



Parent Perspectives on their Children with Autism

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+ Objectives



- Discuss the following:
 - background information pertinent to this study
 - purpose for this research study
 - methods
 - results
 - discussion/clinical implications

+ Objective



- To determine:
 - What types of educational settings are children with autism educated in?
 - How satisfied parents are with their child's education plan
 - Are parent's more likely to be satisfied if their child is included?

+ Autism Spectrum Disorders



- Autism Spectrum Studied
 - Autistic Disorder (classic Autism)
 - Pervasive Developmental Disorder – Not Otherwise Specified
 - Asperger's Syndrome

+ Special Education



- In order for children to receive special education services and receive an Individual Education Plan (IEP), they must carry the label of Autism.
- IDEA defines autism as:
 - A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident by the age of three that adversely affects the child's educational performance.

+ Inclusion



- IDEA , P.L. 108-466
 - Requires special education and related services for eligible children and ensures that they obtain a free appropriate education in the Least Restrictive Environment (LRE).
 - LRE is an educational setting where a child spends time in a classroom with typically developing peers.

+ Inclusion



- Concept that looks to implement all special education services in the mainstream classroom
 - By providing support services in mainstream environments



Current Research



- Controversy over Inclusion– Is it appropriate for children with ASD?
- Support for inclusion of children with ASD
 - Peers as role models for age-appropriate behavior
 - Peers provide opportunity to improve social interaction
 - Children with ASD who are included may have:
 - Higher levels of engagement and social interaction
 - Higher levels of social support by peers
 - More advanced individualized education plan goals than self-contained counterparts

+ Current Research



- Much research now supports inclusion of children with ASD.
- The following have been found to be acquired through engagement in activities similar to and with typically developing children
 - Language
 - Self-help skills
 - Social behavioral skills

+ Current Research



- Research is lacking
 - Little research done to evaluate the academic outcomes of inclusion for children with ASD
 - Little research done on parental satisfaction of the educational placement for their child diagnosed with autism

+ Method



■ Participants

- 22 LEND faculty members were sent the survey via email
- Email contained link to survey with introduction letter

+ Method – Response Rate



- 10 LEND family faculty members filled out the survey
 - 6 had a child with Autism
 - 0 had a child with Asperger's
 - 1 had a child with PDD-NOS
 - 3 did not have a child with Autism

+ Method (cont)



Table 1. Characteristics of participating children

	AUTISM	PDD-NOS
n	n = 6	n = 1
Sex	4-females, 6-males	1 - male
Age	Mean = 14.3 years Range (8-21 years)	Mean = 4 years
Severity	1 mild, 2 mod, 2 mod-severe, 1 severe	1 - moderate

+ Methods (cont)



- Materials
 - Online survey
 - The survey was broken down into three sections
 - Section A – Please tell us about your child (7- multi-choice)
 - Section B – Please tell us about your child’s school (3 - multi-choice)
 - Section C – Please tell us your opinion (6 – Likert scale and 2 open ended)

+ Methods (cont.)

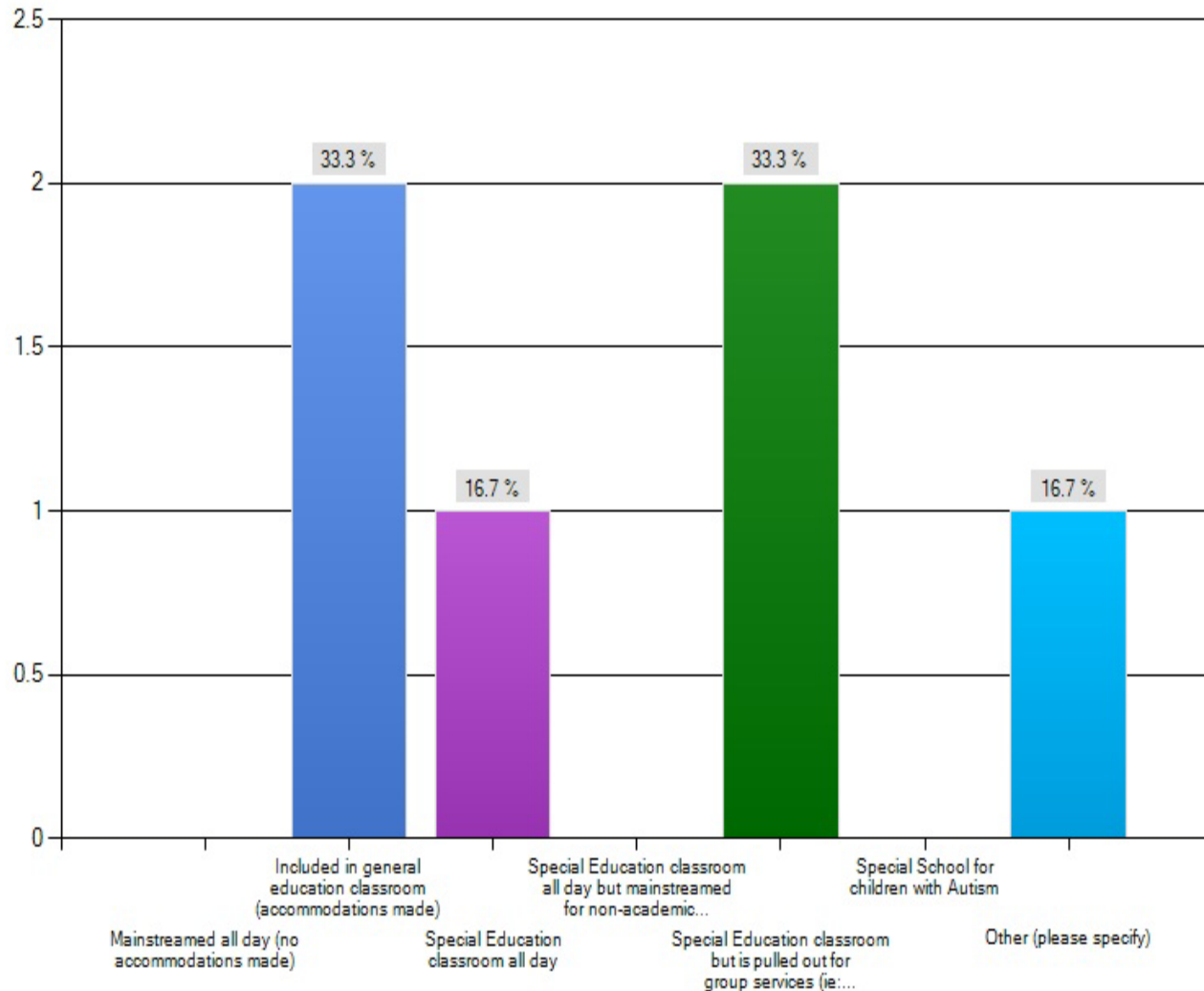


■ Procedure

- Email was distributed to LEND Family Faculty members containing link to survey
- Introduction letter stated the purpose of the study, and that the researchers were looking for parents of children with Autism
- No personal information was collected
- Initially there was no pilot survey
- <http://www.surveymonkey.com/s/DT5ZLD9>
(Password: LEND123)

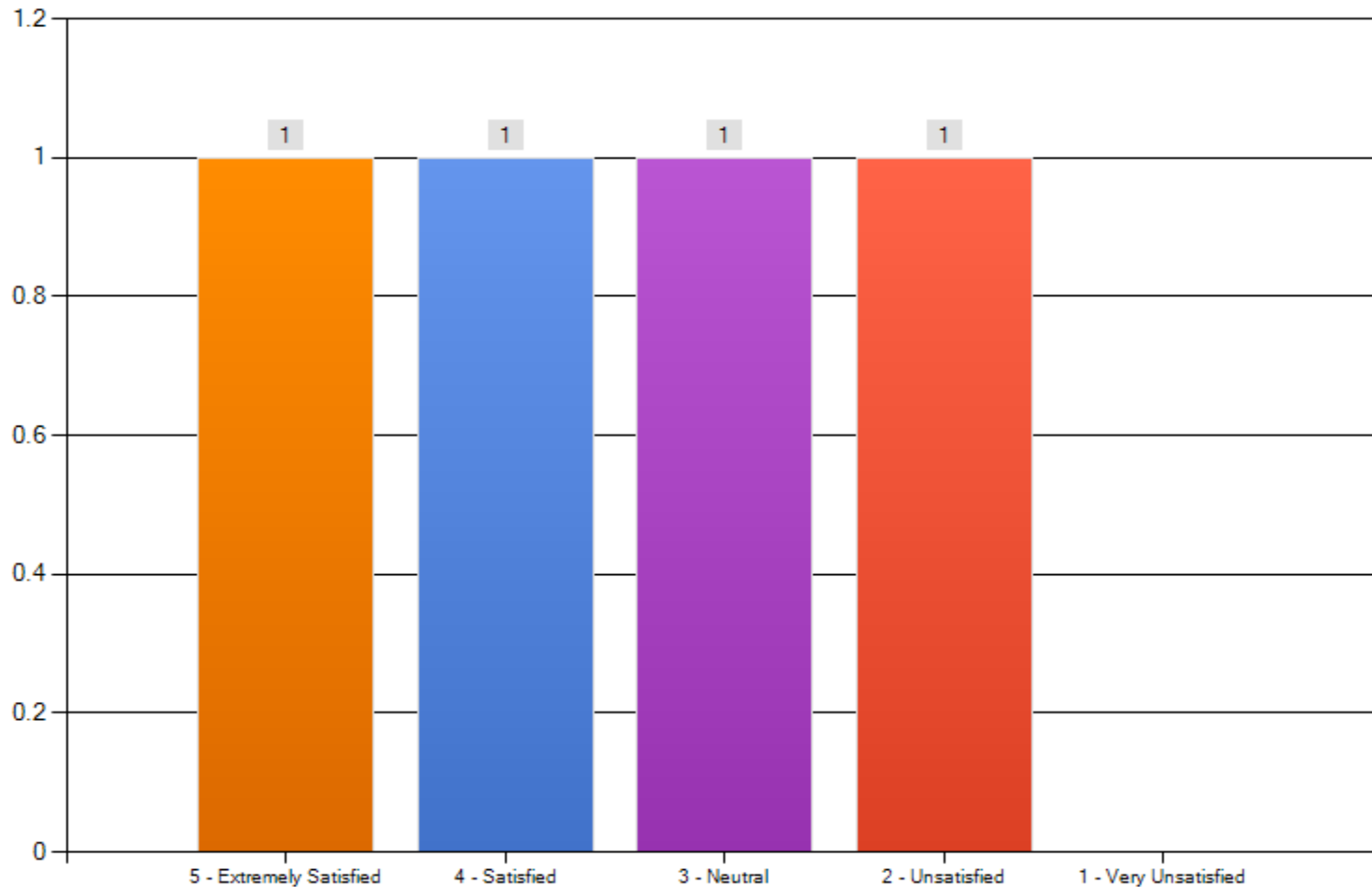
+ Results - Environment

What type of environment is your child educated in?



+ Results – Environment

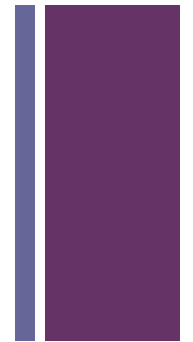
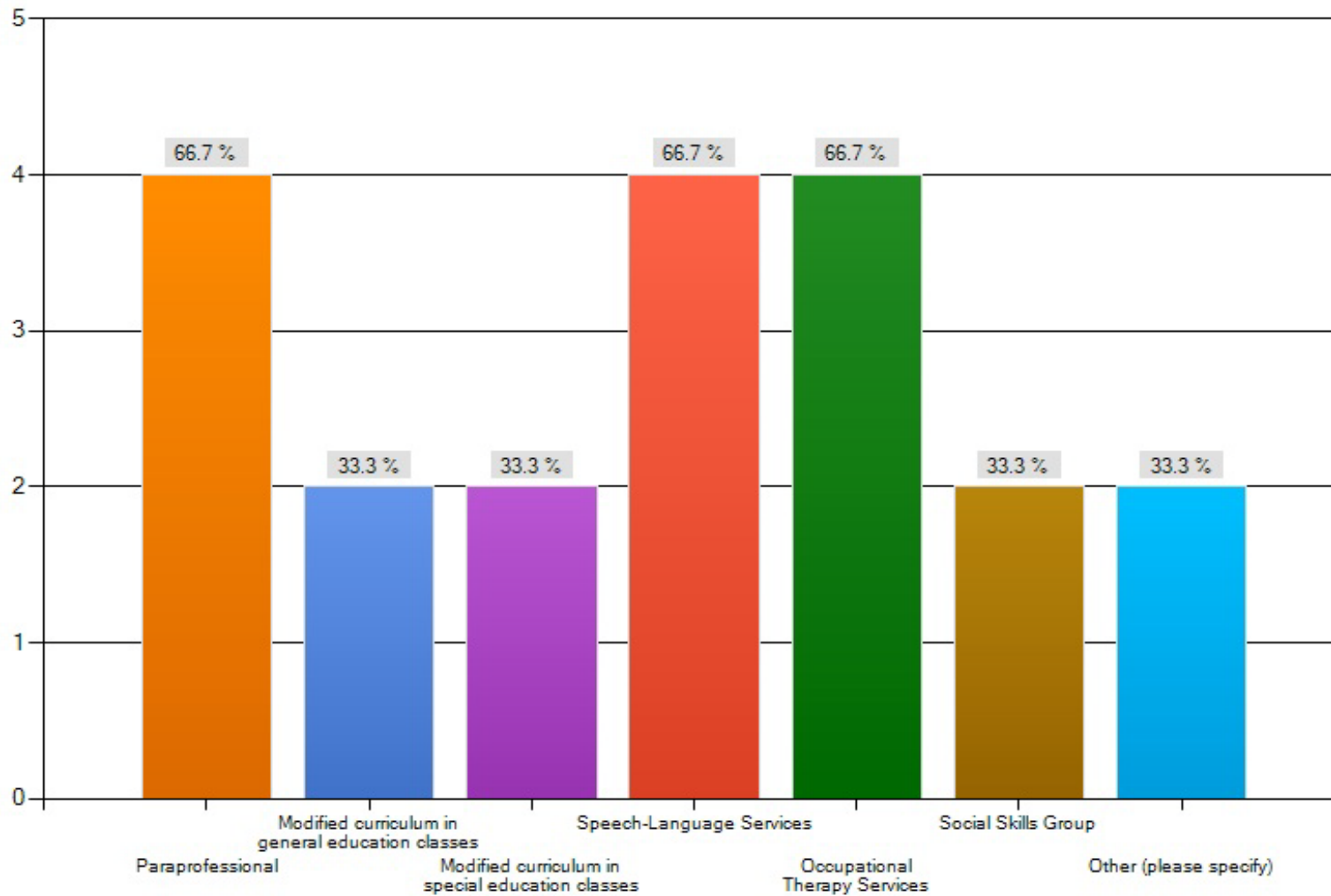
How satisfied are you with the type of environment is your child educated in (as you specified in Section B)





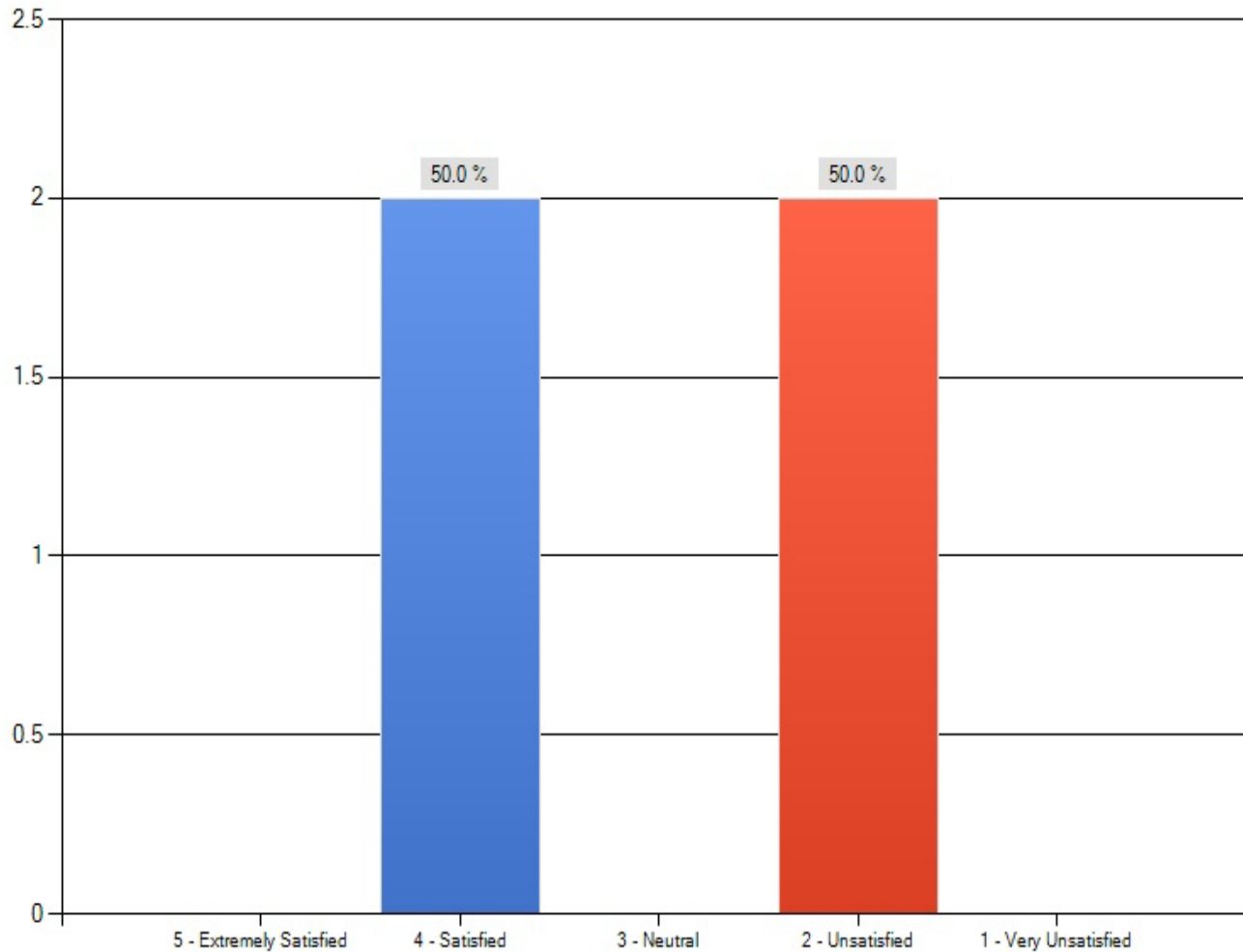
Results - Accommodations

If accommodations are made for your child, check all that apply:



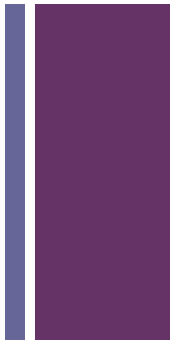
+ Results - Accommodations

How satisfied are you with the accommodations made for your child's individualized needs (as you specified in Section B)?

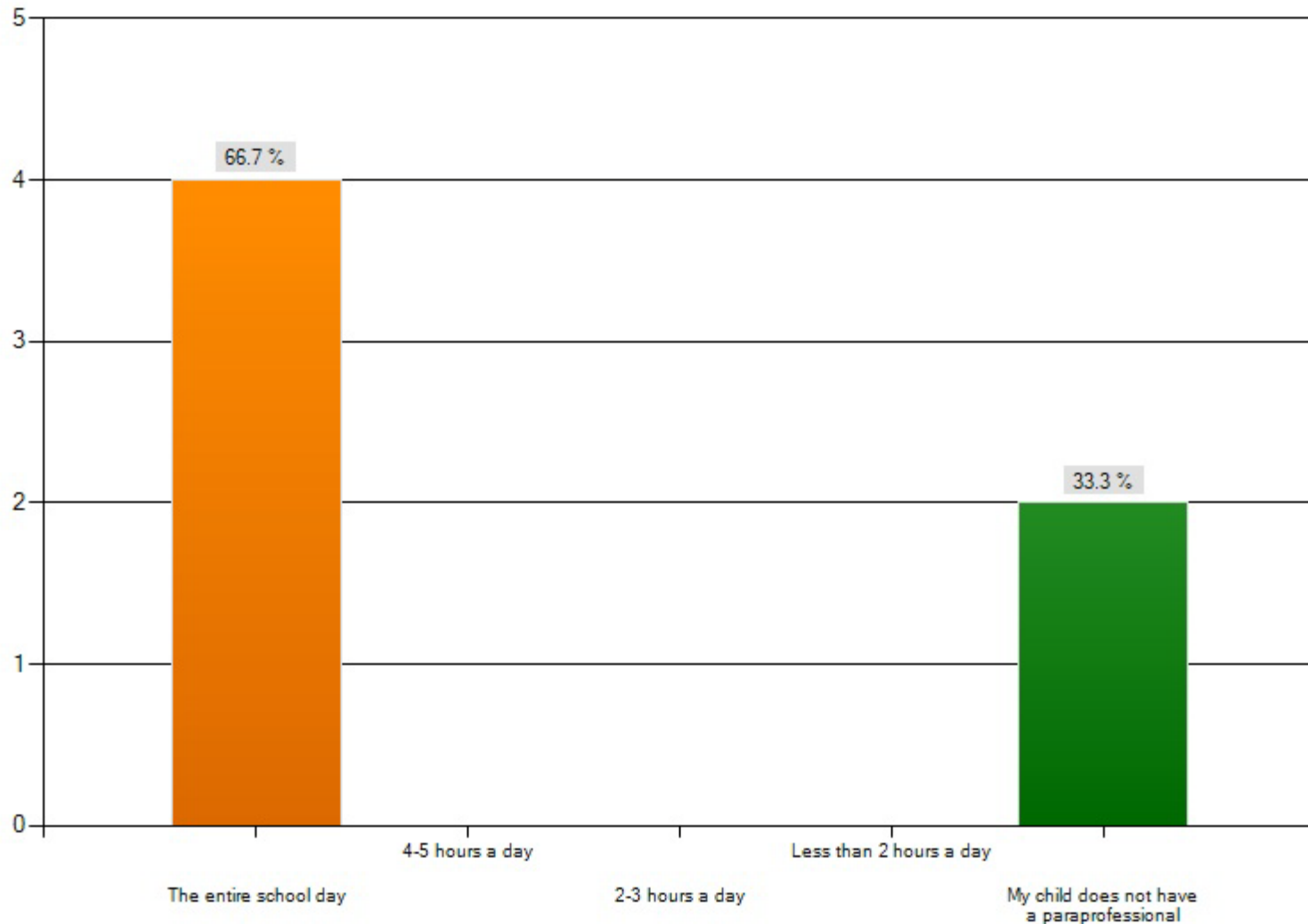




Results – One – on – One time

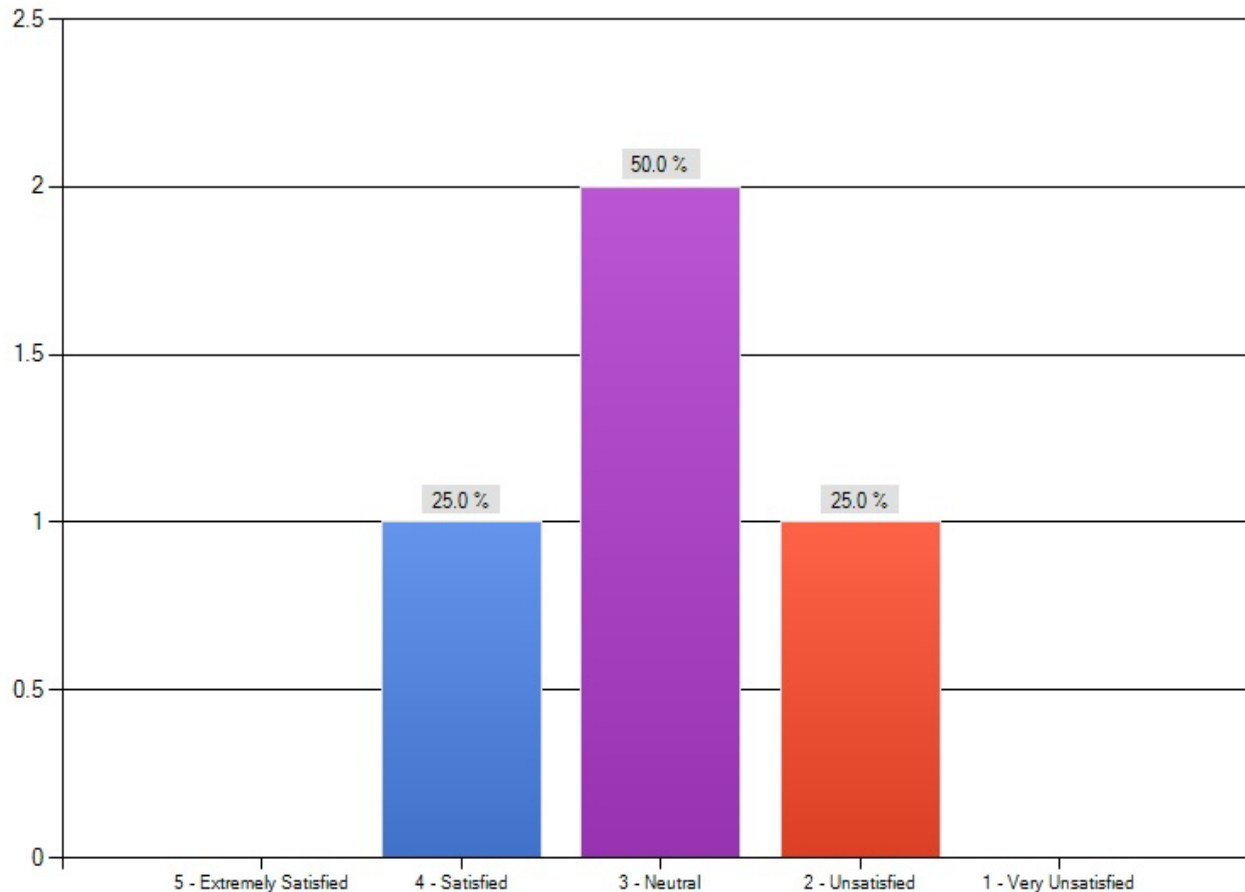


How much of the school day does your child spend one on one with a paraprofessional?



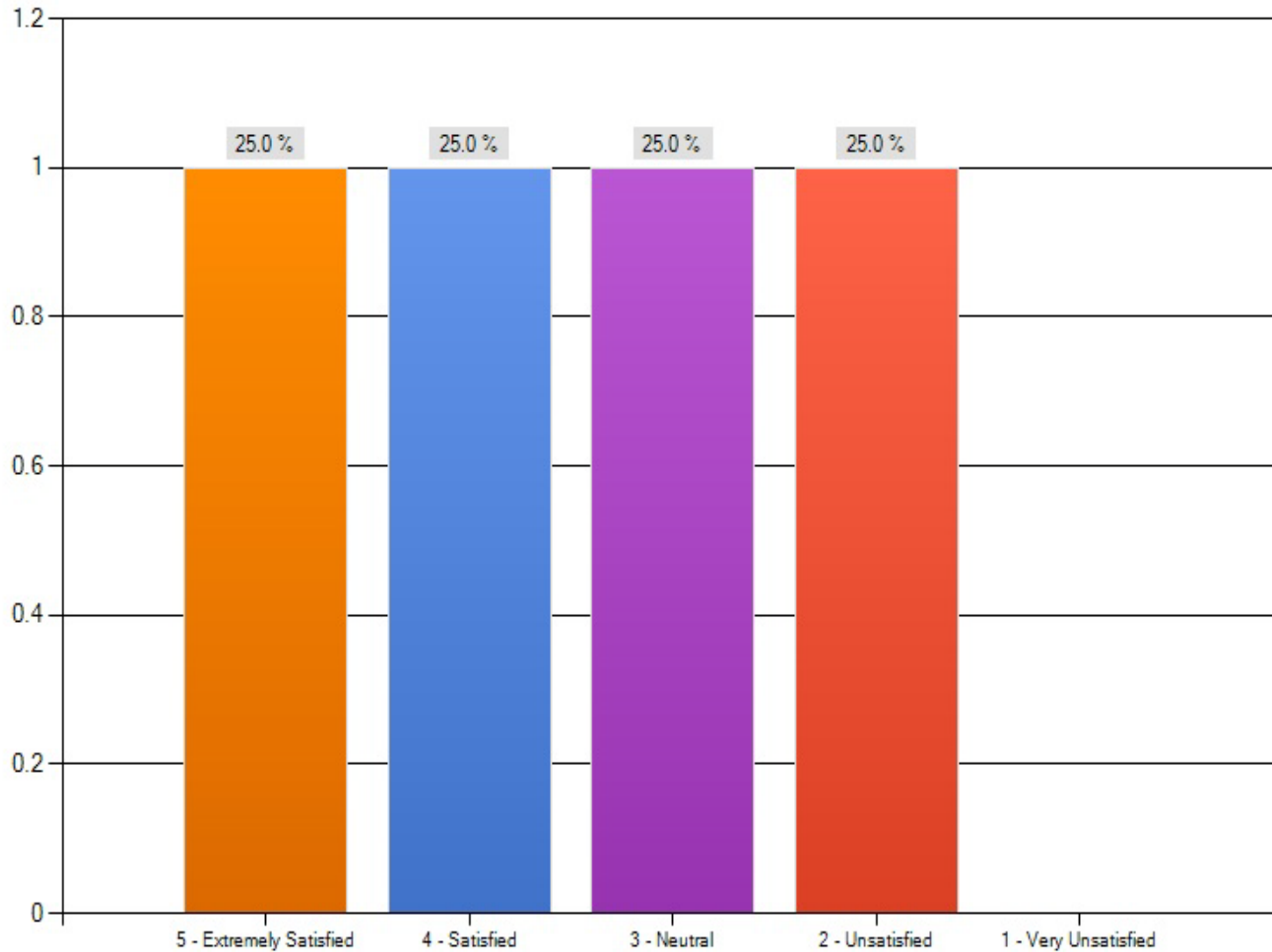
+ Results – One - on - One time

How satisfied are you with the amount time your child spends one on one with a paraprofessional (as you specified in Section B)?



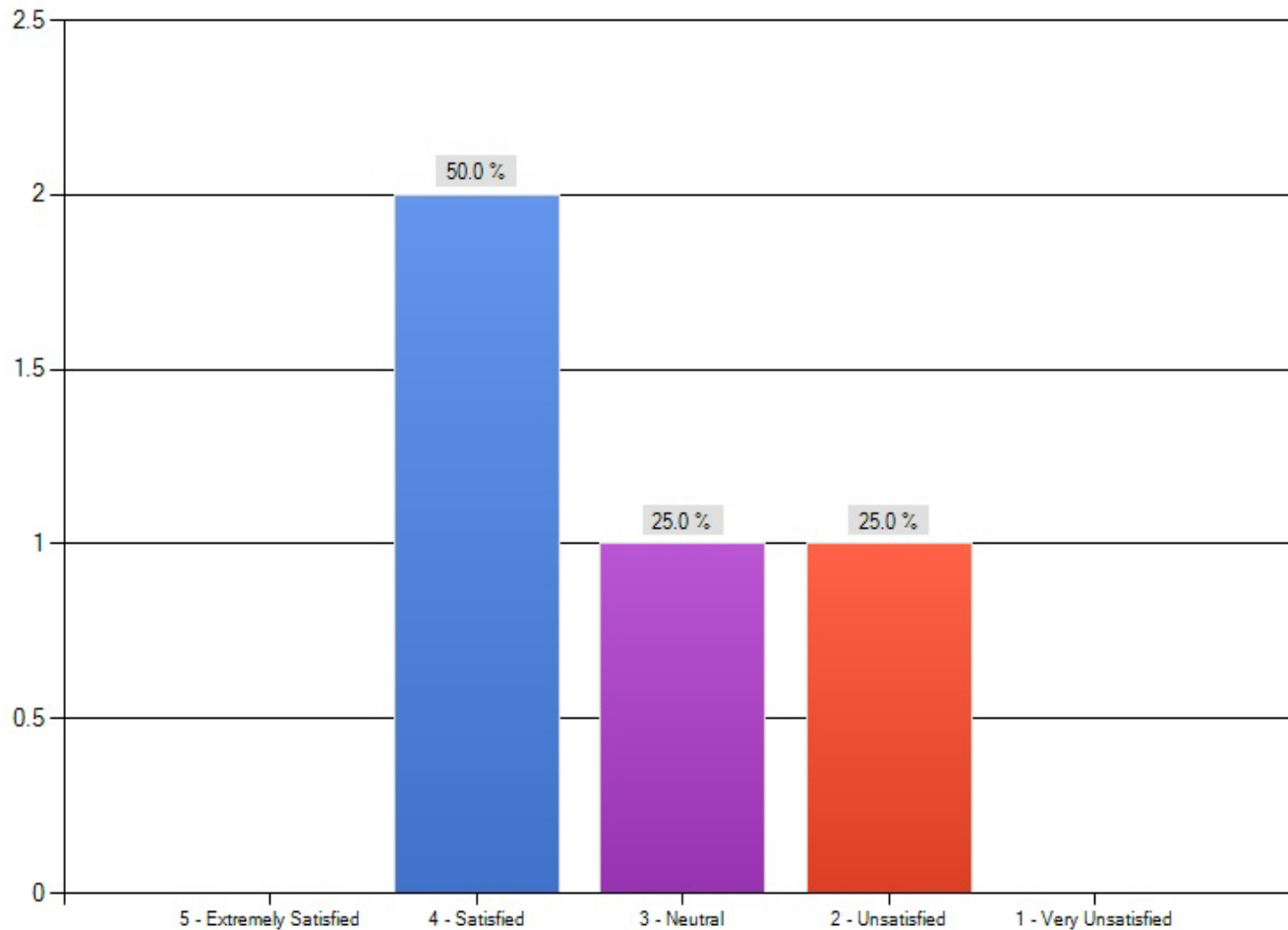
+ Results - PPT

How satisfied are you with the way the Planning and Placement Team (PPT) addresses your personal concerns?



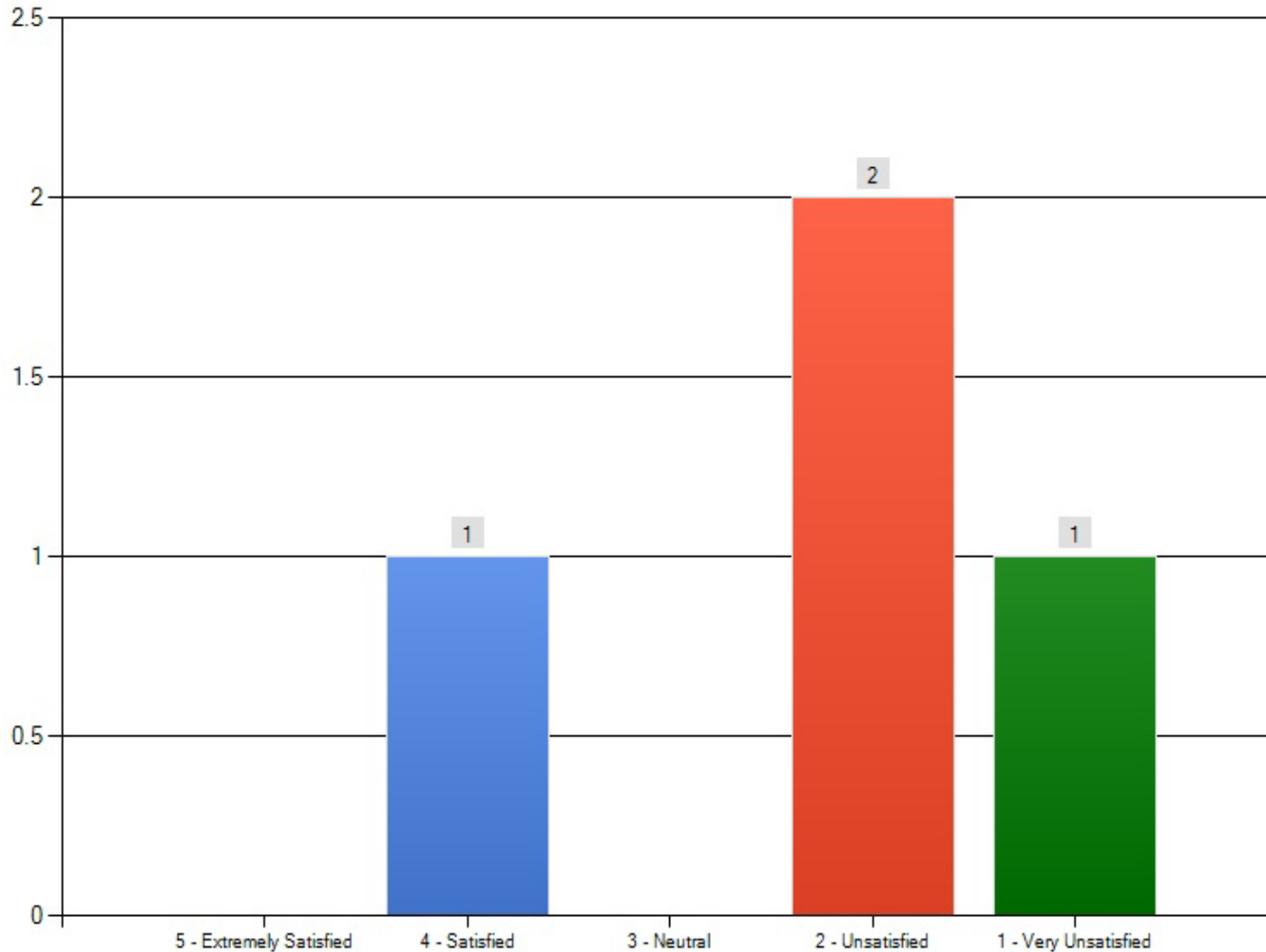
+ Results – Support Staff

How satisfied are you with the support staff at your child's school (special education teacher, speech-language therapist, occupational therapist, etc)?



+ Results – Child's Progress

How satisfied are you with your child's progress since diagnosis?



+ Results - Autism



- Of the parents who reported their children were included in the general classroom
 - 50% reported being Satisfied with this setting
 - 50% reported being Very Satisfied with this setting
- Of the parents who reported their children spent their entire day or most of their day in a special education class room
 - 50% reported feeling Neutral about this setting
 - 50% reported feeling Unsatisfied with this setting

+ Results - Improvements



- More intense services
- IEP compliance
- More emphasis on communication
- More emphasis on activities of daily living

+ Results - Weaknesses



- Rely on parents to report when things are not going well
- Consistency of treatment
- Paraprofessional included at PPTs
- Follow through with concerns of parents

+ Discussion/Implications



- Satisfaction may be based upon each individual experience
- Parent suggestions can be useful for PPTs and school personnel

+ Lessons Learned



- The IRB process
- Current research about inclusion of children with autism
- Next time I would consider:
 - Using this as the pilot and changing the survey to then use a larger sample of parents for the study
 - Compare Autism, PDD-NOS and Asperger's
 - Using more open-ended responses to clarify parent's responses on the multiple choice questions
 - Ask more questions on the survey to obtain more information about educational setting

+ References

References

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