350 **Interviewee 1:** 'Bilkul aisa hai'

351 **Interviewer:** tou bas apka thankyou ke apnay mujhai time diya and baat ki meray
352 se iss braai mei and now im turning the recording of

353 **Interviewee 1:** Nae nae no problem, my pleasure.

Interview # 2

Mode of Interview: Face to face

Duration: 40 minutes 28 seconds

Date: 21st February 2023

**Note: 'H' in the transcription is used for the mention of special child.*

- 1 **Interviewer:** Asalam o Alaikum, Acha so mei thora sa apni research ka
- 2 introduction de deti hou pehlay, mera naam Amina Salman hai aur mei Kinnaird
- 3 College se hou, BS hons kar rahi hou in Applied psychology. Tou mujhai ussmei
- 4 ek requirement thi ke research ke tour pe thesis karna hota hai tou meine uske liai
- 5 Down Syndrome ke bachay choose kiye because I feel like hum, cheez ko bohat
- 6 negative way mei letay hain tou usmei thori positive sie ko fekhnay keliai I
- 7 thought ke ye karna chaiai ke har chiz ko negative way mei dkehna duniya ka rule
- 8 nae hai, because jo log itni mehnat kar rahay hotay hain aur effort put in kar rahay
- 9 hotay hain specially parents tou unke liye bhi ye ek bohat acha experience hota
- 10 hai ke wou baithain iss bareay mei baat karain aur positive side ko explore karain
- 11 tou iss silsalay mei meine ye research ki hai hai.
- 12 You aap mujhai thora batayein gi ke apko kab pata laga ke apki beti ko Down
- 13 Syndrome hai?
- 14 **Interviewee 2:** *'Jis din mujhai hospital se discharge kiya jana tha, almost teesra*
- 15 *din tha jab se iski pedaish hui.'*
- 16 **Interviewer:** oh so pregnancy scans mei bilkul nae pata laga tha.
- 17 **Interviewee 2:** *'Nae bilkul bhi nae.'*

18 **Interviewer:** tou uss waqt apkay kiya soch thi aur emotions thi?

19 **Interviewee 2:** *'Uss waqt tou meray baray negative thay, soug tha aur bohat bara*
 20 *trauma, kuonke mera already ek slow learner bacha tha jo ke bohat healthy tha*
 21 *aur during birth uski mishandling se damagh ke cells damage huay aur wou*
 22 *special hogya, hala ke wou bohat sehat mand tha tou mei already ke bacha paal*
 23 *rae thi, aur bohat dari hui thi aur isi wajah se meine apni doctor se kaha tha ke*
 24 *mera operation krdein because pichli dafa mei pains leke, bacha deliver nae hua*
 25 *tou bacha special hogya.humne ye bhi decide kiya takay mei iss trauma se bhi*
 26 *nikal aaoun aur dar bhi khatam hijaye ga, tou chance hi nae rahay ga, but dekho*
 27 *Allah ki qudrat hai, meine tou apni taraf se ye tarkeeb larayi ke mei bacha normal*
 28 *paida nae karti tou operation se hojaye ga tou ye chance hi nahi rahay ga.but*
 29 *Alhumdulillah Alhumdulillah, uss waqt tou mein bohat hui ke ye meray saath kiya*
 30 *hogya. Ke even mei pata lagnay se pehlay mei bohat khush ho rahi thi ke mei*
 31 *discharge ho rahi hou, lipstick laga lou mei, washroom mei gyi'*

32 **Interviewer:** acha tou early signs kiya thay, phir ghar aagyi aap

33 **Interviewee 2:** *'Dekhain early signs na bilkul ek jesay hotay hain, mei yahi sochti*
 34 *hou ab ke mei itni bewakoof thi ke meray notice mei hi ane aye ke inkay tou*
 35 *features hi alehda hotay hain, meray notice me hi ane aya, haan ye zarur ho raha*
 36 *tha ke iski zaban bari hoti hai tou wou bahir jab nikalti thi tou wou bohat bari*
 37 *zaban thi, tou mei uspe bara heraan hoti thi phir meine doctor se poocha.*
 38 *Actually meray husband ne meray doctor se keh diya tha keh isko nae batana*
 39 *ahista ahista pata lag jaye ga khudi, abhi batanay ki zarurat nae hai, ye meray*
 40 *saath ye kiya jar aha tha, tou doctor jab ayi room mei tou meine poiocha ke*
 41 *bacha normal hai? Haan normal hai, phir meine poocha sab theek hai, tou doctor*

42 *kehti haan abhi tou sab theek hai tou meine poocha ke abhi tou ka kiya matlab*
 43 *hai? Tou mein thora sa hui tou hasnay lagi doctor aur kehti nae sab theek hai*
 44 *Allah ka shukar hai abhi theek hai. Tou khoobsoorat bohat thi jesay bilkul pink*
 45 *MashaAllah tou meine notice hi ane kiya. Sab meri behen thin wahan aur sabko*
 46 *pata tha but sab khamosh rahay (the mother kept staring into the space and*
 47 *repeated this twice.) kisi ne bhi kuch zahir nae kiya, even my husband, unhioun ne*
 48 *bhi kuch zahir nae kiya, iski aankh mei na spot thay, tou jab nurse ayi check up*
 49 *keliai, tou meine poocha ke ye spots kyon hain, tou nurse kehti inn bcahoun ke*
 50 *aaajatay hain, tou meine kaha kin bachiun mei kiya matklabm inn bachoun kiya*
 51 *matlab, tou nurse said ke apko nahi pata apka bacha special hai ye down*
 52 *syndrome hai, tou bas ye hua merya saath, apnoun ne bataya nae tou pata loag*
 53 *gya bas.'*

54 **Interviewer:** oh Godd, tou uske baad phir aap ghar chali gayin aur

55 **Interviewee 2:** the interviewee interrupted and said '*Haan aur phir mei kayi din*
 56 *roti rahi aur (long pause) meine usi waqt apnay husband ko paas bulaya, wahn*
 57 *hospital mei tou meine kaha ke ye theek nae hai, tou unhoun ne kaha ke tum ye*
 58 *kuon keh rae ho, tou meine kaha mujhai nurse ne bataya hai, meine rouna shuru*
 59 *kardiadelayed tou he said ke mei kuch nae tumhay kehta ye hum dono ka bacha*
 60 *hai, meine kisi se shikayat nae ki tum kuon rou rae ho? Likin meray liaia zahir hai*
 61 *mushkil tha likin wohi kuch din lagay mujhai phir mei apna apnay bachoun ke*
 62 *child specialist ke paas gayi pehlay unko phone kiya bataya ke bachi down*
 63 *syndrome hai tou doctor kehta hai acha, mei leke gayi doctor pe likin iss doran*
 64 *meine net pe sara search karlia ke kiya matlab ek dou din mei kaafi information*
 65 *leli. Acha tou doctor ke paas gyi, doctor ne iska haath palkar ke dekham, iske*
 66 *features dekhy, lines check ki (the mother pointed toward line on the hand) tou*
 67 *meine maa honai ke natay forum kahan ke doctor sahib ye dekhain hain iski kuch*
 68 *ye lines, tou kehney lagay acha, meine kaha kuch symptoms hain likin saray ane*

69 *hai tou kiya ye positive sign hai? Unhoun ne kaha ye bilkul positive sign, tou*
 70 *doctor ne sara check up karke kaha ke dekho Allah ne tumhay'Allah ne tumhay*
 71 *bohat achi karke di hai, hai tou ye down syndrome, likin Allah ne tumhay bari*
 72 *achi karke di hai aur ye na inke dil mei surakh hota hai, inkay kaanoun ka masla*
 73 *hita hai aur bohat se maslay hotay hain, Allah ne bohat achi karke di hai, unhoun*
 74 *ne isko bara pyaar karke kaha ke bari hogi mehmaanoun ke liye chai banaye gi,*
 75 *kaam karai gi tou phir wou unhoun ne samjhaya dekho training hoti hai na, mei*
 76 *bhi doctor bana hou tou training le ke bana hou, training jo hoti hai wou bohat*
 77 *important cheez hoti hai in bachoun ke liye'*

78 **Interviewer:** Sayi

79 **Interviewee 2:** *'Normal keliai bhi, aur abnormal keliai bhi, ye ek na training hi*
 80 *sabse bara factor hai, mei bhi tou itni training leke aye hou, tum training karo gi*
 81 *iski beytar tareekay se sambhaal pao gi tou unhoun ne mujhai bara psoithe kiya'*

82 **Interviewer:** Ke jesay apko bhi push diya ke apa karsakti hain aur Allah asaanina
 83 karain ge IA

84 **Interviewee 2:** *'JEE BILKUL AISA HI THA'*

85 **Interviewer:** Tou early milestones delay thaybyan kiya

86 **Interviewee 2:** *'Sara kuch hi delayed tha, baithna, karwat lena, bolna*

87 **Interviewer:** Tou kab baithna shuru kiya?

88 **Interviewee 2:** *'specialist tou isne wesay isne sambhaal liya, baithnay ka hua,*
 89 *aur chalnay ka tou bohat hi zada tha wou isne 3 saal ke baad chalna shuru kiya*
 90 *tha likin isko itna pyar mila, sab ghar walai isko bohat oyar kartay thay, iske sab*
 91 *behen bhai aur aba se vohat attach hai ye apnay'*

92 **Interviewer:** Tou apnay uss waqt apnay aapko kiya justification di ke ek banda ek
 93 jumla kehta hai ke jis se phor wou insaan ko motivation milti hai

94 **Interviewee 2:** *'Nae ab jesay har insaan khud se tou nahi kehta, baaz aukaat us*
 95 *ke aas paas walai kehtay hain jesa meine apko sabka bataya ke unhoun ne kesay*
 96 *mujhai sambhala, phir meine Allah ki taraf dihaan kiya meine maafi mangi Allah*
 97 *se, meine kaha meine jo pehla reaction diya hai ya Allah meine bilkul ghalat diya*
 98 *aur Aap mujhai maaf kardein, apnay mujhai bohat behtar karke di hai, agar ye*
 99 *bilkul bed ridden hoti tou mei kiya karleti, meri kiya majaan thi, tou Allah taAllah*
 100 *apnay itni pyari aur chalnay phirnay wali aur matlab MashaAllah aisi halat mei*
 101 *nae hai ke mei bohat zada uspe nashukri karoun tou shukar hai Allah ka, Allah hi*
 102 *agay madad karai ga InshaAllah, aur jab mujhai yaad ata hai meine wou*
 103 *reaction ghalat diya hai, kuonke sab kehtay hain ke savar oehli dafa ka hota hai*
 104 *baad mdi tou rou peet ke sabar karleta hai, usko sabar thori kehtay hain usse tou*
 105 *balaki kaha jata hai ke aap naturally trauma se nikal aye ho'*

106 **Interviewer:** Bilkul apnay haath mei kuch bhi nae haininsaan ke tou. Likin ek
 107 banday ka natural reaction bhi tou hita hai ne

108 **Interviewee 2:** *'Natural reaction tou hota hai likin behar haal as a Muslim tou*
 109 *humain sabar ka hukam hai, aur Allah ki reza mei raazi rehna ka hukam hai*
 110 *chahay der mei samjh ayi hai'*

111 **Interviewer:** Tou apki beti ki daily activities kiyabhai aur aonay kesay manage
 112 kiya

113 **Interviewee 2:** *'Bas meine isko normal bachoun ki tarhan rakhnay ki koshish ki*
 114 *kuonke isko na muhabat bohat mili matlab iske father iske baghair khana nae*
 115 *khatay aur behen bhai iske baray bohat pyar kartay hain, bhai bhi bohat zada*
 116 *behen tou bohat hi zada attachment hai aur bas phir ye hamaray ghar ka ek apple*
 117 *of eye ban gyi'*

118 **Interviewer:** Haha MashaAllah cuteee MashaAllah

119 Tou hobbies kiya hai h ki?

120 **Interviewee 2:** *'H ki hobbies, ye na koi book pakar leti hai wesay hi shuru hijati*
 121 *hai phir ye isko shouk hai ke bachoun ko parha rae hai pretend karti hai aur agar*
 122 *mei kabhi poochoun ke kon hai yahan tou kehti hai ye hain ye hain tou matlab*
 123 *samjhati hai mujhai'*

124 **Interviewer:** Acha tou like vocal hai words bol leti hai?

125 **Interviewee 2:** *'Haan haan vocal tou hai Alhumdulillah, faraq hai beharhaal likin*
 126 *bohat shukar hai Allah ka. Aur ye inko apni behen ke saath dramas tv laga ke*
 127 *screen tou chaiai hoti hai, aur mobile pe ye cooking ke baray shows dekhti hai*

128 *aur kehti hai ke ye na gosht pak raha hai aur ye cheez ban raha hai, jo dishes ke*
 129 *name batati hai, aur (long pause) aur wohi jo bachoun ke shouk hotay hain'*

130 **Interviewer:** *Likin ismei apka bohat credit hai ke aonay usse ek fre ehand diya*
 131 *hua hai aur*

132 **Interviewee 2:** *'Haan diya tou hua hai kuonke hum chahtay hain ke ye sab ke mix*
 133 *ho aur ek si lagay, aur meray khial se mei itna acha sab na kar pati apnay*
 134 *husband ke baghair, jesa keh kisi ek parent ne bohat zada kiya tou mera wou role*
 135 *nae hail, mera khial hai mujhai kehtay hain log hain log but mei nae samjhti'*

136 **Interviewer:** *Likin ab ye tou aap modest honra ehai aisa nae hai maa tou maa hoti*
 137 *hai*

138 **Interviewee 2:** *'Even mujhai doctor ne kaha, jiska meine pehlay zikar kiya tha ke*
 139 *aap logoun ne bohat manage kiya, tumne bohat manage kiya, meine kaha ke nahi*
 140 *mera nae khial, mei samjhti hou ke ye kisi aur maa baap ke paas hoti tou shaiiad*
 141 *iss se behtar hoti, ek hota hai banda rwadari mei kehta hai nae mei hakeekat mei*
 142 *kehti hou, ke maybe mei mae smajhti ke meine koi bohat extraordinary kiya hai'*

143 **Interviewer:** *Ye tou aapke down to earth honai ki nishani hai sach mei*

144 **Interviewee 2:** *'Meine ye meine explain kiya hai ke mei ye show nae kehti, likin*
 145 *aisa nae hai mei waqayi samajhti hou ke shaiiad mujhai iss se zada karna chahiye*
 146 *tha, shaiiad kasar reh gyi shaiiad mujhai koi maa hoti tou iss se zada acha inko*
 147 *brought up karti'*

148 **Interviewer:** Nae i think dekhain agar aap itni positivity aur motivation ke saath
 149 usse parha rae hai uska har karhan se khial rakh rahi haia tou iss se barh ke bachay
 150 keliai kiya hai kendekein special bachay ko special tarhan treat karnai mei aur
 151 normal tarhan treat karnai mei ismei bhintou bohat bara faraq hota hai air ye bohat
 152 ek maa keliai bhi bohat mushkil baat hai ke aap usse karke dikhati hain

153 **Interviewee 2:** *'Haan ye tou hai aur saath mei meray saath helping hands bohat*
 154 *hain, iski behen ne bohat zada samjha hai ke iska ye lookafter karna tou wohi*
 155 *larleti hai l, bathroom leke jana, nehlana wou baray pyaar se uska bhi bphat bara*
 156 *role hai phir meray husband ka haintou wou bhi bohat positive rehtay hain'*

157 **Interviewer:** Tou apnay aur kitnay bachay hain

158 **Interviewee 2:** *'Mera 4 bachay hain 2 baray baligh hain aur beti parh rae hai*
 159 *takreeban akhri semester hai uska, bara lums mei parhta hai uska bhi akhri*
 160 *semester hai, baki 2 hain iska bhai bhi yahin atay hain aur ye bhi.'*

161 **Interviewer:** Aur apkay jo doosra beta hai usko kiya speciality hai

162 **Interviewee 2:** *'Wou slow learner hai, school mei cope nae kar pata tha'*

163 **Interviewer:** Koi aisi struggle aap face karti hou apni beti se baat karnay mei yan
 164 usko koi baat sakjhanay mei?

165 **Interviewee 2:** *'Haan baaz dafa na usko seedhi si baat samjh mei nae ati hesay*
 166 *mei kahoun ke puaar se kahoun gi h kiski beti hai, pehlay tou wou kehti thi mei*
 167 *jawab mei, tou mei dobara pocohti hou nae kiski beti haintou usse wou mushkil*
 168 *kagta hai sawal thora, aisay hi maamopli se kabhi kabhi hijata hai aisay. Phir*
 169 *usko ab samjh aayi hai ke apki tou itni choti choti si baatain'*

170 **Interviewer:** Oh acha sayiii

171 **Interviewee 2:** *'Matlab wesay mei apko mei bataoun ke down syndrome ke*
 172 *muqablay mei jo ye doosray special hotay hain na ye wou na inkay parents ko*
 173 *ziada karna parta hai, ye bhi mei apko bata dou, ke meray paas dono bachay*
 174 *hain, down syndrome jo hotay hain unmei naturally pyaray itnay hotay hain*
 175 *bholay bhaalay se phir unki itni masoon harkatain aur ye pyaar bhi le letay hain,*
 176 *log inko dekhtay hain bhi tou adatain tou poochain ge ke apkay bachay ko kiya*
 177 *masla hai likin inki phir bhi pyaar karletay hain, jo hotay hain na doosray issues*
 178 *ke saath jinki motor disability yan skin ke issues hotay hain unko log pyaar bhi*
 179 *nae kartay, unse log nafrar kartay hain kuonke aam tour pe unki raal gir rae hai*
 180 *unka physical appearance itni khoobsoorat nae hoti yan apna khial na rkah oanay*
 181 *ki wajah se wou itna pyaar nae le patay'*

182 **Interviewer:** Likin kitni sad baat hai actual mei ye ke meray dil ko kuch ho raha
 183 ye sunke

184 **Interviewee 2:** *'Nae mei apko bataoun ke ye haqeeqat hai kuonke na Down*
 185 *syndrome ke bachoun ko log pyaar krletay hain, pyaray nazar aarahay hotay hain*
 186 *bholay bhalay se masoom se'*

187 **Interviewer:** Mujhai lagta hai har bachay ki apni bhi hota hai ke kuch bachay
188 pyaar zada letay hain

189 **Interviewee 2:** *'Bilkul bilkul aisa bhi sach hai per majority trend bhi tou hota hai*
190 *na tou ye mei apko bari definite baat hai ke aisa hua hai kuonke meine apnay*
191 *special betay ke saath zada mushkil time guzara hai,, iss tarhan ke usko tou koi*
192 *matlab yani ke usko hne pakarna parta hai tha ke log distant rehtay thay, usko*
193 *hamain logoun se door rakhna parta tha ke unke expressions dekh ke humain pata*
194 *chal jata tha ke ye pasand nae kar pa raha hai ke bachoun ke kareeb hou ziada*
195 *tou hum usko apnintaraf phir kartay thay yan usko rouktay thay. '*

196 **Interviewer:** Maa baap ka tou hota hai ne ke ek shell mei safe karlein

197 **Interviewee 2:** *'Aur ye jo hotay hain Downs ke bachay, isko tou loug baat karna*
198 *shuru krdey hain kiya karti hai bitha letay hain apnay paas iss se batain*
199 *poochtay hain tou ye ek faraq hai'*

200 **Interviewer:** Tou h studies meinkesi hai?

201 **Interviewee 2:** *'Umm, behtar hai utni...(pause) kaafi betar hai likin utni achi nae*
202 *hai jesay hai slow, faraq tou hota hai jesay beta mera usko table bhiv yaad hain*
203 *tou isko mae ho patay ab. Plus minus, multiply thora bohat aagya hai baat baar*
204 *ek chiz parhao tou pehchan jata hai beta mera inke saatb bara tahamal chaiai in*
205 *bachoun kontrain karnay ke liai'*

206 **Interviewer:** Bilkul bilkul, aur jesy ab humaray saath patience khatam hojati hai
 207 parent skintou sorcial bachoun ke saath tou aur bhi sabar akrna parta hai obviously

208 **Interviewee 2:** *'Bilkul sayi baat hai apki ye, matlab jo normal bacahy hotay hain*
 209 *unka pata hota hai ke itnay time mei seekhle ga, likin abnormal ko tou jitni baar*
 210 *batao uska koi hisaab nae.'*

211 **Interviewer:** Aur ye bohat bara ajar ka kaam hai jonye teachers kar rhi hain

212 **Interviewee 2:** *'Bilkul teacher ka bhi bohat bara role hai aur ye na, ye iss tarhan*
 213 *ke institutions hoan bhi bara zaruri hai, mei apko bata nae sakti ye kitni bari*
 214 *neymat hai. Tou ye jo institutions hotay hain ye in bachoun ko kayi kadray behtar*
 215 *kardetay hain'*

216 **Interviewer:** Bilkul bilkul jesy issues tou obviously rehtay hain likin manage
 217 kara letay hain ye kaafi behtar tareekay se.

218 **Interviewee 2:** *'Jis jis family mei special bacha hai unhay laazmi in institutions*
 219 *mei bhejna chaiai'*

220 **Interviewer:** Aur ye awareness bhi boht zaruri hai

221 **Interviewee 2:** *'Bilkul sab sochtay hain ke martay hounge yan baandh ke rakhtay*
 222 *hounge*

223 **Interviewer:** Sab sochtay hain pata nae school mei kuya hi karlein ge likin ye
 224 batana zaruri hai ke nahi ye zaruri hai in bachoun ke liai, inke mustaqbil ke liya
 225 zaruri hai'

226 **Interviewee 2:** *'On the other hand ek baat ye bhi hai na ke ye institutions*
 227 *mehngay bhi bohat hotay hain aur har koi afford bhi mae karsakta, tou aam tour*
 228 *oe jo gahreeb gharoyn meinye bachay paida hitay hain wou phir aisay hi reh*
 229 *jatay hain, halan ke government ne banaye huay hain institutions likin kam hai*
 230 *aur unki conditions achi nae hain tou wou services nae mil pati hain jo inn*
 231 *bachoun ko chaita hoti hai, tou ye bhi ek factor hai.'*

232 **Interviewer:** Tou h ki friends hain yahan pe koi?

233 **Interviewee 2:** *'Hanje bilkul hain, pichlay dinoun inhoun me ye, pichlay friday ko*
 234 *bhi ye kisi bachay ke ghar gyi thi, bari khush ho rae thi, ek din pehlay meine*
 235 *bataya ke ap ye friend ke ghar jayein gi tou itni khush ho rae thi, aaj iske bhai ne*
 236 *jana hai mall of lahore tou mujhaiphone pe baat kar rahi thi tou kehti mei bhi,*
 237 *usko forun hota hai ke mei bhi tou meine kaha nahi aap nahi h, pichli dafa bhai*
 238 *class mei raha tha air aap gayi thi, aaj ap clas smei parho gi aur bhai jayega tou*
 239 *abhi atay huay keh rae thi bhai clgo mei class achaa sayi'*

240

241 **Interviewer:** Awww cute MashaAllah, ke usse samjh aagyi thi ke meine class
 242 mei rehna hai

243 **Interviewee 2:** *'Aisay hi hai MashaAllah ke mei class rehna hai bhai jayega'*

244 **Interviewer:** Tou, thori mujhai aap ghar pe difficulties ke baray mei batayein gi
245 ke apko kya mushkilain pesh ayi hain?

246 **Interviewee 2:** *'H ka tou bilkul nae sataya, kuch bhi nae, koi as such ghar pe aisa*
247 *nae hota ke ye tang karti hai, khudi khana khati hai, kapray haan badlwanay*
248 *partay hain nehlana oarta hai, wash karleti hai mei khud karti hou ke bahir jana*
249 *hota hai tou safe rehta hai aisay.'*

250 **Interviewer:** Haan tou dekhain itna tou khial rakhti hain aap uska MashaAllah

251 **Interviewee 2:** *'Itna tou ab har maa hi karti hain, tou isne tou sataya hi nae bilkul*
252 *bhi, chotay hotay se isne bilkul tang nae kiya, ye tou bilkul tang karnay wala*
253 *bacha nae hai'*

254 **Interviewer:** Tou koi kaam aisa kaam nae hai jismein usse assistance chahi hoti
255 ho?

256 **Interviewee 2:** *'Nae hotay hain bohat hain, baal bananay kapray badlnay,*
257 *nahana, dhona, mou dhona, mou dhona tou ab aagya hai'*

258 **Interviewer:** Likin kar nhi sakti yan aap karti hain

259 **Interviewee 2:** *'Karti hai, karwa bhi letay hain kabhi usse sikhnanay ke liai kehtay*
260 *hain chalo dhou likin ab jesay school jana hai yan bahir jana hai tou zahir hai*
261 *mei help kardeti hou phir, supervision tou chahi na'*

262 **Interviewer:** Bilkul billul sayi baat hai

263 **Interviewee 2:** *'Ke wou sayi kar rhi ho, kuonke in bachoun ke kaam ki quality mei*
264 *tou zahir hai farq hota hai, tou kahin janay keliai tou phir mei karti hou likin*
265 *wesay chuti hotibhai jesay school se tou mei washroom mei kabhi bhi nae gyi iske*
266 *saath'*

267 **Interviewer:** Acha

268 **Interviewee 2:** *'Mei isko kehti hou khud jao, khud karo, aur phir ye mou haath*
269 *dhou ke daant saaf karke phir nikalti hai phir mei isko kehti hou towel se mou dry*
270 *karlo'*

271 **Interviewer:** Tou phir aap aur apki beti khud khial rakhti hai apnay koi assistance
272 nae rakhi hui?

273 **Interviewee 2:** *'Haan haan hum khud hi kartay hain'*

274 **Interviewer:** Tou social skills kesay hain?

275 **Interviewee 2:** *'Bohat achay hain MashaAllah, bohst hi ziada social hai, abhi*
276 *meiusse bulaoun tou abhi apkay saath dosti karle, MashaAllah bohat social hai'*

277 **Interviewer:** Achaa wow, very nice MashaAllah

278 **Interviewee 2:** *'Ek baar jesay hum doctor pe gaye tou sab khamoshi se sab apni*
 279 *bari ka interzar kar rahay thay, ye thorinder tou baithi sakoon se phir inhoun ne*
 280 *bararabar walai ko kaha, ye mama hain mei H hou, ye baba hain, wou kehtay*
 281 *hain acha MASHAALLAH, phir kisi aur ne iski taraf dekho tou unhay isharar*
 282 *karke kehti hai mei h***** hou, ye baba hain, ye mama hain'*

283 **Interviewer:** Hahahah awew cutee MashaAllah l, ye tou instantly pyaar lenay
 284 wali baatain hain MashaAllah

285 **Interviewee 2:** *'Tou isne wahan saroun ko hi engage karlia aur pehlay itni pin*
 286 *drop silence sab khamosh baithay aur isne wahan aisi rounak lagayi ke sab khush*
 287 *hogaye tou ye aosay karti hai har jagah jake.'*

288 **Interviewer:** Acha acha very nice MashaAllah, so like apkay khial mei according
 289 to age uske behaviors kis had tak aap kahain gi ke hain?

290 **Interviewee 2:** *'Uhhh (long pause) nae, peechay hai apni age se,'*

291 **Interviewer:** Likin aisa itna koi distruptive behavior nahi lag raha aoki bayoun se
 292 ke bohat zada awkward hota ho haina?

293 **Interviewee 2:** *'Nae awkward nae hota bas smajhain ke ye hai 6,7 saal ki bachi*
 294 *hai'*

295 **Interviewer:** Hmm sayii

296 **Interviewee 2:** *'Pehlay wesay mei iski umar bhi kam batati thi, ke aam khawateen*
 297 *hoti hain bachioun ki umer kam batati hain, ab tou mujhaibadat hogyi hai pehlay*
 298 *wou aisay aisay dekhtay hain ohir sayi tarhan dekhna shuru akr detay hain ohir*
 299 *poochtay hain ohir information lenay ka mamla shuru hota hai, kitni umer hai iski*
 300 *tou mei kam hi batati thi takay phir qad pe batain na karain kuonke qad bohat*
 301 *chota hai iska.'*

302 **Interviewer:** Tou doosroun ko help denay mei agay agay hoti hai yan

303 **Interviewee 2:** *'Haan bilkul hoti hai*

304 *Hayee ye itni loving hai ke agar jesay na, isko pata chal jata hai ke koi pareshan*
 305 *hai, wou even aap ne kuch nae bola na, apke expressions se ye samjh jaye gi'*

306 **Interviewer:** Achaa

307 **Interviewee 2:** *'Theek hai? Kayi dafa aisay hota hai ke ye na koi mamoli baat ho*
 308 *jesay bacha ghar nae aya abhi mei phone kar rae hou yan chota mota masla ho*
 309 *tou koi oareshan nazar aarae hou tou ye na meray paas aajaye gi aur aisay haath*
 310 *pe haath oheray gi ke mamam relaxx (the interviewee rubbed over my hand really*
 311 *softly imitating her daughter) '*

312 **Interviewer:** Wow MashaAllah

313 **Interviewee 2:** *'Ismei bari sense hai ke'*

314 **Interviewer:** Kiya isse vibes ati hain yan expressions observe karti hai

315 **Interviewee 2:** *'Meray khial se tou vibes bhi ati hain air observe bhi krti rehti hai,*
316 *face se expressions pehchanti hai meray'*

317 **Interviewer:** Achaa MashaAllah

318 **Interviewee 2:** *'Tou ye iski bohat ye wou ek hai khasoosiat hai, ye na kisi ko bhi*
319 *jisay agar phone pe merag husband ne koi office mei baat ki hai kisi ko, koi danta*
320 *hai, koi zor se bolay hain tou wou kehti hai baba relax, baba relax'*

321 **Interviewer:** Aray waah MashaAllah cuteee, acha tou koi problematic social
322 behavior hou agar H ke

323 **Interviewee 2:** *'H ke nae , meray betay ke hain honestly'*

324 **Interviewer:** Sayi sayi

325 {The Principal/teacher of the child joined in and said:

326 *Har Downs ka.bacha aksar bohat social hita hai which is one of their quality but*
327 *then again individual differences bohat zada hotay hain but as far as i have*

328 *observed h ye bohat social hai but ye bhi ek issue hita hai ke they dont know kiske*
 329 *paas jana hai kiske paas nae}*

330 **Interviewer:** Likin wohi wali baat hai na ye bachay bohat ibservant hain

331 **Interviewee 2:** *'Ye jin doctor ki mei baat kar rae thi unhoun ek bara acha jumla*
 332 *kaha, kehtay hain ke protocol tou ek hi hai, normal bavhi ka bhi abnormal ka bhi'*

333 {The teacher inquired what is this protocol you're talking about from nearby}

334 **Interviewee 2:** While directing towards the teacher the mother said: *'ke apko usko*
 335 *kahin na janay dein, asal mei mei bohat pqreshan thi ke aur meine doctor se*
 336 *poocha ke ye bari ho rae hai tou.mei kahan kahan isko dekh paoun gi, tou unhoun*
 337 *ne kaha protocol tou ek.hi hai larki hai, ek.sa hai'*

338 {The teacher replied: *i think the biggest mistake we make is that we treat special*
 339 *kids as special}*

340 **Interviewer:** Yess, hum abhi ye baat kar rahay thay ke matlab you have
 341 to.keep.on your children, theres nondoubt in that ke youre doing something extra
 342 yan kuch aisay kar rahay ho

343 *{Its just ke hum jab tak bachoun ko koukay nae dein ge bahir janay ke.milnay ke*
 344 *logoun se aur independant honai ke, khatray mei janai ke, jab tak ye jayein ge*
 345 *nae, learning nae hogi us tarhan se, humain yahan ek haath pakarnay se bachay*
 346 *ko sakhti se mana karti hai, phir bhi teachers oakarti hain, ke aap bachay ka*

347 *haath pakartay hain thats fine but jab nae partay tou bachay unsafe feel karay ga*
 348 *aur phir behaviour change hoga} > the mother said hmmm, while agreeing tot he*
 349 *teacher*

350 **Interviewer:** Ek hota sympathy feel karna, and the other to show it, theresa
 351 *difference in that*

352 *{Hun jab bachay ko kehtay hain na independant ho, bacha samjhata hai ke hum*
 353 *sakhti ho rahay hain, but humnye nae realise kartay ke sakhti mei bhinuski bhalai*
 354 *hai, tou its better ke aap learning apnay samnay kara lein na ke apkay baad*
 355 *bacha ghalyan akelay sahay*

356 **Interviewee 2:** *'Likin dekho na ismei bhi ek limit hai na, kahan tak hum usse chor*
 357 *saktay hain air kahan tak hum pakar saktay hain'*

358 *{Ye judgment karni na mujhau bhi naae that is something immstill struggling with*
 359 *ke hum kahan tak usse leverage dein aur kahan pakray}*

360 **Interviewer:** Plus har bacahy ka faraq hai na tou it gets hard to be definitive na

361 **Interviewee 2:** *'Haan person to person vary karti hai'*

362 **Interviewer:** Even normal mei bhi tou special mei tou bhi zada vary karta hai ke
 363 *kab care deni hai aur kab nae deni*

364 {*Hum ghalti pata kiya kartay hain hum har cheez mei apnay experiences daltay*
 365 *hain, ke independant bhi wesya ho jeaay mei aonay time mei thi ab jesay iss waqt*
 366 *ki.polotical scenario ke mutabik nahi hai na, hum aorents konkuch kehtay hain*
 367 *natural unka response guilt mei jana hota hai tou the point is ye unki}*

368 **Interviewer:** Bilkul bilkul, no doubt about that

369 Tou wesay h ka apnay baba ke saath aur behen bhaioun ke saath kesa relationship
 370 hai

371 **Interviewee 2:** 'Wou tou jesay meri stories mei bhi tha ke bohat hi acha hai?'

372 Tou sabse ziada kiske saath attach hai?

373 **Interviewee 2:** '*Behen se shaiad zada, bari behen se(attachment)*'

374 **Interviewer:** Sayii MashaAllah aur baki family members ke saath dadi and dada?

375 Kisi ke saath

376 **Interviewee 2:** '*Dado dada tou nahi hain haan dadi thin tou ye god mei nahi jati*

377 *thi'*

378 **Interviewer:** Ohhh, koi specialal apkay khial mei wajah?

379 **Interviewee 2:** '*Special wajah...(long pause)*

380 *Pehlay na unhoun ne itna pyar nae kiya, goud mei nae litaya na tou baad mei isne*
381 *phir'*

382 **Interviewer:** Ek vibes aajati hain ke dilse wali cheez nae hai, ek feeling hoti hai

383 **Interviewee 2:** *'Iske chacha iss se bohat pyar kartay hain'*

384 **Interviewer:** Achaa

385 **Interviewee 2:** *'Bohat pyar kartay hain, ek chacha ki tou death hogayi hai wou*
386 *tou bohat pyaar kiya hai likin isko sath bitha ke khana khilata tha, wou kisi ke*
387 *saath khana nae khatay thay likin iskonsaath bitha ke khana khilatay hain, phir ek*
388 *aur teesray chacha hain wou bhi isko bohat oyar kartay hain aur isko na niwalay*
389 *bana bana ke khilatay hain jab atay hain, ya ye wahan jati hai tou, iski.saath time*
390 *soend kartay hain'*

391 **Interviewer:** Tou h ka wesay teachers ke saath relation hai?

392 **Interviewee 2:** *'Bohat acha relation hai sabke positive rehti hai'*

393 **Interviewer:** Tou like constant teachers ki help chahi hoti hai h ko yan karleti hai
394 manage

395 **Interviewee 2:** *'Uhh..... (Long pause) nae independant tou hoti ja ra ehai kaafi*
396 *had tak'*

397 **Interviewer:** Hmm MashaAllah

398 **Interviewee 2:** *'Jesay school se ghar jati hai tou kapray badlay gi mou haath*
 399 *dhoye gi, mei isse kahoun gi na homework karlo tou khudi copies nikalti hai,*
 400 *khudi apna kaam.karleti hai kuonke isko pata hota hai, dikha de gi ye 23 hai ye*
 401 *karna hai'*

402 **Interviewer:** Aray waah

403 **Interviewee 2:** *'Batati hai mujhai yahan ye likhna phir wou likhay gi thora sa*
 404 *jesay mei batati hou likin baki wou khudi karleti hai'*

405 **Interviewer:** Aap matlab constant paas nae bethi jab ye kaam karti hai?

406 **Interviewee 2:** *'Nae ab jesay usne colour karna hai tou khudi colour pakar ke*
 407 *colour karna hai, mujhai tou iski ye bhi tension nae hai'* (light laughter)

408 **Interviewer:** Tou isse apnay friends waghaira ke naam yaad rehtay hain?

409 **Interviewee 2:** *'Ab dekhain wou batati hai likin samjh nae ati na kuonke iski*
 410 *zaban itni clear nae hai ye thora masla hai, bolti tou hai, ab jesay pictures ati*
 411 *hain na yahan se jesay tou mei poochoun gi H ye kon hai? Is bachi ka kiya naam*
 412 *hai? Tou batati tou zarur hai likin bohat hi kam samjh ata hai'*

413 **Interviewer:** Sayi usse apnay mind mei clear hai likin wou uss tarhan se convey
414 nae kar pati

415 **Interviewee 2:** *'Haan bilkul feel tou aisa hi hota hai'*

416 **Interviewer:** Tou apkay khial koj break time mei usse koinissues face karnay
417 partay hou? Yan koi iss tarhan ke billul bhi mae

418 (The mother nodded implying a no)

419 **Interviewer:** Sayi ab na mei ek different hai research ke baray mei ye bachay
420 thora na spiritual bhi hotay hain zada, meine ispe bohat research ki hai

421 **Interviewee 2:** *'Acha mei bataoun ye nae milay ga kuch aisa research karnay pe,
422 mei apko bataoun kuon? Kuone jo information laga rahay hain an wou iss sab
423 meinitna beleive bae kartay hain'*

424 **Interviewer:** Wesay true ye bhi hosakta hai

425 **Interviewee 2:** *'Wesay i think mujhai lagta hai aisay hai, ek baat tou ye ke jab
426 meri tabyat kharab ho sar dukh raha ho yan mei h ko bulati hou, h aake haath
427 meray yahan karti hai (*she pits her hand on her forehead) yaqeen karain ye
428 haath rakhti hai na tou uss se na itna sakoon milta hai, aur mei tou.maa hou,
429 khair shaiad issliye, likin ye iski.khala ne bhi kaha ke ye aisay haath pherti hai ke
430 meri migraine ka.masla hai tou na mei.laiti hougi na tou mujhai bas ye hota hai
431 ke ye meray sar pe sirf aisay aisay karay (*she mimicks her daughter laying hands*

432 on her head) *aap yaqeen karain ek din na ye kartay mei sou gyi ye baithi rahi,*
 433 *jitni der mei soyi rahi isne nae chora, aur na iska haath mujhai bohat sakoon*
 434 *deta hai, iska haath rakh ke yahan rakh leti hou jab dil ghabraye (*the mother*
 435 *points towards her heart) tou ek ye cheez hai aur ek ye ke mujhai nane pata ke ye*
 436 *imaginary bachoun ko parhati hai yan wou imaginary hai yan koi hainwahan pe,*
 437 *sometimes i feel like ke (long pause) koi udhar hai uske paas, kuonke na pehlay*
 438 *tou ye bohat karti thi, mujhai khouf ata tha mei isse kehti thi kich aur karlo aisay*
 439 *mat kaho, ye kehti thi ke dant rae hou, tou mei kehti thi kisko daant rae hou, haath*
 440 *agay karti thi ke isko, meine kaha ye kon hai, tou kehti thi ye meri kaka hai (the*
 441 *mother couldnt remember the exact word her daughter said)*

442 **Interviewer:** Ye hai.

443 **Interviewee 2:** Ab ye dekhain mera weham bhi ho sakta hai, imaginary bhi
 444 hosakta hai, jesay bachay kartay hain likin baaz aukaat mei dar jati thi ke mujhai
 445 lagta tha ke wou dekh ra ehai kuch(the mother starts laughing) ye meri feeling thi
 446 ek

447 *Dar lag raha hai?'* (The mothers says while laughing)

448 **Interviewer:** Nae nae bas sunke heraan ho rahi hou mei but obviously ye
 449 cheezain exist tou karti hain na

450 **Interviewee 2:** *'Acha kam hogya hai wesay, kaafi kam higya hai ek dou din*
 451 *pehlay likin aisay baith ke khel rae thi, hidayat de rae thi matlab jesay kheltay*
 452 *hain bacahy'*

453 **Interviewer:** Tou apkay khial mei religion ka kitna role hai apkay iss apnay
454 aapko sambhalnay mei

455 **Interviewee 2:** *'Meray liai tou religion bohat bari cheez hai, meri tou life religion*
456 *ke around ghoomti hai'*

457 **Interviewer:** Kab kab aur kisntarhan aonay deen ka sahara liya aur apnay aap ko
458 sambhala, ke nae ye meray liai ek neymat hai aur isko meine sambhalna hai

459 **Interviewee 2:** *'Jesay meine bataya ke mera shuru wala recation hi thora harsh*
460 *tha likin baas mei jab realise hua tou meine toubah bhi ki aur mei Allah se kehti*
461 *hou ke Allah tera shukar hai, tu ne mujhai bohat achi halat mei di hai agar iss se*
462 *buri halat mei hoti merj bachi tou meri kiya majal thi mei kiya akrsakti thi, phir*
463 *meri dr ko pata chal gya ke mujahi oata hai tou wou kehney lagi ke tum shukar*
464 *nae karti ke 2 bacahy Allah ne tumhay normal de diye hain'*

465 **Interviewer:** Ye wala concept hai na ke glass adha bhara hua hai baki khali hai,
466 apni choice hai kis baat focus karlay banda

467 **Interviewee 2:** *'Haan bilkul sayi baat hai, ab tou mei nae karti , ab tou mei bohat*
468 *shukar karti hou, kayi log mujhai kehtay hain apnay jannat ikathi kar rahi ho, tou*
469 *mei kehti hou ke Allah raazi hijaye, agar ye bhi uska zaruya hai tou itna mehnga*
470 *souda tou nae hai'*

471 **Interviewer:** Bohat pyari baat ki hai aonay ye ek duniya mei effort hi hai na

472 **Interviewee 2:** *'Agar iske badlay mei Allah raazi ho rahay hain tou ye tou bara*
473 *sasta souda hai, aur paal bhi Allah hi rahay hain na, hum.tou nae paal rahay'*

474 **Interviewer:** Humaray haath mei kuch hai hi nae na afterall

475 **Interviewee 2:** *'Tou shukar hai uska'*

476 **Interviewer:** Tou apnay H ko namaz parhni sikhayi

477 **Interviewee 2:** *'Namaz tou nae ati usko meray betay ko ati hai, wou parhtay hain*
478 *aur h ko ye hai ke humne na samnay baith ke hadith baith ke thora sunti hai, tou*
479 *ye scarf lekar baithti hai parhti hai kehti hai QURAN QURAN'*

480 **Interviewer:** Wow MashaAllah, tou thora bohat parhna ata hainisse Quran?

481 **Interviewee 2:** *'Nae parh tou nae pati, haan usko alif baa taa ata hai, wou shuru*
482 *kiya hai usne'*

483 **Interviewer:** Tou usse motivation feel hoti hai uss waqt jab ahadith ka kar rahya
484 hotay hain?

485 **Interviewee 2:** *'Dekhain ismei mei mei tou ane judge kar pati kabhi kabhi, ke wou*
 486 *choti bachi hai jo explain bhi nae kar pati aur zahir hai haan wou shouk se baithti*
 487 *hai, sunti hai'*

488 **Interviewer:** Tou apko kabhi aisay farq mehsoos hua hai ke aam bachoun se
 489 ziada usse iss cheez mei shouk hai yan

490 **Interviewee 2:** *'Ye wesay mujhai nae feel hua'*

491 **Interviewer:** Sayi sayi tou umm usse kis agar

492 The mother interrupted all of a sudden and said *'haan kaabhi ek dou dafa meine*
 493 *feel bhi kiya ke meray husband tableeghi jamaat mei jatay hain tou wahan tou*
 494 *hum loug bhi gaye wahan ek baar wahan time hita hai na ek, timetable hotay hain*
 495 *jesay har cheez ka time hota hai, phirbye karna phir ye karna hai tou 2 time pe*
 496 *hotay hain Ahadith waghaira ki ek kitaab hai, namaz ka sara likha hua hai usmei*
 497 *tou ye wou leke baith jati thi pehlay hi aur bolti thi QURAN, ke meine parhna hai'*

498 **Interviewer:** Achaa, matlab oarh nae rae hoti thi but kehti thi parhna hai

499 **Interviewee 2:** *'Haan matlab jesay parh rahi hai'*

500 **Interviewer:** Tou apkay khial mei kis age tak usse religion ka concept samjh mei
 501 aya tha?

502 **Interviewee 2:** *'Mera nae khial usse religion ka concept hai, ye ek routine ke*
 503 *waqt kintarhan leti hai, jesy khana hai souna hai tv dekhna hai, mera nae*
 504 *khialnusse oata hai iss baray mei'*

505 **Interviewer:** *Likin jesy aap keh rae hain ke wou haath pherti hai tou sakoon*
 506 *milta haitou uske dil mei tou kuch aisa hai na ke purity itni hai ke jo apko bhi feel*
 507 *hoti hai*

508 **Interviewee 2:** *'Ab pata nae ye qudrati hai shaiad, ye cheez kuonke practice se*
 509 *tou ane nae ati aur wou itni choti bachi hai ke usse koi concept hi nae hai'*

510 **Interviewer:** *Koi usse bataye bhi tou wou uss tarhan se nae samjh aoye gi, na*
 511 *wou pretend karsakti hai*

512 **Interviewee 2:** *'Haan bilkul ye jesy ek natural phenomenon hai'*

513 **Interviewer:** *Jee bilkul sayi, so thankyou so so much aonay bohat achi tarhan*
 514 *cooperate kiya aur answers bhi diye, Allah apko bohat ziada sabar bhi de aur*
 515 *himat takat bhi dein to manage har cheez ko, meine apka bohat time liya tou*
 516 *thankyou so much apnay bohat cooperate bhi kiyabaur specially ayi*

517 **Interviewee 2:** *'Nae koi baat nae mujhai khud bohat acha laga aur meine*
 518 *bachoun ko chornay ana tha tou koi masla nae'*

519 **Interviewer:** *Chalain phir bhi time denay ka bohat bohat shukriya.*

Interview transcript #3

Mode of Interview: Online (via Whatsapp video call)

Duration: 1 hour 5 minutes 49 seconds

Date: 27nd March 2023

**Note: 'S' in the transcription is used for the mention of special child*

1 **Interviewer:** Acha so my name is Amina Salman and im a student from Kinnaird,
 2 Applied psychology me Bs Hons kar rhi hou and this is actually part of my thesis
 3 research jis ki wajah se meine apko bhi tang kiya, and im conducting a research
 4 with mothers of Down syndrome children aur mera jo topic hai na thats related to
 5 ke ek Down syndrome chil.ko raise ko zada ek challenge ki taraf weigh out karta
 6 hai yan ek blessing ki taraf weigh our karta hai, obviously it pretty challenging but
 7 at times we only look at the negatives aur hum positives ko ignore kardetay hain,
 8 tou yahi cheez explore karnay keliai meine research ki hai tou isskielias
 9 joninterview hai hai thats going to be audio recording aur jo apko audio recording
 10 hai thats not going to go anywhere, except the supervisor and me tou uske baray
 11 mei bilkul easy rahiye ga, aap batayein aap kesi hai apka ramzan kesa guzar raha
 12 hai?

13 **Interviewee 3:** *'Alhumdulillah ramzan bilkul theek guzar raha hai aur balkai kal*
 14 *pehli dafa S ne poora roza bhi rakha hai.'*

15 **Interviewer:** Wow MashaAllah, Alhumdulillah, thats a wonderful.thing to hear

16 **Interviewee 3:** *'Balkai pehlay ye specially weight gain karta tha roza rakhnay*
 17 *keliai, iss baar isne kaha mei aisay hi rakhta hou.'*

18 **Interviewer :** Hahah very nice MashaAllah, te sara credit tou apko jata hai

19 **Interviewee 3:** *'Haha thankyou very much, iski condition likin abhi bhi kaafi*
 20 *behtar nae hai bakioun ke lihaaz se, iska level keh saktay hain kagi difficult hai,*
 21 *likin Alhumdulillah kaafi behtar hai pehlay se phir bhi Alhumdulillah .'*

22 **Interviewer:** Alhumdulillah, MashaAllah, Acha so sabse pehlay agar mujhai
 23 thora batayein ke apko kab pata chala ke is tarhan S ko Down syndrome hai?

24

25 **Interviewee 3:** *'Ok uh aisa hai ke 1 year ke baad paida honai ke ye mujhai kaafi*
 26 *weak lag raha tha tou 1 se 1½ years ka jab hua tou doctor ne concern show kiya*
 27 *tha ke likin unhoun ne ye nae kaha tha ke Downs hai, uss waqt tou samjh nae aya*
 28 *likin baad mei 2 years pe ja kar unhoun ne proper diagnose kiya tha ke ye Down*
 29 *syndrome hai aur ye.'*

30 **Interviewer:** Ohh so at birth unhoun ne bilkul kuch nae kaha tha features dekhke
 31 and all ke ye Down syndrome lag eaha hai yan something like that

32 **Interviewee 3:** *'Nae nae, starting mei ye bohat healthy tha likin uske baad ye*
 33 *ahista ahista thora weak hona shuru hua.'*

34 **Interviewer:** Oh

35 **Interviewee 3:** *'Kuonke wohi hua ke humne bhi zada check ups nae karwaye aur*
 36 *khud hi usse deal kartay rahay ke diet sahi karlein yan aisay tou isi wajah se late*
 37 *diagnose hua.'*

38 **Interviewer:** Oh right tou jab apko pata chala tou uss waqt apkay kiya emotions
 39 aur thoughts thay? Ek dam jo spur of the moment mei hit karta hai ek dam se

40 **Interviewee 3:** *'Uh , iss tarhan se hota hai ke pehlay tou mujhau samjh hi ane ayi,*
 41 *sab yahi kehay thay aisa kuch nae hai ignore karain likin ahista ahista jab*
 42 *changes ati hain aur symptoms nazar atay hain tou ek tarhan ki Allah TaAllah*
 43 *base bana rahay hotay hain aur insan apnay aapko samjha chala jata hai, iss*
 44 *tarhan se base banti gyi ke ye bemar bohat zada hita tha, pehlay ye bohat healthy*
 45 *tha phir jab iski helath deteriorate hui toy sabne mujhai hi akhaa ke iska khial*
 46 *nae sayi se rakha gya tou ye batain zada tang karti thi.'*

47 **Interviewer:** Bilkul naturally so because banda bohat frustrate hijata hai

48 **Interviewee 3:** *'Mujhai bas ye hota tha ke kisi tarhan ye pata chal jaye isko kiya*
 49 *hai, tou wou iss tarhan se phir apkay emotions hotay hain.'*

50 **Interviewer:** Cant even inagine jis turmoil se aap guzri hougi uss waqt because ek
 51 tou apnay bachay ki tension hoti hai apko aur doosra logoun ki batain nae apko
 52 chortin

53 **Interviewee 3:** *'Bilkul aisa hi hai.'*

54 **Interviewer:** Acha so aur early signs kiya thay? Jesay aonay bataya wou gardan
55 nae sabhaak paa raha tha and aur kiya, like first two years tak

56 **Interviewee 3:** *'Aisa tha ke 8th month tak bacha baith leta hai, and uss se pehlay*
57 *gardan sambhal jati hai, gardan ke na iske muscles bohat weak thay, mei isko*
58 *hold bhi karti thi na tou isko wou neechay girti thi, tou hol nkaraty waqt bohat ye*
59 *mushkil ati thi, iske arms neechay ko girtay thay jesay cintrol nae hota tha bilkul*
60 *bhi, aur doosra eye contact bilkul ame karta tha aur uska mujhai idea bhi nae tha*
61 *ke iska kiya hota hai and all aur iske ilawa iski eyes thori si na squinted thin*
62 *bilkul thori si.*

63 *Uske ilawa isne chalna tou bohat late, almost 4 saal tak shuru kiya tha.'*

64 **Interviewer:** Oh rightt, tou aonay phir iss cheez ke saath jesay cope kiya aur
65 aonay aap ko kesay samjhaya

66 **Interviewee 3:** *'Kaafi mushkil tha ye, mentally mei bohat disturb hui thi naturally,*
67 *plus meray saath koi as such support nae thi tou mujhai akelay hi sab handle*
68 *karna tha, pehlay wesay bhi mujhai koi bohat zada symtoms na nazar aye thay na*
69 *pata thay likin ab tou shaiad information bhi hai meray paas aur ab thora ziada*
70 *careful rehti hou. Plus mujhai lagta hai iss har cheez kasur special child ke*
71 *parents pe bhi kaafi ata hai, pehlay mujhai shuru mei laga ke nae aisa nae hai*
72 *hojaye ga mei karlou gi cope, but iske asrat kaafi arsay apko nazar atay hain aur*
73 *ye pichlay kuch arsay mei mujhai kuch ziada nazar aya likin meine iska ye hal*
74 *hamesha se samjh hai ke meine hamesha apnay aapko zarurat se ziada masroof*
75 *rakha hai, meine apna doosra kama bhi phir saath shuru kardia jisme mei speech*
76 *therapy ki activities bana rae thi aur wou poora raat din laga ke mei sale karti thi*
77 *takay mera dihaanndovered rahay, likin hamain bhi ek waqt pe jake phir therpay*

78 *ki zarurat par jati hai kuonke parents bhi bavhoun kensaath kaafi time spend*
 79 *kartay hain aur energy bhi.'*

80 **Interviewer:** Bilkul and aap bacahy ki care bhi behtar kar sakti hain jab aap khud
 81 physically and mentally fit hotay ho

82 **Interviewee 3:** *'Pehlay mujhai sab kehtay thay kiya zarurat hai kaam karnay ki,*
 83 *ye cheezain tou khair mujhai abhi bhi sunnay ko milti hain, likin mujhai ab ye*
 84 *pata hai ke wou kaam mei apnay liye choose karti hou aur wou meray apnay liye*
 85 *hai, mei khud apnay apko busy akrti hou likin wou ghussa ana, wou ab bohat*
 86 *ziada mujhai depression ke symptoms mazar ana shuru huay hain, jo shuru mei*
 87 *nae thay.'*

88 **Interviewer:** But bas yahi hai ke aap iss cheez ko ignore na karain aur ye
 89 samjhain ke aap bhi utn nhi important hain

90 **Interviewee 3:** *'Bilkul isi liye meine kisi ko nahi pata chalnay diya mei khudse hi*
 91 *sochti thi ke mujhai iss barai mei kiya karna hai kesay karna hai phir chahay ho*
 92 *pa rahay ho yan nae, logoun ko aisay lagta hai aap ka dihaan bachay pe nahi*
 93 *balkai apnay aap pe hai, but mei kehti hou mera dihaan dono pe hai balkai S*
 94 *meray saath hota hai jar waqt jab mei wou cheezain bana rae hoti hou, meray*
 95 *saath kaam karta hai wou cutting karta hai air wou kaafi uss cheez ko enjoy karta*
 96 *hai kuonke usse paper tearing ka bohat shouk hai.'*

97 **Interviewer:** Achaa, MashaAllah

98 **Interviewee 3:** *'Aur usko khud hota hai ke ye crafts ka kaam karna hai ke wou*
 99 *baar baar mujhai scissors lake deta hai ke yahi karo.'*

100 **Interviewer:** *Ahaa MashaAllah nice ye tou uski poora activity ban jati hogi phir.*
 101 *Tou like, apki family mei kitna support hai, jesay apki family ka aap baat akr rae*
 102 *thin ke thora distance hai*

103

104 **Interviewee 3:** *'Uhh (long pause) jesay thori support hoti hai emotionally bhi wou*
 105 *tou bilkul bhi shuru mei nae thi, iss tarhan se tha ke meine pehlay 2 saal bilkul*
 106 *alag guzaray thay jahan pe family nae thi, like pehlay travel bohat karna para,*
 107 *pehlay meray husband dubai mei kaam.kar rahay thay, delivery ka time was nae*
 108 *tou inki (S's father) ki job ka koi issue hua tou humain wapis ana para, pehlay*
 109 *hum sargodha aye, phir hum islamabad gaye ye thora thora time mei kaafi*
 110 *changes ayi humari life mei, phir Islamabad mei mei bilkil akelay rahi, phir*
 111 *takreeban 2 saal ke baad mei ek inke family ki member ke ghar mei rahi in*
 112 *Lahore aur wou time i think meri life ka sabse mushkil phase tha kuonke ek*
 113 *independant tarhan aap sab kartay ho kaam aur plan tou mei jab S ko potty train*
 114 *kara rae thi takreeban ye 1 sala ka tha aur wou kaafi behtar hogya tha, ab jesay*
 115 *S vocal nae hai, zada bolta nae hai ek dou alfaz mei apni baat samjha leta hai,*
 116 *iska mental level bhi ab utna nae raha jabke 4 saal ki umar mei bolta tha thora se*
 117 *words, almost 30 40 words atay thay samjh, ye sign language bhi kabhi kabaar*
 118 *use karta tha, phir uske baad jo hai ye regress hua aur uske iske words bilkul*
 119 *khatam higaye. Ye ek school mei gya tha wahan training nae isse suit ki aur iska*
 120 *phir ye haal hogya tha ke bilkul nae bolta tha but ab jake kahin mujhai behtar*
 121 *laga hai likin wou bacpoan mei thora tha wou sab khatam hogya haii.'*

122 **Interviewer:** Acha tou apnay jesay bataya hai na ke usne regress kiya hai, jo usne
 123 words bhoolay hain apko koi yaad parta hai ke koi ek event aisa hua ho jiske
 124 impact isne liya ho?

125 **Interviewee 3:** *'Aisa tha ke isko meine ek school mei karaya tha jesay hamain*
 126 *pata nae hota ke ek school kesa hai yan uski kesi performance hai, tou bara well*
 127 *known school hai rising sun, Pakistan mein itni dinaton na emili thi except this*
 128 *school tou hanai laga iski progress achi hai aur itna acha well known hai,*
 129 *building bhi thi, equipment bhi thi, tools bhi thay but jahan baat ati hai unki*
 130 *planning nahi thi, assessment nahi thi, 2 meine thora thir awaqt meine isse off*
 131 *kara kara ke guzra hai inki timing was 8-2:15 tak.'*

132 **Interviewer:** Ohoho itna tou bohat mushkil hota hoga for him

133 **Interviewee 3:** *'Itna tou normal bachay ko bhi tang karta time iss age ke, aur mei*
 134 *aonay chotay betay ke saath jo experiment hai, 6th months ka jab tha wou, ab tou*
 135 *wou MashaAllah 8 years ka wou normal school mei jata hai.'*

136 **Interviewer:** So like abhi apnay s ko kisi school mei nae bhej rae?

137 **Interviewee 3:** *'Nae likin wou isi tarhan se tha ke meine rising sun chora tha 2*
 138 *saal ke baad, wou kaafi iss tarhan se hua ke gap bhi aya kaafi beech mei tab tak*
 139 *uska behavior almost zero ho chuka tha, bohat behavior kharab hogya tha ke isne*
 140 *baithna bhi chor diya tha, kuon ke school mei zada phir bithatay thay aur activity*
 141 *nae karwatay thay, aur physical activity nae hoti thi koi, iske jesay class room*
 142 *mei mattress tha tou ye aksar wahan sou jata tha, kuonke iska itna stamina nahi*
 143 *tha, choti choti si chairs hoti thin lakri ki, uspe baithna hota tha aur mei bahir*

144 *aonay bachay konutha ke baitha karti thi aur mera ye hota tha ke mei teachers se*
 145 *poochoun ke kiya karwatay hain, konsi activities karwatay hain, but koi unka*
 146 *parents ke liai plan nae tha ke wou room mei baithain yan kuch, ke even janay ki*
 147 *bhi permission nae thi room ke banda apnay bachay ko khud hi observe karle.'*

148 **Interviewer:** Uff ye tou oonchi dukaan pheeka pakwan wala scene hogya

149 **Interviewee 3:** *'Exactly exactly (light laughs)*

150 *Humne itni shouk se aur sab se lar ke school mei admission karwaya tha kuonke*
 151 *sab kehtay thay nae nae te naae karsakta tum kiya iar rae ho, iske father tou kaafi*
 152 *der tak acceot nae kar rahay thay, wou keh rahay thay tumne isko aisay banaya*
 153 *hua hai, unhoun ne kuon ke aisa bacha kabhi dekha nae tha.'*

154 **Interviewer:** Ohhh, but yes mushkil tou hota hai in the beginning

155 **Interviewee 3:** *'Kuonke ye lagta nae tha aisa aur iske features itna zada Downs*
 156 *nae thay, mujhai wou kehtay thay ke tumne isko jaan ke aisa banaya hua hai,*
 157 *normal school jaye ga ye abhi nae jaye ga, 5 saal tak jaye ga, matlab wou samjh*
 158 *rahay thay but phir bhi ignore kiye ja rahay thay. Tou meine bohat arsay ke baad*
 159 *iska admission karaya tha kuon therapists keh rahay thay ke iski ab therapy ki*
 160 *zarurat hai, ke therapy ke baghair ke wesay hojaye ga ke manage karna mushkil*
 161 *hojaye ga.'*

162 **Interviewer:** Likin ye bohat ek sad baat hai hamaray mulk ki aur sunke ke mjhai
 163 dhajka bhi kaga hai ke itna bara school hai wahan itnay bachay bhi jatay hain

164 **Interviewee 3:** *'Bilkul bilkul aisa hi hai, bohat mushkil se meine ye step nae le pa*
 165 *rae thi, ke logoun ne itna down kardia tha ke wou sab mujhai hi blame kartay*
 166 *thay, mujhai sab phir samjhatay thay ke aisay nae aisay hota hai, meray liai phir*
 167 *churwana mushkil ho raha tha, likin phir ek din meine billup isko churwa diya,*
 168 *bilkul school bhejna band kardia, aur ye ek mujhai lagta hai meine bohat himat*
 169 *ka kaam kiya hai, therapist tou bol rahay hotay thay ke school tou bhejna bohat*
 170 *zaruri hai, fine tuning karwani aap ghar pe nae karsakti, tou wou oarents ko bhi*
 171 *bohat degrade kartay hain, aur parents ko idea nae hota ke kiya hiloraha hai yan*
 172 *kesay karna na, likin wou hamesha mujhai yahi sunnay ko milta tha ke humain*
 173 *pata hai, isko forcefully sikhayein jesay marzi sikhayein, tou wou time jo tha, jo*
 174 *cheezain meine gahr oe sikhayi thin wou bhi S ne chordi thi, tareeka hi nae bacha*
 175 *tha ab meray paas kuonke school waloun ne har tarhan ka force use karliya tha,*
 176 *tou uske baad uska te behavior hota tha ke paper nazar aaraha tha tear kardo,*
 177 *phardo aur phenkdo, matkab ghussay se.'*

178 **Interviewer:** Negative association hogyi thi uski school aur parhayi se

179 **Interviewee 3:** *'Uski apni ab ye activity ban gyi hai ke paper ko tear karta hai*
 180 *wou, likin uss waqt ye cheezain phenkta tha aur poora din, na isko koi toy pasand*
 181 *tha, poora din bas laita rehta tha yan sota rehta tha.'*

182 **Interviewer:** Uss se ziada mujhai ye soch ke horaha hai ke S iss time mei kiya
 183 feel karta hoga?

184 **Interviewee 3:** *'Exactly, wou khud traumatised tha, ek phase jo trauma ke baad*
 185 *ata hai jismein bacha bilkul chup karjata hai tou wou bilkul aisa hogya tha, jab ye*
 186 *school ja raha tha tab isne aisay khamosh rehna shuru kiya tha jiski wajah se mei*

187 *isko bohat off bhi karwati thi, likin S bhi aisa hota ja raha tha ke jisdin ye school*
 188 *jata tha iska pait kharab hojata tha.'*

189 **Interviewer:** Oh Goddd

190 **Interviewee 3:** *'Negative association itni ziada thi ke taqreebain 1 yan 2 months*
 191 *school janai ke baad ismei wou cheezain khatam hogyi thin jo meine sikhayi thin,*
 192 *jesay ball ko ball kehna, apple bolta tha point karke, apnay haath ki taraf point*
 193 *karke haath bolta tha, kuch signs usko anay lag gaye thay aur mera naam ko wou*
 194 *aya kehta tha. Directly nae, jesay eye cintact nae karta tha likin ye mujhai kaafi*
 195 *der baad mei samjh ayi thi baat, ke iska eyecontact nae hota tha ye idhar udhar*
 196 *randomly bola karta tha.'*

197 **Interviewer:** God ye bohat tragic event apki life ka ye raha hai

198 **Interviewee 3:** *(The mothers laughs)'likin us ke baad itni ziada struggles ke baad*
 199 *realise hua ke ye experinece tou toxic tha hi nae, isne tou mujhai bohat kuch sikha*
 200 *diya, toxic tou log that bas(light laughter).'*

201 **Interviewer:** Bilkul bilkul, sayi aur accurate baat ki hai ke loug tou chortay hi nae
 202 hain

203 **Interviewee 3:** *'Ghar pe bhi sab isi type ke thay, bahir bhi wou tou ab*
 204 *Alhumdulillah kaafi behtari aagyi hai, ab tou open discussion hoti hain aur apni*
 205 *discussion bhi hoti hain, tab ye nae tha, na humain time milta tha, humain sirf*
 206 *hota tha ke hamain sayi se guide kardein ke kesay hoga sab.'*

207 **Interviewer:** Parents ko bhi idea nae hita na kiya hai kesay hai

208 **Interviewee 3:** *'Bilkul likin koi iss baat ka answer nae deta tha, ye tou ab hamain*
 209 *andaza hua kuonke uss waqt yahi boltay thay sab ke ye tou humne parha hua hai*
 210 *apko kiya pata, aap isko kharab kar rahay hain, matlab aksar cheezoun pe wou*
 211 *parents ko blame kartay thay, ye nae karwaya apnay ye sayi nae, matlab itni tou*
 212 *mehnat aao karsatay hain na ab, matkab ab irna hi sochlo ke ek maa ka poora din*
 213 *bachay ke saath gizar raha hai but unhoun ne iss cheez ko bhi bilkul mazar andaa*
 214 *kardia tha tha.'*

215 **Interviewer:** Ye tou bilkul ek devalue karnay wali baat hai

216 **Interviewee 3:** *'Exactly exactly, isiliye meine isse rising sun se utha liya tha but*
 217 *ab shaiad thori behtari ayi hai, uss se tou zada tar jitnay cases mei sunti hou yahi*
 218 *halaat hain wahan ke, ye nae ke martay hain yan juch kartay hain, unho asal mei*
 219 *slow process hota hai jismein wou bachoun ko deal kar rahay hotay hain, ek*
 220 *teacher ko unhoun 18 bachay different category ke diye huay thay jo sabse ziada*
 221 *ghalat hai.'*

222 **Interviewer:** Sabse ghalat baat tou yahi hai

223 **Interviewee 3:** *'Jabke unke paas staff ki kami nae thi, staff unke paas bohat zada*
 224 *tha but phir bhi unki apni planning sayi nae thi. Phir iss ke baad 4 saal tou ye*
 225 *ghar pe raha, kuch kahin nae gaye mei bohat excited hoke isko school mei dakhil*
 226 *karaya tha ke iss se pehlay tou meray zehan mei why wala question bhi nae aya*
 227 *tha ke meine hamesha isse Allah ki taraf se samjha tha ke mujhai tha ke mein*

228 *cater karwaoun gi kuonke wou kehtay hain na ek life bhi neymat hoti hai, tou mei*
 229 *bhi aisi hi soch thi , ab zahir hai kabhi kabaar banda pareshan hita hai ke bacha*
 230 *bemar hai , likin ye mae mei soch rae thi aur meine bohat slow pace pe isscheez*
 231 *ko accept kiya hai.'*

232 **Interviewer:** Aur apnay tou apnay aapko bhi bohat zada ignore kiya hai

233 **Interviewee 3:** *'Aur mujhai uss time pe research ka bhi itna ziada nae tha, meray*
 234 *paas gadgets waghaira nae hotay thay, S ke paas ek mobile tha tou wou bas wohi*
 235 *de detay thay mujhai phir jab mei ami ki taraf jati thi yan apni sister ki taraf tou*
 236 *mei search karti iss baray mei, ke mei cheezain notes karke rakhti ke mouka milay*
 237 *ga tou mei search karoun figi tou ye sab situation thi.'*

238 **Interviewer:** Haye Allah

239 **Interviewee 3:** *'Tou bas yahi tha, phir ghar pe rakha tha, likin jab mei itni excited*
 240 *thi na ke mei ye bhi kroun gi ye bhi lou gi tou wou hua iss tarahn se nahi. Shuru*
 241 *mei even toys ki itni shops ka nae pata hota tha because normal toys tou nae inn*
 242 *bachoun keliai use hotay thay, wou humain recommend kartay thay wou wooden*
 243 *toys aur ek khaas form ke aur uske liai mujhai apnay bacahy ko carry karke leke*
 244 *jana hota tha public transport pe, public transport isliye ke ghar waloun ki uss*
 245 *tarhan ki support nae thi wou kehtay thay kuon karwa rae ho and all, wou alag hi*
 246 *cheez hai meri life ki jo bilkul bhi healthy nae hai tou unke sath deal karna phir s*
 247 *keliai struggle karna. Aur hota ye tha agar raastay mei kahin ar agar sou jata tha*
 248 *tou uska sar bohat dhalakta tha tou 2 hathoun se mujhai bohat mushkil hoti thi, ke*
 249 *normal bacha hojata hai manage ye nae hota tha, ke even iska sar abhi bhi bohat*
 250 *zada dhalak jata hai, agar mei uthaoun, kuonek inkay kuscles bohat loose hotay*
 251 *hain issliye l, inki kotor skills bhi achay nae hotay. Tou iss mei phir toys bhi nae*

252 *miltay thay kahin se phir mei books dhoondnay jati thi phir aur flash cards bhi*
 253 *aur yahi struggle thi ke meine khudse banana shuru kiya kuonke mujhai samjh*
 254 *nae aaraha tha ke mei lou kahan se kuonke time guzar jata tha aur wou kar na*
 255 *sakta aur darmiyan ka jo mer phase tha wou bas yahi tha ke kahin janay ki*
 256 *zarurat nae hai, aisa hai tou mei aisay hi sambhaal lou hi, sab chor jatay hain tou*
 257 *mei akelay karlou gi, tou kuch iss tarhan ka darmiyan time meine guzara.'*

258 **Interviewer:** Ye apnay na bilkul wou wala like hai ke aap abchay ke lialye sher
 259 ban gyi thin

260 **Interviewee 3:** *Bilkul, and wou darmiyan wala time tha na jo meine sab socha*
 261 *hua tha wou sab toot gaye thay aur mujhai achay se pata chal raha tha ke na ye*
 262 *cheezain kahin se milni hain, aur issues bohat hotay thay ke ho even mei iske liye*
 263 *toys lake rakhti thin uspe bhi meri mother in law kehti thin ye koya dher laga ke*
 264 *rakha hua hai kuon leke rakhti ho aisa bana rae ho tou aisa hota tha ke mei wou*
 265 *phir cheezain utha ke phenk deti thi.'*

266 **Interviewer:** Banda aisay itna disheart hijata hai na

267 **Interviewee 3:** *'Mei qeemti S ki cheezain bhi jo door door se jake mei ikathi akrti*
 268 *thi mei de deti thi ke meray kaam ki nayi hain wou mei de deti thi, ye tou mujhai*
 269 *abad mdi realise hua ke mei itni mehnat se ikathi ki thin likin uss waqt jo wou*
 270 *time guzra tha. Phir 7 saal baad mdi ek school mei jana shuru hui thi jahan se*
 271 *thora behtar hona shurh hua tha aur mujhai thori tasalee hui thi aur meine*
 272 *sochna shuru kiya tha ke nayi abhi ja sakta hai.'*

273 **Interviewer:** Oh acha amin maktab, wou gulberg mei jo hai

274 **Interviewee 3:** *'Bilkul bilkul, kuonke wou bohat slow pace pe chaltay hain aur*
 275 *wou har bacahy ki aoni pace pe chaltay thay aur na bachay ko ziada der bithatay*
 276 *thay, 1 2 ghantay ka session tha jiske mujhai lagta tha ye bhi S rahay ga kuonke*
 277 *jistarah ka ye tha, likin jab baki bachoun ko bhi dekha, ek itni severe conditions*
 278 *ke bachoun ko bhi wou handle kartay thay. Rising sun mei sirf jo experienced*
 279 *teachers thin unka behtar tha ke wou achay se batati thin warna tou koi feedback*
 280 *nae koi assessment nae. Tou iss wajah se meine wahan se tou uthwa liya tha.'*

281 **Interviewer:** Plus ek har waqt apko dar hota hai na ke aap ghalat decision na lelo

282 **Interviewee 3:** *'Wou tou mujhai abhi tak har waqt yahi dar hota hai, kabhi kabhi*
 283 *mei billil theek ho jati hou likin wou times bhi hotay hain jab mei doubt mei chali*
 284 *jati hou, and i think iss sab ka asar meray andar 12 saal ke baad hua hai, balkai*
 285 *signs nazar anay shuru hoye hain, shuru mei koi signs nae thay, ek do dafa tou*
 286 *meray liai balkai meri condition bhi out of control hogyi , bare karna mushkil*
 287 *higya tha, bachay ko nae balkai baki doosray cheezain aur logoun ki wajah se, S*
 288 *ki wajah se mei kahoun kabhi tou mujhai uss wajah se koi depression nae hua,*
 289 *mujhai pata hai, toxic loug thay.'*

290 **Interviewer:** Exactly wou apko degrade kartay hain aur step pe jo second
 291 question kartay hain tou wou mushkil hojata hai

292 **Interviewee 3:** *'Bilkul aisa hi hai.'*

293 **Interviewer:** Tou S ki daoly activities kiya hai aajkal?

294 **Interviewee 3:** *'Aajkal, amin maktab janai ke baad ye thora behtar hua hai,*
 295 *kuonke pehlay jesay isne seeriyen chorni chodi thi, tou yahan janai se kaafi*
 296 *behtari ayi hai, warna ghar pe jesay late uthtay hain, kabhi jaldi bhi uth jatay*
 297 *hain, kabhi aisa hota hai ke poori raat bhi jagay ga, din bhi tou ye sleeplessness*
 298 *ke issues hotay hain, likin normally aisa karta hai ke subah uthta hai, washroom*
 299 *jata hai, ab MashaAllah se baith jata hai bas last mei help chahi hoti hai baki*
 300 *isne lights on off karni hai, aur ye kisi time pe agar mei ghar nae hou tou khud se*
 301 *hi manage karleta hai, iske ilawa ye MashaAllah se khana khani ke liai cheezain*
 302 *le ata hai jab khana hota hai, pehlay tou ye kehta thaziada tar ke aap khilao mei*
 303 *nae kahoun ga, haath peechay karletay thay, toubye nawabi kaafi ziada hai (light*
 304 *laughter), abhi bhi aisay hai mood ho tou nae khata, likin isko khana ata hai, phir*
 305 *khana ke baad bartan utha ke kitchen mein rakh deta hai, jo even mera chota beta*
 306 *bhi bhool jata hai. Phir ye beth jata hai andaza lagata hai meinkis cheez ko*
 307 *kharab kar sakta hou, isne hotay huay mei ghar mei ziada samaan nae rakh sakti,*
 308 *koi bhi hanging wala yan aisa item ziada nae rakh sakti kuonke kabhi ye nae bhi*
 309 *karta likin aksar ismei shararat hoti hai, bohat ziada shararti hai, phir ye paper*
 310 *dhoondta hai, ke mei pharoun, tou paper leke ek konay mei baith ke aram se tear*
 311 *karta rehta hai, koi naya kaam bana leta hai, phir kitchen se bartan lata hai*
 312 *spoon lata hai, phir paper peices ko usmei dalta hai tou Alhumdulillah iski ye self*
 313 *play hogayi hai start.'*

314 **Interviewer:** Acha so like apni activities mei hi laga rehta hai basically

315 **Interviewee 3:** *'Bilkul, tou poora din khelta rehta hai normally, darmiyan mei*
 316 *bhook lagti tou mujhai isharay se samjhata hai, kaafi dafa mujhai bhi ab samjh*
 317 *aajati hai ke khud kitchen mei jake cheezain dhoondna shuru hojata hai, aur*
 318 *washroom ka bhi sign kabhi karta hai kabhi ane karta, depend karta hai, ziada tar*
 319 *aisay hi ghar ke kamoun mei laga rehta hai.'*

320 **Interviewer:** Acha so like apko koi struggle face karni parti ho gi definitely
321 samjhanay mei S ko koi apni baat yan kaam tou wou aap phir kiya karti hain?

322 **Interviewee 3:** *'Uh, jo uski marzi ke kaam hai wou forun samjh jata hai, jesay*
323 *kaha ke bahir jana hai tou forun joot utha ke le aye ha, aur jesay pehlay mei bahir*
324 *janay se mana karti thi tou nae manta tha ab kamaz kam no pe ruk jata hai, fukta*
325 *hai likin kaam nae chorta, hastay huay side pe hoke araam se karleta hai.'*

326 **Interviewer:** Hahahah ye tou ek naughty iski nature hai

327 **Interviewee 3:** *'Aisa hi hai billul kaafi naughty hai Likin phir bhi kuch batain*
328 *maan leta hai bas ye kuch cheezain hain uski.'*

329 **Interviewer:** Tou waqt ke saath aap bhi karleti hain meine kesay samjhana hai

330 **Interviewee 3:** *'Bilkul bilkul har parent ki jesay alag hoti hai na, wohi baat hai*
331 *na jungle mei bhi reh rahay hou, na sikhaya jaye unhay bhi tou kaafi cheezain*
332 *qudrati bhi sikhayi hoti hain insaan ko ke kis tarhan se karna hai, tou wohi wali*
333 *cheez meray kaam ati hai, uske ilawa ye researches waghaira sab tou chal rae*
334 *hain, iss se bhi thora bohat farq para hai, jesay sign language ki, eye contact ki*
335 *samjh mei ayi, kuch activities bhi karwai, likin wou activities issko lagta hai iske*
336 *liye choti hain tou koi aur kaam mangta hai phir ye.'*

337 **Interviewer:** So like s school mei tha tou kesa tha? Amin maktab mei specially

338 **Interviewee 3:** *'Shuru mei tou bilkul wesay hi tha jesa rising sun hota tha, phir*
 339 *ahista ahista kaafi slow process pe uska kaam unhoun ne dekha, iske saatb mei*
 340 *hotinthe ek room tha, jisme sab bacahy kaam kartay thay, aur wou zada toys nae*
 341 *rakhtay thay balkai ek hi toy ko curculate kartay thay sab mei, iss se isko patience*
 342 *kaafi ban gyi thi, ye wait kartabtha aoni tirn keliai, suru mei laga ke toys kam*
 343 *hain yan kiya hai likin mujhai uss se kaafi behtar laga ke wou kaafi der wait karta*
 344 *hai ab usko milay ab usko milay ga aur phir meray paas aye ha, is tarhan se unki*
 345 *routine thi ke pehlay wou paper work karwatay thay, agar nae bhi karna tou*
 346 *haath se oakar ke karwatay thay, uss se bhi isse kaafi faraq para ke paper work*
 347 *isne karna shuru kiya aur ab phir bhi karleta hai, abhi bhibstamina itna nae hai*
 348 *ke full shape ko colour nae karay ga thora sa karke chordega.'*

349 **Interviewer:** Bilkul zahir hai, but ye bhi shukar hai Allah ka

350 **Interviewee 3:** *'Aur ek unhoun ne usko, iske baad physical activities bhi karwatay*
 351 *thay, hurdles ko cross karna and circle mei excercise karna, usmei bhi ye bohat*
 352 *acha karta tha aur ek unhoun ne kaam kiya tha ke tables ke neechay se fuzar ke*
 353 *jana tha, agay basket rkahi hui thi tou mujhai laga ye nae karay ga kuonke ball*
 354 *tou ye pakrta hi nae hai, teacher ne phir ball haatb mei li, table ke neechay se*
 355 *jatay jatay wou ek lamva set tha aur phir basket mei dalni thi, tou mujhai nae tha*
 356 *yaqeen likin meine first time dekha S ko, mujhai teacher ne kaha ke chordo aap ye*
 357 *chordo meine ye nae karta, tou unhoun ne force kiya ke nae karle ga and uss ne*
 358 *waqati karlia th, kuonke meray liye ek ye ban gya tha ke ye nae karsakta, tou wou*
 359 *usne waqayi ball ko utha ke itni door leke aya tha.'*

360 **Interviewer:** Woww MashaAllah

361 **Interviewee 3:** *'Tou ye ek itni der baad aisay dekhna meray liai bohat ek*
 362 *emotional event tha.'*

363 **Interviewer:** Im sure im sure Shukar Allah ka

364 **Interviewee 3:** *'But ab mera uss tarhan se visit nae ho pata kuonke mei uss area*
 365 *se door agui hou, mei chah tou rae thi but beech mei kaafi aur kaam thay,*
 366 *husband ko asal mei Saudia jana tha tou wou chalay gaye, mejne kaafi koshish*
 367 *bhi janay ki but ab tak nae ja paa rae mei, kuonke iss se pehlay kaafi S ka*
 368 *behavior kharab higya tha tou abhi bhi shukar hai time pe chalay gaye hain,*
 369 *shifting ki wajah se thora disturbance hui wi hai aur hectic bhi hai wa hai, ab mei*
 370 *ja nae payi amin maktab but mujhai wahan se bohat kuch mila hai.'*

371 **Interviewer:** Wow MashaAllah, wahan pe mujhai jo ek realise ho raha hai ke
 372 attention detay hain bachay ko

373 **Interviewee 3:** *'Attention detay hain aur jadeed dour ki speed se nae jatay, bohat*
 374 *peaceful jagah hai wou because wahan parents ko batain nae sunayi jati aur ye*
 375 *meray liye bhi behtar tha aur mujhai realise hua ke aur sakoon hua ke ye dobara*
 376 *school ja sakta hai. Aur kahin mujhai he luka nae mila, eahan ki ek teacher ne*
 377 *meri bhi counseling bhi ke unhoun ne meray se ek sawal poocha ke aap kesi hain*
 378 *aur mera acha khasa rouna nikal aya, kaafi meine phir relax feel kiya.'*

379 **Interviewer:** Banda ye sirf ek realise karnay ki der hoti hai ke baat karnay se bhi
 380 insana adha feel karta hai

381 **Interviewee 3:** *'Bilkul bilkul, even ye ke iss se pehlay mei bohat introverted rehti*
 382 *thi ke ye bohat shameful baat hai ke ye problems hain aur family ke ye issue hai*
 383 *likin batanay se aur baat akrnay se mujhai realise hua ke ye sayi rasta hai, tou*
 384 *tab ja ke ye mujhai ehsas hua warna mei aoni value already gura chuki thi, ghar*
 385 *mei bhi bahir bhi.'*

386 **Interviewer:** Taubah

387 **Interviewee 3:** *'Iske baad mujahi ek dam hit hua ke mei bhi insan hou aur Allah*
 388 *ne har insaan ko ek kaam diya hua hai.'*

389 **Interviewer:** Aur har kisi ke loya Allah different tarhan se plan kartay hain

390 **Interviewee 3:** *'Phir meine kaam ka jab shuru kiya tha tou wou bhi bohat mushkil*
 391 *se kuonke koi allow nae karta tha aur issi liye mujhai gadgets bhi nae leke detay*
 392 *thay, sab kehtay thay mei usi pe lagi rahoun gi, mei kuon uspe lagi rahoun gi?*
 393 *Mujhai pata hai mei mother hou l, mothers ko motherhood sikhana nae parta,*
 394 *unkonata hai, chahay wou modern hou, gharelu hou har mother ko Allah ne*
 395 *sikha ke bheja hota hai, likin har koi sikhana pe ajata hai, tou har banda bas let*
 396 *down karnay pe tha.'*

397 **Interviewer:** Bilkul aisa hi hai, acha tou school mei S bachoun ke saath kesa
 398 behave karta tha aur unke saath friendly tha yan kiya?

399 **Interviewee 3:** *'Nae abhi itna zada nae hua tha bas phir bhi iska behavior thora*
 400 *sa tha ke resistance bohat zada hai likin wou ek bas mei ye keh sakti hou ke jo*

401 *soul bilkul khatam hochuka tha wou spark hagaya hai, aur amin maktab mei jo*
 402 *internees ati hain unka kaam bohat acha tha, wou zada enthusiastic thin aur*
 403 *bohat energetic thin, aoni pasadn se even cheezain lati thi aur koshish karti thin*
 404 *ke mei karwaoun, ke evsn mei sode pe baith jati thi ke sayi hai kaam ho raha hai.'*

405 **Interviewer:** Uff finally hope mili thori si

406 **Interviewee 3:** *'Ek wou internee thi ke usne haath mei paper aur pencil hold*
 407 *karwaya tha, uss waqt bhi mujhai laga tha ke ye khatam ho chuka hai, kuonke*
 408 *meine khud bohat koshish ki thi but wou accept hi nae karta tha, uss se*
 409 *MashaAllah isne iska time 0 se 15 minutes kardi thi.'*

410 **Interviewer:** Wow Alhumdulillah MashaAllah MashaAllah

411 **Interviewee 3:** *'But wesay ab jo therapists bhi hain aaj kal, wou bhi ka]fgi had*
 412 *tak baat sunletay hain aue kaafi matkab halaat improve ho gaye hain.'*

413 **Interviewer:** Bilkul Alhumdulillah

414 **Interviewee 3:** *'And 12 saal pehlay aisa kuch nae tha.'*

415 **Interviewer:** And i feel like with every month improvement aarae hai
 416 Alhumdulillah

417 **Interviewee 3:** *'Bilkul aarae hai, kuonke logoun ko andaza hona shuru hogya hai*

418 *Log bhi ghalat chal rahay thay even.'*

419 **Interviewer:** So S ko ghar pe sabse ziada mushkilain face karni oarti hain yan aap
420 kese usse manage karti hain?

421

422 **Interviewee 3:** *'Uhh (long pause) ye ab upset hota hai aur shararat thori zada*
423 *hoti hai tou mujhai cheezain ko sambhalnay mein mushkil hoti hai, jesa atta gira*
424 *de ga yan pani bhi gira dega.'*

425 **Interviewer:** Ohoo

426 **Interviewee 3:** *'Pehlay jo mera ghar tha wahan ka open kitchen tha aur mujhai*
427 *dar dar lagta tha ke ye bahir chala jaye ga, aur uss se zada ek uth ke bhagta tha*
428 *ye, meine isse bohat control kiya uss baray mei, tou har waqt jaagna isi liye ye*
429 *nuqsan na kardena kuonke raat ko bhi jaag jata hai tou kitchen aur fridge ki sari*
430 *cheezain nikal ke khelta hai, ye bhi game banaya hua hai ke sab cheezain niklatq*
431 *hai phir bhaag janay ka hita hai, even lock khol leta hai ab tou ab dar lagta hai*
432 *bas.'*

433 **Interviewer:** Uff ek khouf betha hua hai na dil mei

434 **Interviewee 3:** *'Pichlay ghar mei hum thay aur school tha next door, tou ek din*
435 *chuti time pe isne cheezain phenkni shuru kardi udhar, tou isko samjhana parta*
436 *tha ke wou bhi kehtay thay ke guzarnay ki jagah hai usne ohenka hai lag jata tou*
437 *aao isse roukain, tou ye hain cheezain kaafi. Bahir bhi jayein tou mujhai iske*

438 *dono haathoun ko pakarna oarta hai kuonke ye guzartay guzartay cheezain gira*
 439 *deta hai.'*

440 **Interviewer:** Likin ye meray liye bhi even kehna aur sunna bohat asana hai likin
 441 jo iss cheez ko sambhaal raha hota hai na wou jutni jung lar raha hota hai na wou
 442 usse hi oata hoti hai

443 **Interviewee 3:** *Logoun ke expressions control nae kar saktay, chaltay huay bhi*
 444 *dekhtay hain, expressions bhi ajeeb detay hain but mei Alhumdulillah bilkul mei*
 445 *nae iss cheez ko sense karoun yan ziada mehsoos karoun, mei apnay kaamoun mei*
 446 *hi lagi rehti hou, mujhai pata hai kon dekh raha hai kesay dekh raha hai but*
 447 *meray pe shukar hai Allah ka effect nae hota meray pe, kabhi kabhi hi bhi jata but*
 448 *zada tar mei ignore hi kafti hou.'*

449 **Interviewer:** Definitely definitely akhir ko tou insana hain na

450 **Interviewee 3:** *But khuch cheezain jesay Allah dekh raha hai iss baat oe yaqeen*
 451 *hona mujhai dobara se mitvate kardeti hain ke kuch hi arsay ki baat hai, guzar*
 452 *jaye ga waqt.'*

453 **Interviewer:** Tou like apnay saray kaam khud karleta hai jesay kapray badalna
 454 yan washroom jana

455 **Interviewee 3:** *Isko na ata hai, usko shoes pehnna bhibata hai likin sari baat*
 456 *aajati hai ke Down syndrome bohat moody hotay hain aur aoni marzi hoti hai,*
 457 *wou kahin pe bhi keh dein ke ye pakro mei ane pehen raha aap khud karo, tou*

458 *haan likin ye pehen leta hai, isko pakra dou tou, aur shararat bohat hoti hai,*
 459 *ismein laughing ka bhi bohat zada ye hai ke raat ko bohat ziada hasta hai aur*
 460 *aksar hi ye jab mei thora sa baithi hoti hou tension mei thaki hui hou tou ye bohat*
 461 *zada hans raha hota hai, oata nae kis baat pe hansta hai, kuch aur bhi inhoun ne*
 462 *bataye thay ke stomach ka bhi kuch hota hai issue, isko bhi mei search kar rhi thi.'*

463 **Interviewer:** Tou apnay ye thora observe koya ke aap pareshan hoti hain aur wou
 464 hansta hai tou wou shaiad apko light karnai ke liai tou ane karta kabhi kabhi?

465 **Interviewee 3:** 'Uhhh (long pause) nae uss tarhan se nae kabhi kabhi uss ke liai
 466 *araam se baith jata hai, balkai kabhi meray saatb tail laga ke baithta hai likin*
 467 *wou jo laughing wala hai na wou thira sa alag hai, yahi mei sun rae thi kaafi*
 468 *arsay se ek diet rakhni special zaruri hoti hai kuonke inmei fungus zada hoti hai,*
 469 *tou ye laighing wala ek alag topic gai jispe kaafi abhi research chal rae hai*
 470 *kuonke wou nornal laugh nae hoti, wou out of control hoti hai, wou khud nae*
 471 *cintrol kar pa raha hota kaagi baar uske facial expressions se pata lagta hai wou*
 472 *control karnai ki koshish karta hai but uss se hoti nae hai. But wesay jab mei low*
 473 *hou tou saath aake baith jata hair aur iski uahi cheezain mujhai motivation deti*
 474 *hain ke inn bachoun mei chalaki nae hoti aur inko dekh ke hi banda kaafi behtar*
 475 *feel karta hai, baki sab aissy hain tou ye tou nae hai, tou meray liai phir sirf ye*
 476 *kaafi hota hai.'*

477 **Interviewer:** Ohhh right rightt, cute MashaAllah, acha so like social skills mei
 478 koi problematic behavior hotay hou jesay anger outburst yan logoun ko dekhke
 479 ghussa chargta hai

480 **Interviewee 3:** 'Ismei bohat zada hain kuonke shuru se ye cheez thi ke dekhnay
 481 mei ye Downs tha aur phir koi nae manta hai, na autistic manta tha even autism

482 *ka tou doctor ne mana hai jab ye 8 years ka hua hai jabke 4 years se hi signs*
 483 *mujhai lagtay thay, aur mei kehti thi Downs tou hai likin ye autistic hai, wou*
 484 *kehtay thay wou aisa hai hi nae aao kahan se oarhke ayi aap khud bana rae hou,*
 485 *maayein tou chati hain aisa na ho aur aap keh rae ho aisa ho tou meien kehti thi*
 486 *ye naat ane gai mujhai aisa lag raha hai kuonke Downs ke bacahy bohat social*
 487 *hotay hain aur ye nahi tha, isko 2,3 aur loug nazar aajayein tou ye rouna shuru*
 488 *hojata tha aur class mei bhi trauma ki sabse zada baat ye thi ke 18 bachay thay*
 489 *class mei, tou wou set nae ho paya tha wahan aur phir iss se apna sar scream*
 490 *karna shuru kardia crowd ko dekh ke jis se iske sar mei bohat scratches aagaye*
 491 *thay tou meine bataya teacher ko tou unhoun ne baat ghuma di.'*

492 **Interviewer:** Ufff taubah itni ghalat baat hai

493 **Interviewee 3:** *'Exactly tou nas yahi cheezain dekh ke meri bas hui thi, aur ye tha*
 494 *ke ye corner mei baithna pasand akrta hai, even ye ye nae chahta ke isko space*
 495 *mei koi aye, even soace ke paas se bhi guzray yan bolta hua guzray tou ye pasand*
 496 *nae karta.'*

497 **Interviewer:** Acha tou like chotay bhai ke saath bhi friendship nae hai?

498 **Interviewee 3:** *'Nae MashaAllah ab khelna shuru hua hai, uske saath khelta thora*
 499 *bohat likin jab ye apnay mei magan ho joi khaas kisam ka game bana ke rakha ho*
 500 *tou tab ye nae chahta ke paas se koi guzray even ke mei bhi guzroyn tou mei*
 501 *koshish karti hou ke uski side se guzri.'*

502 **Interviewer:** Oh achaa usko lagta hoga wou distract hoga

503 **Interviewee 3:** *'Kabhi kabhi jab noise kahin zada ho tou wahan pe ye kaafi*
 504 *disturb hota hai tou ye tab bohat out of control hoke routa hai, uss se even ke*
 505 *kaampta hai, routa hai cheekhta tha.'*

506 **Interviewer:** Tou ye tou autism ke clear signs hai na

507 **Interviewee 3:** *'Bilkul wou meine bataya bhi tha but koi nae manta tha, tou main*
 508 *amin maktab bhi therapist nae manay thay, tou ye ek interneer ko bataya wou kehti*
 509 *abhi thora search kartay hain, phir unhoun ne jake convince kiya tha sabko, signs*
 510 *dikhaye ke ye autistic bhi hai tou tab jake unhoun ne accept kiya tha ye autism bhi*
 511 *hai, kuonke iss se pehlay meine bohat kaha tha but koi nae maan raha tha.'*

512 **Interviewer:** Ohhh, my Godd, itni late matlab isse sirf autism ka diagnosi mila
 513 tha

514 Acha mei ab topic thora sa change karnay lagi hou mujhai thora sa na religion ka
 515 role thoea samjhna hai ke aapkeliai religion ka role kiya tha jab apko S ke Down
 516 syndrome ka pata chala aur phir autism bhi hai, tou amylab kiya hurdles apnay
 517 face ki iss information ko absorb karnay mei?

518 **Interviewee 3:** *'Okay, (long pause) mei jitni baki mother ko dekh rae hou jesay*
 519 *sabne batay ke wou bohat royi and all, wou kaafi arsa isi baat ko sochti rehti*
 520 *thi,tou mera ye nae tha ek tou logoun ki meharbani thi ke unhoun me mujhai itna*
 521 *down kardia tha ke mei sochti thi kahin meri wajah se ye hua hai meine ye*
 522 *question hi ame kiya tha ke Allah ne mujhai aisa kuon diya hai, mei aksar parents*
 523 *ki ye baat suna hai ke Allah ne mujhai ye aisa kuin doya hai likin mera damagh*
 524 *mei aya hi ane tha kabhi.*

525 **Interviewer:** Oh God, ye baat tou apki mental health keliai bohat buri thi

526 **Interviewee 3:** *'Acha and ek aur i dont know wou Allah ki taraf se help thi yan*
 527 *kiya ke shadi kuch arsay baad mei 2 saal Pakistan mei rahi thi tou ek drama*
 528 *meine dekha tha ptv ka, autistic bachay oe tha air first rime Pakistan mei aisa*
 529 *kuch aaya tha wou drama jo meine dekha tha tou usne mujhai already mujhai*
 530 *preplan, jesay hota hai na Allah ne pata nae mujhai dikhaya ke mei bohat shouk*
 531 *se dekhti thi, uss se mera mind already ban chuka tha, oata nae kuon mei aisa*
 532 *bacha ho tou uske saath aisay deal kartay hain aur uss mei hi kaafi cheezain*
 533 *sikhayi thin ke ye aosa nae hota aur Allah ne plan kiya hota hai, aur kaafi*
 534 *misconceptions door ki thin uss drama mei, tou kaafi cheezain Allah ne mjhai*
 535 *pehlay hi sikhayi thin. Aur yahi wajah thi mei negative nae sochti aur mei koshish*
 536 *karfi hou ke zada dukh walai stage mei na rahoun air koshish karti hou ke mei*
 537 *iska koi aur hal nikal lou aur kuch na kuch karti rahoun.'*

538 **Interviewer:** Aur wou bhi hita hai na ke jab aap ek sad state mei bhinrehtay ho
 539 tou uske baad wala time zada mushkil hota hai, apko usmei nikalnay apnay aapko
 540 yan wou mujhai lagta hai bohat musjkil stage aajati hai

541 **Interviewee 3:** *'Bilkul aisa hia jesay cope mei karti thi mujhai pata hai, mushkil*
 542 *bohat hojata hai aur uss waqt apko lagta hai ke oata nae agay zindagi bhi hai yan*
 543 *nae.'*

544 **Interviewer:** Avha tou like mei ek na different sawal hai ek mera but mujhai oata
 545 nae ye ek misconception hai yan kiya but mujhai lagta hai ke ye Down syndrome
 546 bachay inka rujhan aam bachoun se ziada hita hai yan like S jesay aap ne usse
 547 kesay religious activities sikhayi aur sara apnay ye kesay kiya

548 **Interviewee 3:** *'Uh bohat acha sawal hai koi poochta nae hai nae but ye hai ke*
 549 *cheez in bachoun ke baray mei, meine iss e as in nae sikhaya ke mei jab Quran*
 550 *laroun gi tou apnay usse choomna hai, likin mei jab bhi leke ati hou Quran pak ko*
 551 *tou wou aisay karta hai ke meine bhi isko, jesay aksar cheezoun ko na wou*
 552 *cheezoun konturn karta hai, haath marta hai likin tab nae karta, tou ye ek*
 553 *different cheez hai, jesay usse ye bhi pata hai aur ye dekh raha hai baar baar*
 554 *issbtarhan oarh rahi hai warna uska chehra meray chehray ke zada kareeb hota*
 555 *hai, uh us waqtbwou bohat ghour se dekhta hai. Aur doosra namaz oarhnay ki bhi*
 556 *video iski mei share karoun gi apkay saath, isne koshish kinhai ke jab koi na dekh*
 557 *raha ho.'*

558 **Interviewer:** Achaaa and yes pleasebsure

559 **Interviewee 3:** *'Uske steps atay hain saray namaz ke, pehlay bhi meine kayi baar*
 560 *dekha hai ke ye koshish karta hai parhnay ki likin jab bhi koi bacha paas se guzar*
 561 *jaye wiu chir ke hat jata hai.'*

562 **Interviewer:** Ohhh

563 **Interviewee 3:** *'Usse bas pata lag jaye ke kisi ne mujhai dekha hai tou forun hat*
 564 *ke chor deta hai, ismei ye cheez uske baad ayi thi (long pause) jabse behtar hona*
 565 *shuru hai tou ye kisi ke samnay kaam nae karta, warna baray mazay se paper ko*
 566 *cut kar raha tha scissors, pehlay mujhai ane pata tha isko scissor par karni bhi ati*
 567 *thi, ysne dekha hai mama aara ehain tou usne forun scissor phenk di aur paper*
 568 *bhi door phenk diya hai.'*

569 **Interviewer:** Ufff Allah sirf ye na oata lagay ke mujhai ata hai

570 **Interviewee 3:** *'Haan usse hota hai meray se dobara na kaan karwana shuru*
571 *hojaye.'*

572 **Interviewer:** Kaam se ziada mujhai lagta hai usse wou autistic usmei hain na
573 tendency tou uss wajah se wou ziada sensotive hijata hai

574 **Interviewee 3:** *'Sensitive tou bohat hi ziada hai aur ek introvert ki extreme stage*
575 *isme mujhai nazar ati hai, aur yahi iske sabse ziada issue hua na ke ye logoun ke*
576 *samnay nahi seekhta tha, cousins mei ye nae jata tha, jesay bachay kheltay shor*
577 *kartay hain tou ye unko bare nae kar pata tou ye aksar routa tha ,family*
578 *gatherings pe, phir meine leke jana bhi chordia, haan bahir leke janai ki koshish*
579 *ki hai, routay mei bhi ke jana chaiai, aur jake normal hojata hai but pehlay bohat*
580 *routa hai, aur ek ayr baat batani hai ke music bohat sunta hai but usmei iski jo*
581 *choice hai na wou sirf religious sunta hai, 2,3 hain issko jo ye bohat sunta hai.'*

582 **Interviewer:** Aur khud se usne choose koya hai?

583 **Interviewee 3:** *'Kuch kalaam waghaira ye choose karta hai, wou bohat shouk se*
584 *sunta, aur jab kagta hai ye aksar agay oeechay hilta hai aur uss tarhan se act*
585 *karta hai aur khamoshi se sunta hai.'*

586 **Interviewer:** Tou usne ye kahin dekha yan khudse?

587 **Interviewee 3:** *'Shuru se hi uski taraf khucha hota hai, music ku feel tou in*
 588 *bachoun mri hoti hi hai, hamaray se zada hai, isliye control nae karpata, in mei*
 589 *zarurat se ziada hoti hai, music waghaira lagatay thay tou doosray music oe*
 590 *kehney lag jata tha ke ye nahi kuch aur tou phir iski marzi ka lagatay hain tou*
 591 *wou bohat shouk se sunta hai ek tou wou ali zafar ka hai, ek atif aslam ka kalaam*
 592 *hai tou ek dou naye aye hain kalaam tou wou bhi bohat shouk se sunta hai, but*
 593 *mei phir koshish karti hou kam sunwaoum ke kisi khaas time pe use karoun gi.'*

594 **Interviewer:** Bilkul wou usko control karnay ka tactic hojata hai.
 595 Jeaay aap keh raehain ke apnay usse namaz parhni ane sikhayi usne apnay interest
 596 se observe karke sikhi hai?

597 **Interviewee 3:** *'Haan nae bilkul nae, aur hanaray samnay tou kabhi bhi nae*
 598 *parhi, akela hita hai tou parhta hai phir.'*

599 **Interviewer:** Tou apkay khial mei religion ki kab understanding honi shuru hui ke
 600 ye cheez alag hai thori?

601 **Interviewee 3:** *'Umm isko wesay meine shuru se iss baray mei observe kiya hai ke*
 602 *poems wali stage oe bhi ye qalaam choose karta tha, tou naat waghaira lagti thi*
 603 *tou tv ke bilkil close jake bohat araam sakoon se baith ke synta tah aur agay*
 604 *peechnay hilta tha, chotay hotay jesay sab oarenta thora sikhata hain ke aisay*
 605 *dua karo tou wou kadta tha ye haath dua ki tarhan utha ke'*

606 **Interviewer:** Aww MashaAllah

607 **Interviewee 3:** *'Likin ye feeling khud ajati hai ye cheezain alag se hain'*

608 **Interviewer:** Aur ye billul naturally Allah ki taraf se engrained hoti hai

609 **Interviewee 3:** *'Doosray bachoun mei bhi even naturally hoti hai butye bachay*
610 *nornal logoun se zada feel kartay hain tou probably iss wajah se bhi hosakta hai.'*

611 **Interviewer:** Ye jab apnay mujhai kaha me ye bohat acha qs hai tou mujhau bari
612 tasale hui ke nae ye meri misconception nae hai

613 **Interviewee 3:** *'Nae ye actually bohat acha question tha aur koi poochta nae hai,*
614 *mei tou chahti hou hamaray mulk mei research ho because yahan bohat achi*
615 *research ho sakti hai hoti nae hai bas uss tarhan, mei khud bhi light feel karti hou*
616 *aur revise bhi hojati hai(laughter)'*

617 **Interviewer:** Likin revise hona ka hi kabhi painful bhi hijata hai na

618 **Interviewee 3:** *'Nae nae mei actually rae hoti hou koi milay mujhai baat krnai ko'*

619 **Interviewer:** Nae but thankyou so so much aonay itna time nikala and actually
620 help bhi ki meri aur itni open arms ke accept bhi kiya interview dena because in
621 totally understand ke interview dena thora mushkil sa lagta hai but thankyou so
622 much

623 **Interviewee 3:** *'Nae koi masla nae balaki aao meray saath results share karna ao*
624 *i research ke jab aap complete karlo tou.'*

625 **Interviewer:** Ok InshaAllah zarur mei feedback dougi ke koya results aye and all
626 InshaAllah, thankyou so much once again and Allah hafizz

627 **Interviewee 3:** *'InshaAllah mei intezaar karoun gi, khuda hafiz.'*

Appendix E

Permission letter

KINNAIRD COLLEGE FOR WOMEN



Date: _____

PERMISSION LETTER

To,

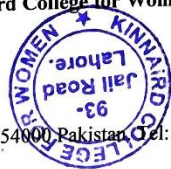
Our student, _____ of B.Sc. (Hons) Applied Psychology Program, Kinnaird College for Women, Lahore, is conducting her research on:

She is interested to carry out the study in your institution/organization/hospital with _____. She will be administering her research questionnaire to identify the _____. I request you to grant her permission to conduct research work at your prestigious institute. Your cooperation/help in providing the necessary facilities for collecting data will be highly appreciated. Your support in this respect will also promote research work in Pakistan.

Thanking in anticipation

Afsheen

Dr. Afsheen Gul
Head, Applied Psychology Department
Kinnaird College for Women, Lahore





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