Abstract

The dissertation explores the experiences of parents of children with low vision in the context of the formation of parental attitudes toward visual disability. The study is grounded in the assumption that a child's low vision should not be understood solely as a medical or functional category, but also as a relational experience that reorganizes family everyday life, shapes the interpretation of events, influences educational decisions, and affects the family's contact with institutions. The aim of the dissertation was to gain an in-depth understanding of how parents of children with visual disability experience and interpret their everyday lives and their own attitudes toward their child's disability.

The study is qualitative and rooted in the interpretative-phenomenological paradigm. *Interpretative Phenomenological Analysis* (IPA) was applied as the main analytical approach, allowing for an idiographic reconstruction of meanings emerging in parents' narratives, followed by a cautious *cross-case* synthesis. The empirical material consisted of narrative interviews with parents of children with visual disability. The analysis was conducted both at the individual case level and at the *cross-case* level, which made it possible to capture both unique family micro-worlds and shared axes of experience.

The findings indicate that parenting a child with low vision is a processual, dynamic, and multidimensional experience. Rather than following a simple pattern of a single crisis followed by stable adaptation, it takes the form of long-term interpretative, emotional, and organizational work. Particularly important dimensions include the way the diagnosis is communicated, chronic uncertainty about the child's future, the need to organize and coordinate support, everyday decisions concerning autonomy and protection, and the social consequences of the visibility or invisibility of the child's difficulties. The analysis also revealed a central tension structuring parents' narratives, namely the tension between normalization and protection.

The synthetic part of the study identified six main thematic areas: diagnosis as an initiating scene, living in the rhythm of uncertainty, task-oriented agency and support management, the tension between normalization and protection, identity and stigmatization, and education as a field of cost and institutional "invisibility of needs." On this basis, the dissertation argues that parental attitudes toward a child's visual

disability should not be treated as fixed dispositions, but rather as relationally and contextually shaped ways of making meaning and organizing action.

The value of the dissertation lies in bringing a qualitative and interpretative perspective to research on parenting children with visual disability. The findings may be useful for special education, psychology, counselling practice, and the design of more coherent and inclusive forms of support for families. In particular, the study highlights the importance of the quality of diagnostic communication, coordination of support, and genuine recognition of the needs of both the child and the family within schools and support institutions.