

Parent's Knowledge and Practice on Pre-Requisite Skills for Children with Autism

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Abstract: Parents while raising a child with autism hope that their child will one day be independent and hold a job and lead a life of their own. The present study on parent's knowledge and practice on prerequisite skills for children with autism" was undertaken with the sample of 61 parents drawn through simple random sampling from various clinic and special schools. The main aim was to assess the knowledge of parent's pre-requisite skills for the children with autism because if these pre-requisites of the vocational training are not met then there will be no enough time to learn these skills and get access to the next level of vocational skills like getting a job, learning the job and keeping or sustain the job. Self-constructed scale was used to assess the knowledge and practice of prerequisite skills among parents. Results shows practices levels of parents are moderate to high but majority of parents have moderate to low level of knowledge regarding pre- require skills. It was also found that no significant correlation was found between the knowledge and practice levels of parents and none of the socio demographic aspects significantly associated with knowledge level as well as practices of parents on prerequisite skills.

Index Terms: Autism, Pre -requisite skills, knowledge, practice, Parents with autistic children.

I. INTRODUCTION

Autism Spectrum Disorder (ASD) impact verbal and non-verbal communication and social interaction. It is further characterized by stereotypical, repeated behaviour patterns and interests as well as unusual reactions to sensory stimuli (American Psychiatric Association, 2013). Children on the autism spectrum (ASD) face challenges that arise from their difficulty in understanding social behaviour and interaction, difficulty in understanding and effectively using communication, and difficulty with having reduced flexibility of thought and behaviour (ASD, DSM-V.,2013).

Autism begins in childhood and tends to continue into adolescence and adult. While some people with autism can live independently, others have severe disabilities and require life-

long care and support (Centers for Disease Control and Prevention, 2014). Pre-requisite skills for people who are having ASD need to be accompanied by broader actions for making physical, social and environments more accessible, inclusive and supportive(Mayada et al., 2019).

The recent unemployment statistics for adults with autism shows that 85% are jobless and that 69% of them want to do work (National Autistic Society, 2016). The cost of these adults not working pay the financial toll on their families and society. Even when a person with ASD do work, occupations outcomes for adults with autism have been founded to be less than those for the normal peoples (JennesCoussens, Magill-Evans, & Koning, 2006; Taylor, Henninger, & Mailick, 2015).

The role of Vocational Guidance Skills training in the process of developing the occupational prospects of individuals with asd is considered to be very important. The basic aim of pre-requisite skills is for persons with disabilities to improve self-awareness skills, to be informed about the educational system, studies, occupational and socio-economic life, to receive directions with vocational choice and finally, to experience the transition into occupational, economic and social reality as easily as probable (Association for the Psychosocial Health of Children and Adolescents: A.P.H.C.A 2000). The presence of occupational guidance for parents is particularly important for the successful vocational rehabilitation of a person with ASD (Leaf, Oppenheim-Leaf, Call, Sheldon, & Sherman, 2012).

Parents have too many portions of responsibility and stress that they have towards their child than simply note his behaviour to be considered balancing to the hard works of the special education teachers. Parents are the first educator and the primary even if they were just observers, and it seems that the improvement of successful child programs is those that support parents in their role as educators of their children and working to make strong their relationship with them. Parents have to observe behavior changes

in their children, irrespective of their knowledge and training. And it will come through their interaction with their children (Khatib, 2001).

Pre-requisite skills are not only related to the development of a child with ASD, but also to the organization of their daily life routine. Many students in high school lack vocational training that could decrease their future success, and many students with asd are in need of extra training or exploration to help them establish these goals (Swank & Huber, 2013). IDEA states that students with asd should be prepared "for further education, employment, and independent living" (IDEA, 2004).

Parent knowledge is defined as an educational effort that aims to enhance or facilitate parent behaviours that will influence positive developmental outcomes in their children. (Steiner A, Koegel L, Koegel R, Ence W. J Autism Dev Disord 2012.). Bearss et al. (2015) compared parent training (specific strategies to manage disruptive behavior) with parent education (information about asd but no behavior management strategies) in parents of children with ASD. The authors found that the parent training program was superior to parent education in reducing disruptive behaviors, both on parent-reported measures and a measure of overall improvement rated by a blinded clinician. The authors suggested that parents having a greater understanding of the ASD and training, acting as an indirect pathway for vocational skill, might explain the improvements reported in the parent education group (Bearss et al. 2015). Parents with good knowledge on pre requisite skills can help the child to learn to cope up with various situations. Parent's practice of pre requisite skills at home is considered as an important component of successful job sustainability. A study has been made to assess the knowledge and practice of parents of autistic children on pre requisite skills with the following objectives.

A. Objectives of the Study:

- To assess the knowledge and practice of pre-requisite skills among the parents of children with autism.
- To determine the socio-demographic factors of parents of autistic children and its association with the knowledge and practice of pre requisite skills.

II. METHODOLOGY

Parent's Knowledge and Practice on Pre-requisite Skills for Children with Autism' was conducted in Coimbatore city of Tamil Nadu. A total number of 61 parents of autistic children were selected for the study using simple random sampling technique from various special schools and clinics. A self-constructed questionnaire was used to get the socio-demographic information. The data on knowledge and practice levels was collected using a self-developed scale by the investigator to assess the levels of knowledge and practice on pre-requisite skills among the parents if autistic children. The knowledge scale was developed under the six dimensions, namely scheduling, attention, socialization, self-

control, self-advocacy and safety. Practice scale included questions on imitation, expressing emotions, communications, group work, scheduling, independent, self-care and safety of children. The collected data were scored and tabulated and categorized according to the levels. Frequency and percentages were calculated. Further, data was analyzed statistically by using SPSS software. Chi-square test and correlation was applied to find the significant association between socio-demographic factors and knowledge and practice level and to find the relationship between knowledge and practices of parents on pre requisites skills of autistic children, respectively.

III. RESULTS AND DISCUSSION

The results of the study "Parent's Knowledge and Practice on Pre-Requisite Skills for Children with Autism" are discussed under the following sub-heads

A. Demographic Profile

Table-I : Demographic profile of the selected respondents

Variables	Details	N=61	%
Parent	Father	31	50.8
	Mother	30	49.2
Qualification	HS	0	0
	Graduate	26	42.6
	Post-Graduate	35	57.4
	Ph. D	0	0
Occupation	Govt. employed	18	29.5
	Private Sector	29	47.5
	Self Employed	10	16.4
Family income	Under 2 Lakhs	3	4.9
	Under2-5 Lakhs	7	11.5
	Under 5-10 Lakhs	45	73.8
	10 lakhs & above	6	9.8
Family Type	Nuclear	43	70.5
	Joint	18	29.5
Family Size	1-3 members	30	49.2
	4-6 members	26	42.6
	7-10 members	5	8.2
Area of residence	Urban	45	73.8
	Semi-Urban	16	26.2
	Rural	0	0

Table 1 shows that total of 61 parents were selected for the study through random sampling where mothers (49.2%) and fathers (50.8%) of children with autism were equally distributed. Most of the parents (57.4%) have qualified PG & above and rest (42.6%) are Graduate. The highest percentage of parents, i.e. 47% are working in private Sector employees. Apart from this 29.5% of them are government employees, 16.4% are self-employed and 6.6% are home maker. Most of the family's (73%) annual income are under 6-10 lakhs and some families (11.5%) income are under 5 Lakhs and (9.8%) family's income is above 11 lakhs rest 4.9%

income are under 2 lakhs. Coming to the type of family majority (70.5%) of the families are Nuclear family and only 29.5% are living in Joint family. Most of them (73.8%) are living in urban areas, whereas 26.2% of the families are living in semi-urban.

Table-II: Level of parent's knowledge and practices on pre-requisite skills

Variable	Levels of Knowledge and Practice		
	High	Average	Low
Knowledge	00	38 (62.3%)	23 (37.7%)
Practices	7 (11.5%)	54 (88.5%)	00

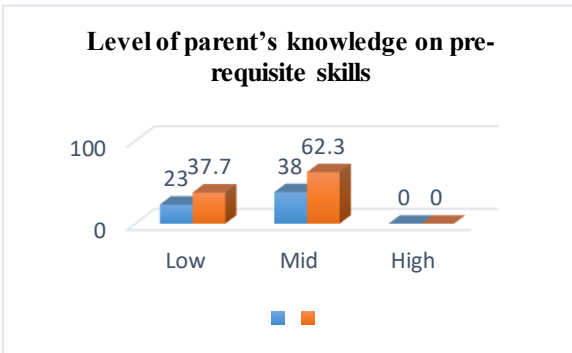


fig1

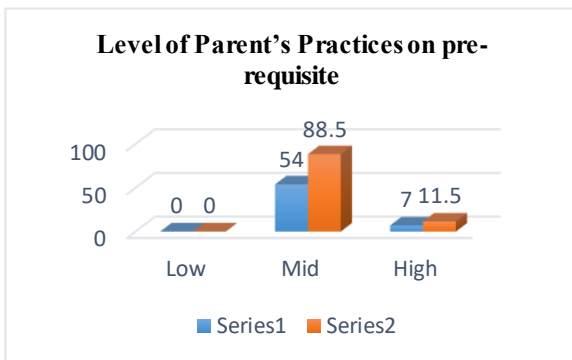


Fig2

Table 2 shows that knowledge and practice levels of parents. Higher percentage (62.3%) of parents are having a moderate level of knowledge and 37.7% of parents are having low level of knowledge on pre requisite skills and none of the parents are having high level of knowledge regarding pre requisite skills. With regard to practices levels of parents, majority (88.5%) of parents are having a moderate level and 11.5% of parents are having high level of practices on pre requisite skills. In contradiction to the knowledge level, none of the parents are shown to be having low level of practices regarding pre requisite skills.

In the present study the data shows that none of the parents are having higher level of knowledge but their practices are high. It may be assumed that parents are training their autistic child to organize their daily routine so that the children are able to

accomplish small tasks and be self-dependent. It may also be agreed that parents are inclined towards making their child practice certain skills to sustain.

Table-III: Association between Socio-Demographic factors with parents knowledge on pre-requisite skills

Socio-Demographic Profile	Categories	Parents knowledge			Chi value	P-value
		Low (%)	Moderate (%)	High (%)		
Education Qualification	HS	0	0	0	1.377	.241
	UG	12 (46.2)	14 (53.8)	0		
	PG	11 (31.4)	24 (68.6)	0		
	Ph.D	0	0	0		
Parents Occupation	Govt. sec.	10 (55.6)	8 (44.4)	0	4.216	.239
	Private sec.	8 (27.6)	21 (72.4)	0		
	Self-employed	3 (30.0)	7 (70.0)	0		
	Homemaker	2 (50.0)	2 (50.0)	0		
Family income	Under 2 lakhs	1 (3.3)	2 (66.7)	0	1.795	.616
	Under 2-5 lakhs	2 (28.6)	5 (71.4)	0		
	Under 5-10 lakhs	19 (42.2)	26 (57.8)	0		
	10 lakhs and above	1 (16.7)	5 (83.3)	0		
Type of family	Nuclear	14 (32.6)	29 (67.4)	0	1.643	.200
	Joint	9 (50.0)	9 (50.0)	0		
Area of residence	Urban	17 (37.8)	28 (62.2)	0	.000	.984
	Semi-Urban	6 (37.5)	10 (62.5)	0		
	Rural	0	0	0		

Table 3 shows the association between parent's knowledge on pre requisite skills and some socio-demographic factors. The results shows that the levels of knowledge on pre-requisite skills do not have a significant association with the socio-demographic factors like education, occupation, income, family type and area of residence. Thus, from the above results, it can be understood that, in this study the parent's knowledge levels on pre requisite skills

do not depend on the or may not be influenced by the socio-demographic factors.

Table-IV: Association between Socio-Demographic factors with parents practices on pre-requisite skills

Socio-Demographic Profile	Categories	Parents Practices			Chi value	P-value
		Low (%)	Moderate (%)	High (%)		
Education Qualification	HS	0	0	0	.000	.989
	UG	0	23 (88.5)	3 (11.7)		
	PG	0	31 (88.6)	4 (11.4)		
	Ph.D	0	0	0		
Parents Occupation	Govt. sec.	0	14 (77.8)	4 (22.2)	3.185	.364
	Private sec.	0	27 (93.1)	2 (6.9)		
	Self employed	0	9 (90.0)	1 (10.0)		
	Home maker	0	4 (100.0)	0		
Family income	Under 2 lakhs	0	3 (100.0)	0	.608	.895
	Under 2-5 lakhs	0	6 (85.7)	1 (14.3)		
	Under 5-10 lakhs	0	40 (88.9)	5 (11.1)		
	10 lakhs and above	0	5 (83.3)	1 (16.7)		
Type of family	Nuclear	0	40 (93.0)	3 (7.0)	2.903	.088
	Joint	0	14 (77.8)	4 (22.2)		
Area of residence	Urban	0	38 (84.4)	7 (15.6)	2.812	.094
	Semi-Urban	0	16 (100.0)	0		
	Rural	0	0	0		

Table 4 shows the association between parent's practices on pre requisite skills and some of the socio-demographic factors. The results shows that the practice levels on pre-requisite skills parallel the knowledge levels, where practice levels also do not show significant association with the socio-demographic factors like education, occupation, income, family type and area of residence. Thus, from the above results, it can be understood that, in the present study the parent's practice levels on pre requisite skills is not influenced or not depended on the socio-demographic factors.

Table -V Correlations between the knowledge and practices of parents

Category	Correlation	Practices on pre requisite skills	Knowledge on pre requisite skills
Practices on pre requisite skills	Pearson Correlation	1	-.038 .770 61
	Sig. (2-tailed)	61	
	N		
Knowledge on pre requisite skills	Pearson Correlation	-.038 .770 61	1
	Sig. (2-tailed)		61
	N		

Table no 6 shows the results of correlation between the knowledge and practices of parents. It can be seen that no significant correlation is found, but there is a negative correlation between the knowledge and practices of parents on pre requisite skills. This result is on par with the levels of knowledge and practices that was seen in the results above where the results showed moderate to low level of knowledge and moderate to the high level of practice. From the results of the present study it can be inferred that the parent's practices on the pre requisite skills were not influenced by their knowledge level.

CONCLUSION

The present study on the knowledge and practices on pre-requisite skills for children with autism shows that the parents are having moderate to low level of knowledge and moderate to high level of practices on the pre-requisite skills. No significant association was also found between the socio-demographic factors and the knowledge and practices on pre-requisite skills. A negative correlation was also found between the knowledge and practices of parents. The study results highlight that the knowledge and practices of parents are independent. They are neither depended on each other nor is influenced by socio-demographic factors. The limitation of the study is the low sample size. The study suggests that. Similar studies have to be conducted on larger samples so that a more clear picture can be inferred and also if the knowledge is disseminated to the parents through interventions or sensitization programmers, which can empower parents to have positive parenting and the practices will be more efficient and effective and in turn, improve the quality of life of their autistic children and themselves and family on the whole.

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