The Relationship Between Family Experiences and Social Acceptance Among Adolescent Siblings of Children With Disabilities: A Secondary Data Analysis

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Abstract

This study aimed to explore the psychological experiences of adolescent siblings of children with disabilities (commonly referred to as "Angel Children") and to examine the predictive factors of their perceived social recognition and acceptance. This research adopted a secondary data analysis approach based on data collected by the Angel Heart Family Social Welfare Foundation in Taiwan. The participants were adolescents aged 13 or older who were capable of self-expression and biologically related to a child with disabilities. A total of 508 valid responses were analyzed. The study utilized two subscales: caregiving burden and social isolation, and family support and perceived attention. Both subscales demonstrated good internal consistency (Cronbach's α ranged from .82 to .86). Principal component analysis extracted two factors that reflected key dimensions of siblings' psychological experiences. Correlation analysis revealed a moderate positive relationship between family support and perceived social recognition and acceptance ($r = .294$, $p < .001$). Hierarchical regression showed that, after controlling for religious belief, gender, and age, family support significantly predicted perceived social recognition and acceptance ($\Delta R^2 = .074$, $p < .001$), with a total explanatory power of 17.4%. The findings highlight the pivotal role of emotional support and fairness within the family in shaping siblings' social adaptation. It is recommended that future interventions adopt a family systems perspective to develop targeted support services for siblings.

Keywords: families of children with disabilities, family systems theory, social support theory, siblings, secondary data analysis

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Introduction

In Taiwan, with the increasing emphasis on the advocacy of the rights of individuals with disabilities, issues related to the educational placement, family support, and social participation of children with special needs have received growing attention. However, the presence of children with disabilities served by the Angel Heart Family Social Welfare Foundation (hereafter referred to as "children with disabilities") not only profoundly influences parental parenting practices, family role distribution, and quality of life, but also brings long-term and complex psychological and social impacts on their typically developing siblings. Previous studies have indicated that, within the family system, these siblings often assume roles such as emotional supporters, caregiving assistants, and even emotional regulators of the family. As a result, they bear additional responsibilities and psychological burdens, which further influence their development of self-identity, interpersonal interactions, and peer relationships (Hayden & Hastings, 2022; Levante et al., 2023).

However, prior research, both domestically and internationally, has largely focused on parents or primary caregivers, emphasizing parenting stress, caregiving burden, and family adaptation processes. Comparatively, limited attention has been given to the psychological needs and social adaptation experiences of typically developing siblings, particularly during adolescence (Levante et al., 2025; Roberts, 2021). Adolescence represents a critical developmental stage during which self-concept becomes increasingly consolidated, and peer interaction and social identity rapidly develop. At this stage, siblings become more sensitive to issues of family fairness, emotional attention, and social perceptions. A prolonged lack of adequate family support, or experiences of neglect, comparison, and social isolation, may reduce their sense of social acceptance and subsequently affect school adjustment, interpersonal relationships, and long-term mental health (Koukouriki et al., 2021; Yi et al., 2025). In contrast, when families provide stable emotional support, appropriate attention, and equitable resource allocation, siblings are more likely to develop a positive sense of self-worth and experience better social adaptation and acceptance (Correia & Seabra-Santos, 2022; Lee & Shikarpurya, 2025). Therefore, family support is regarded as a key mechanism linking siblings' internal psychological experiences with their external social adaptation.

Over the past two decades, alongside the growing awareness of disability rights and the promotion of inclusive education policies in Taiwan, research perspectives have gradually shifted from medical and rehabilitation models toward family-centered systemic approaches. These approaches emphasize the importance of overall family functioning, emotional interactions, and social support systems (Deng, 2019; Hsu & Liu, 2021). Existing studies have shown that family support systems not only facilitate the development of individuals with disabilities but also significantly influence the psychological adjustment and quality of life of family members (Chen, 2020). Nevertheless, current research still predominantly focuses on parental stress and caregiving adaptation, with relatively limited attention given to the psychological experiences and social adaptation processes of siblings within the family system.

Within the Taiwanese context, Yeh and Cheng (2018), through qualitative research, found that siblings of individuals with disabilities often undertake substantial emotional labor and caregiving responsibilities, leading to the formation of complex self-identities and family roles over time. Yen and Chang (2021) further indicated that siblings of individuals with severe disabilities are prone to self-suppression, role reversal, and emotional distress due to prolonged caregiving and emotional pressure, highlighting the need to understand their psychological experiences within the broader family interaction context. Additionally, Tseng and Wang

(2010), using group puppet theater interventions, revealed the intense emotional tension embedded in siblings' internal experiences, reflecting the long-standing neglect of their psychological needs.

From a social support perspective, Liu and Kang (2011) pointed out that siblings of children with special needs often encounter challenges such as role ambiguity, emotional isolation, and insufficient support in their interpersonal interactions and family adaptation processes. Without timely and appropriate guidance and support strategies, these challenges may have long-term adverse effects on their psychological well-being and social adaptation. Hsieh (2024), adopting a postmodern therapeutic approach, further suggested that companionship processes and narrative reconstruction can facilitate self-understanding and emotional regulation among non-disabled siblings, underscoring the critical role of supportive dialogue and relational connections in their psychological healing process.

Regarding family support interventions, action research conducted by Luo (2024) and Deng (2019) demonstrated that parenting education and family support groups can significantly enhance parenting efficacy and family interaction quality. However, current programs mainly target parents, and systematic responses to siblings' needs remain insufficient. Hsu and Liu (2021) also suggested that incorporating sibling support mechanisms into family-centered interdisciplinary service models could further strengthen overall family functioning and caregiving resilience. From the perspective of social support theory, Wang et al. (2025) confirmed the importance of emotional and institutional support for the psychological adjustment of individuals with disabilities, indirectly indicating that family members similarly rely heavily on support systems to promote their mental health and role adaptation.

In summary, although substantial qualitative research and practical experience have been accumulated in Taiwan, empirical studies employing large-scale quantitative approaches to examine the psychological experiences and sense of social acceptance among adolescent siblings in families of children with disabilities remain relatively scarce. In particular, under a secondary data analysis approach, there is a lack of systematic examination of how "family support and perceived attention" and "caregiving burden and social isolation" influence siblings' social adaptation.

Therefore, this study aims to utilize large-scale survey data, grounded in family systems theory and social support theory, to construct a quantitative model that explores the relationships between adolescents' family psychological experiences and their sense of social acceptance. This study seeks to fill the empirical gap in domestic research and to provide both theoretical and practical implications for future sibling-support intervention models.

Based on the above context, this study intends to systematically examine the family psychological experiences of adolescent siblings in families of children with disabilities through secondary data analysis. It further aims to clarify the predictive effects of "family support and perceived attention" on their social cognition and perceived acceptance support. Additionally, this study considers how siblings' psychological experience structures, under conditions of caregiving burden and social isolation, influence their perceptions of external support. Background variables such as religious belief, gender, and age will also be controlled to verify the critical role of family emotional support in siblings' social adaptation processes. It is expected that the findings of this study will provide concrete and practical recommendations to support the development of sibling-centered intervention strategies in

education and social work, thereby promoting the positive development of siblings in families of children with disabilities.

Literature Review

Roles and Psychological Experiences of Typically Developing Siblings in Families of Children With Disabilities

Within the context of the family system, typically developing siblings are not merely family members but often assume multiple roles, including emotional supporters, caregiving assistants, and regulators of family atmosphere. As such, their role burden and psychological processes are highly complex (Yeh & Cheng, 2018). Domestic studies have indicated that siblings in families of children with disabilities frequently undertake responsibilities beyond their developmental stage and engage in substantial emotional labor. Living under prolonged expectations and self-suppression, they are prone to role reversal, which in turn affects the development of their self-concept and emotional well-being (Tseng & Wang, 2010; Yen & Chang, 2021).

These psychological experiences are particularly pronounced during adolescence, a developmental stage characterized by the dual tasks of identity formation and peer relationship development. During this period, individuals become more sensitive to family fairness, emotional attention, and social perceptions, thereby increasing their susceptibility to psychological tension and adjustment stress.

From a qualitative research perspective, it is further observed that siblings often oscillate between “understanding their parents” and “longing for attention” in family interactions. This internal conflict can give rise to negative psychological experiences such as feelings of isolation, frustration, and self-devaluation (Liu & Kang, 2011). Hsieh (2024), adopting a postmodern therapeutic perspective, further suggested that narrative reconstruction and supportive companionship can help siblings reinterpret their experiences, enhance self-understanding and emotional regulation, and transform negative psychological states. This highlights the critical role of supportive interventions in siblings’ psychological recovery and adaptation processes.

Family Support and Social Adaptation of Typically Developing Siblings in Families of Children With Disabilities

Family support in the context of disability is widely regarded as an important protective factor influencing the psychological well-being and social adaptation of typically developing siblings. International studies have shown that family cohesion, open communication, emotional responsiveness, and equitable treatment can reduce psychological distress among siblings and enhance their sense of self-efficacy and social acceptance (Davis, 2024; Zaidman-Zait et al., 2020). Compared to the mere provision of material resources, emotional support and the experience of being understood are more effective in buffering the negative psychological impact of caregiving stress (Correia & Seabra-Santos, 2022).

Furthermore, family support is considered a key mediating mechanism influencing siblings’ external social interactions and interpersonal adaptation. When siblings experience emotional security and affirmation within the family, they are more likely to approach peer interactions and social evaluation with a positive attitude, thereby developing stable and supportive

interpersonal relationships (Hayden et al., 2023). Conversely, insufficient family support may lead to maladaptive behavioral patterns in external contexts, such as withdrawal, defensiveness, or excessive responsibility-taking.

Domestic studies have also found significant associations between family support and siblings' sense of self-worth, emotional regulation abilities, and quality of external interactions. These studies suggest that parenting education and family support interventions, when incorporating sibling perspectives, can enhance overall family functioning and promote the positive development of typically developing siblings (Luo, 2024). At the level of family support programs, research in Taiwan generally indicates that parenting education and support groups can effectively enhance family cohesion and parenting efficacy, thereby improving family interaction quality and parenting environments (Deng, 2019; Luo, 2024). Chen (2020), using the transformative learning process of a father of a child with cerebral palsy as an example, demonstrated that through reflection and meaning reconstruction, family members can strengthen emotional bonds and facilitate positive family system functioning. Such processes may also have profound effects on siblings' psychological development and emotional adjustment.

Moreover, Hsu and Liu (2021), from a family-centered interdisciplinary service perspective, argued that integrated professional support not only improves intervention outcomes but also strengthens overall family adaptability and caregiving resilience. Wang et al. (2025), from the perspective of social support theory, further confirmed that emotional, informational, and institutional support significantly enhance the psychological adjustment of individuals with disabilities, indirectly suggesting that support systems play a critical cross-role function for all family members.

In summary, family support and social support may serve as key mediating mechanisms linking siblings' internal psychological experiences with their external social adaptation processes.

Social Acceptance, External Support, and the Ecological Systems Perspective

According to ecological systems theory, individual development results from interactions across multiple system levels. Siblings' psychological and social adaptation are influenced not only by the family system but also by external systems such as schools, peers, communities, and broader social institutions (Meltzer, 2021; Meltzer & Muir, 2022). Therefore, understanding siblings' sense of social acceptance requires examining their support experiences across different ecological systems.

Systematic review studies have indicated that teachers' understanding of sibling roles, peers' attitudes toward families of children with disabilities, and the accessibility of social welfare and support services are all important factors influencing siblings' quality of life and psychological adjustment (Kirchhofer et al., 2022; Linimayr et al., 2025). When schools and social environments lack sufficient understanding and support, siblings may experience stigma, leading to reduced willingness to participate socially and consequently affecting their sense of social acceptance.

Recent studies have further emphasized that institutional support and social advocacy can serve as important supplements to family support. Through peer support groups, school counseling systems, and social service programs, siblings can be supported in developing positive self-identity and social connectedness (Marquis et al., 2023; Steed & Langlais, 2025).

In conclusion, the psychological experiences and sense of social acceptance among adolescent siblings of children with disabilities are shaped by the interaction of internal family support quality, caregiving stress experiences, and external social support systems. Although international research has examined the importance of family support, caregiving stress, and social support separately, there remains a lack of empirical studies in the Taiwanese context that simultaneously incorporate family support and caregiving stress and quantitatively examine their effects on adolescents' sense of social acceptance.

Therefore, grounded in family systems theory and ecological systems theory, this study proposes the following hypotheses**:** family support and perceived attention positively predict adolescents' social acceptance and perceived external support**,** whereas caregiving burden and social isolation are expected to have negative effects on their sense of social acceptance.

Methodology

Research Framework

This study aims to examine the psychological experiences of adolescent siblings of children with disabilities, with a particular focus on how perceived family support and caregiving burden influence their sense of social acceptance and perceived external support. The overall research framework is grounded in family systems theory and social support theory. It is hypothesized that the level of support and caregiving load experienced by siblings within the family will influence their perceptions of acceptance and support from external social systems, such as schools, peers, and social institutions.

Participants

The participants of this study consisted of 511 typically developing siblings who have a biological relationship with children with disabilities and are aged 13 or above with the ability to express themselves. Among them, 247 were male (48.3%) and 264 were female (51.7%). Regarding the primary caregiver of the child with disabilities in the family, 89 cases (17.4%) identified the father, 221 cases (43.2%) identified the mother, 123 cases (24.1%) identified the siblings themselves, and 30 cases (5.9%) identified other siblings.

Research Design

This study employed a secondary data analysis approach using questionnaire data collected by the Angel Heart Family Social Welfare Foundation in 2018. The study explored the psychological experiences of adolescent siblings within the family context and further examined the predictive effects of family support and caregiving burden on their social cognition and perceived acceptance support.

This research adopted a quantitative, cross-sectional survey design aimed at clarifying relationships and predictive effects among variables through statistical analysis. The statistical methods used in this study include factor analysis, reliability analysis, descriptive statistics, independent samples *t*-tests, Pearson's product–moment correlation, and regression analysis. The analytical procedures are described as follows:

i. Descriptive Statistics**:** To present the basic characteristics of the sample and the means and standard deviations of major variables.

ii. Exploratory Factor Analysis (EFA): To examine the underlying structure of the measurement items, using Promax oblique rotation.
iii. Reliability Analysis: To assess internal consistency using Cronbach's alpha coefficient.
iv. Pearson Correlation Analysis: To examine the relationships among variables.
v. Hierarchical Multiple Regression Analysis: With siblings' social cognition and perceived acceptance support as the dependent variable, background variables (religious belief, gender, and age) were entered in the first step. "Caregiving burden and social isolation" and "family support and perceived attention" were subsequently entered as independent variables in the second and third steps, respectively, to examine changes in predictive power and explained variance.

Research Instruments

This study utilized questionnaire data collected by the Angel Heart Family Social Welfare Foundation in 2018 for secondary data analysis. Relevant items were selected from the original questionnaire based on the research purpose. After principal component analysis and internal consistency reliability testing, three scales were retained as the core variables of this study: the Caregiving Burden and Social Isolation Scale, the Perceived Family Support Scale, and the Perceived Social Acceptance and External Support Scale (dependent variable).

All three scales were constructed using items highly relevant to the research objectives and demonstrated satisfactory psychometric properties through factor analysis and reliability testing. Each scale was measured using a five-point Likert scale (1 = strongly disagree, 5 = strongly agree), with higher scores indicating stronger experiences or perceptions.

- The Caregiving Burden and Social Isolation Scale consists of 6 items measuring emotional burden and feelings of isolation experienced during caregiving.
- The Perceived Family Support Scale includes 7 items assessing perceptions of emotional support, fairness, and family interaction.
- The Perceived Social Acceptance and External Support Scale also contains 7 items, measuring perceived understanding, support, and acceptance from schools, peers, society, and related institutions.

Variable Definitions

Background Variables

This study included three background variables: gender, religious belief, and age. Gender and religious belief were treated as categorical variables (gender: male/female; religious belief: yes/no), while age was treated as a continuous variable. The gender distribution was 249 males (48.3%) and 264 females (51.7%). Regarding religious belief, 163 participants (32.8%) reported no religious belief, 103 (20.7%) identified as Buddhist, 133 (26.8%) as Taoist, 61 (12.3%) as Christian, 32 (6.4%) as Catholic, and 5 (1.0%) reported other religions.

Caregiving Burden and Social Isolation Subscale

This subscale measures psychological stress and social isolation experienced by siblings due to long-term interaction with children with disabilities. It includes dimensions such as frustration, helplessness, and social withdrawal. The internal consistency reliability (Cronbach's α) was .82.

Sample items include:

i. "I often feel lonely."
ii. "I often feel ignored."
iii. "I often feel that my parents treat children unfairly."
iv. "I often feel that my parents spend too much time and attention on the child with disabilities."
v. "I often feel that I am not important enough."
vi. "I often sleep poorly."
vii. "I often feel happy."
viii. "I get along well with others."

Perceived Family Support Subscale

This subscale assesses siblings' perceptions of emotional care, fairness, and acceptance within the family environment. The internal consistency reliability was .86.

Sample items include:

i. "My parents often argue."
ii. "I have no way to express my emotions."
iii. "My family can help me share my stress."
iv. "My home environment is clean and organized."
v. "My parents have a good relationship."
vi. "I am satisfied with my family atmosphere."
vii. "Our family regularly holds gatherings to spend time together."

Perceived Social Acceptance and External Support Subscale

This subscale, serving as the dependent variable, measures siblings' perceived level of social acceptance, including support from schools, peers, and institutional systems. The internal consistency reliability was .84.

Sample items include:

i. "Organizations can provide respite camp activities."
ii. "Organizations can provide psychological counseling services."
iii. "Schools can promote knowledge about children with disabilities."
iv. "People can treat families of children with disabilities more kindly."
v. "My peers can accept children with disabilities."
vi. "Teachers can understand the feelings of siblings of children with disabilities."

All scales in this study demonstrated satisfactory construct validity through exploratory factor analysis and good internal consistency reliability, supporting their suitability for subsequent statistical analyses.

Results

This chapter presents the empirical findings regarding the family psychological experiences, social acceptance, and perceived external support of adolescent siblings of children with disabilities. The results are interpreted in light of existing domestic and international literature to deepen their theoretical implications. The analyses include correlation analysis and hierarchical regression analysis.

Correlation Analysis

Pearson's product–moment correlation analysis was conducted to examine the relationships between siblings' **perceived social acceptance and external support** and other variables. The results indicated that **perceived family support** was moderately and positively correlated with the dependent variable ($r = .29$, $p < .001$), whereas **caregiving burden and social isolation** showed a low positive correlation ($r = .10$, $p = .03$). Among demographic variables, **gender** ($r = .12$, $p = .01$) was also positively correlated with the dependent variable, suggesting that female siblings reported higher levels of social acceptance. In contrast, **religious belief** was negatively correlated with the dependent variable ($r = -.14$, $p = .002$).

These findings, when compared with international literature, suggest that higher levels of emotional support and equitable attention within the family are associated with greater perceived acceptance in school, peer, and broader social contexts. This result is consistent with prior research, which identifies family support as a key protective factor for siblings' social adaptation (Correia & Seabra-Santos, 2022; Davis, 2024; Zaidman-Zait et al., 2020).

Conversely, the findings also indicate that caregiving burden alone is not the sole determinant of siblings' social adaptation; its effects may be moderated by the quality of family support. Finally, gender and religious belief demonstrated only weak associations with social acceptance, suggesting that while individual background factors exert some influence, their explanatory power is relatively limited and requires further examination through multivariate models.

Hierarchical Regression Analysis

To further examine factors influencing the psychological perceptions of adolescent siblings, hierarchical regression analysis was conducted by sequentially entering background and key variables into the model. The results showed that, in the first model including only religious belief and gender, the explanatory power was 9.1% ($R^2 = .09$, $p < .001$). After adding caregiving burden and social isolation in the second step, the explanatory power increased slightly to 10.0% ($\Delta R^2 = .01$, $p = .03$), indicating a modest effect. In the third step, after adding perceived family support**,** the overall explanatory power increased substantially to 17.4% ($\Delta R^2 = .07$, $p < .001$), making it the most influential predictor in the model.

These findings suggest that, compared to background characteristics and caregiving burden, family support and perceived attention are more effective predictors of adolescents' psychological outcomes. Specifically, whether families provide emotional support, equitable attention, and a sense of security is more critical than caregiving burden itself in shaping siblings' perceptions of social acceptance and external support. This finding aligns with the core assumptions of family systems theory, emphasizing the mediating role of family interaction quality in individual social adaptation (Hayden & Hastings, 2022; Levante et al., 2025). It also supports recent studies indicating that family support can buffer the negative effects of caregiving stress on psychological well-being (Hayden et al., 2023; Steed & Langlais, 2025).

Overall, the results indicate that siblings' social acceptance and perceived external support are not solely determined by individual background or caregiving burden but are strongly influenced by the quality of family support. Family support not only directly predicts social acceptance but may also function as a moderating or mediating factor between caregiving stress

and social adaptation. These findings provide an important empirical foundation for the discussion and practical implications presented in the next chapter.

Conclusions, Discussion, and Implications

Based on the findings presented in Chapter IV, this chapter integrates family systems theory, ecological systems perspectives, and existing literature on siblings to provide theoretical interpretations, conclusions, practical implications, and recommendations for future research.

Discussion of Findings

The results of this study indicate that perceived family support and attention is the most critical predictor of social acceptance and perceived external support among adolescent siblings of children with disabilities, with substantially greater explanatory power than caregiving burden and demographic variables. This finding is highly consistent with international research, suggesting that emotional support, equitable attention, and secure attachment relationships within the family constitute the foundation for siblings' positive engagement with social interactions and external perceptions (Correia & Seabra-Santos, 2022; Davis, 2024; Zaidman-Zait et al., 2020).

From a family systems perspective, the family is not merely a site of resource distribution but a dynamic emotional system. When families provide stable, predictable, and responsive support, siblings are more likely to develop a sense of security within the family and internalize these positive experiences as trust and acceptance toward the external world (Hayden & Hastings, 2022; Levante et al., 2025). The findings also support prior empirical evidence suggesting that family support may serve as a mediator or buffer between caregiving stress and psychological adaptation (Hayden et al., 2023; Steed & Langlais, 2025).

In contrast, although caregiving burden and social isolation were significantly related to social acceptance, their predictive power in the regression model was relatively limited. This suggests that caregiving responsibility alone does not necessarily lead to negative social adaptation outcomes. Rather, its impact must be understood within the broader context of family support and emotional interaction.

This finding aligns with Levante et al. (2023), who emphasized that the effects of role reversal and psychological adjustment depend on family relationship quality. It also suggests that prior research focusing solely on caregiving burden may oversimplify siblings' adaptation processes.

Additionally, although demographic variables such as gender and religious belief showed some influence on social acceptance, their explanatory power was significantly lower than that of family support. This indicates that structural family experiences play a more critical role than individual background characteristics in explaining adolescents' psychosocial adaptation. This result is consistent with ecological systems theory, which emphasizes that development is shaped by interactions across multiple systems, with the family system playing a foundational role (Meltzer & Muir, 2022).

Conclusions

Based on the findings, three main conclusions are drawn:

1. The social acceptance and perceived external support of adolescent siblings are not solely determined by caregiving burden or individual background factors but are strongly influenced by perceived family support and attention.
2. Compared to caregiving burden, family support serves as a more stable and significant predictor of siblings' social adaptation.
3. Family emotional support may play a critical moderating and protective role between caregiving stress and social adaptation.

This study contributes to the quantitative empirical foundation of sibling research in Taiwan, addressing the limitations of previous studies that primarily relied on qualitative approaches. By employing large-scale secondary data analysis, this study also validates the applicability of family systems theory and social support theory in understanding adolescent siblings.

Practical Implications

Based on the findings, the following practical implications are proposed:

i. Parenting education and family support programs should incorporate a "sibling perspective", helping parents recognize the emotional needs of typically developing siblings and avoid neglecting their psychological support due to caregiving priorities.
ii. School counseling and special education support systems should proactively identify siblings of children with disabilities, and enhance school acceptance through teacher awareness, counseling interventions, and peer education (Kirchhofer et al., 2022).
iii. Social welfare systems should develop family-centered sibling support programs, such as sibling support groups, psychological counseling, and family-oriented interventions, to complement family support functions and promote positive sibling development (Marquis et al., 2023; Steed & Langlais, 2025).

Limitations and Future Research Directions

This study has several limitations. First, as a secondary data analysis, the research variables were constrained by the existing questionnaire and could not fully capture the multidimensional nature of siblings' psychological experiences. Second, the cross-sectional design limits the ability to infer causal relationships among variables. Third, the data were collected from a specific social welfare organization, which may limit the generalizability of the findings.

Future research is recommended to adopt longitudinal or mixed-method designs to explore the developmental trajectories of siblings' psychological experiences. Additionally, advanced statistical approaches such as **structural equation modeling (SEM)** or multilevel modeling could be employed to examine the mediating or moderating effects of family support between caregiving burden and social adaptation, thereby providing a deeper understanding of developmental mechanisms among adolescent siblings.

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