



RESEARCH ARTICLE

Challenges of Parent of Children with Autism Spectrum Disorder Participation in Therapeutic and Educational Programs in Amman and Suggesting Solutions to encounter them

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ABSTRACT

The present study aimed at identifying the challenges parents of children with autism spectrum disorders face in participating in the treatment and educational programs of their children in Amman from their point of view. The study also attempted to explore if these challenges differ according to some demographic variables and to propose solutions to meet these challenges. The sample of the study consisted of (100) parents who were chosen from special education centers that provide services for children with autism spectrum disorder in Jordan. To achieve the objectives of the study, the researcher designed a questionnaire that was applied on the study sample. The results of the study revealed that the challenges of participation of parents of children with autism spectrum disorder (both family and school challenges) in the therapeutic and education programs of their children appeared at an average level. The results revealed that there are no statistically significant differences between the sample responses on the related school challenges domain due to gender, age group and academic qualification level variables. There are statistical significant differences between the sample responses on the related family challenges domain due to gender in favor of (females), age group in favor of (25- 45yrs) and academic qualification level in favor of (diploma). While the results revealed that there aren't any significant differences on the related family challenges domain due to monthly income variable. There are statistical significant differences between the sample responses on the related school challenges domain in favor of (500-1000) Jordanian Dinars. Moreover the results revealed that the important suggestions were to overcome the challenges are sharing the parents in assessing their autism spectrum disorder child, not depending on service providers. Conducting training courses for the parents to transfer and engage them as teachers and trainers for their children instead of eliminate their role only as observers for the therapeutic and educational programs

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INTRODUCTION

Involving parents of disabled children in rehabilitation activities and programs created in their children's centers is an important procedure because it contributes to the success of these programs and services and helps them achieve their goals. Specialists in this sector tend to examine the role of parents in these programs, and are quick to educate them of the activities that will be planned, to include them in decisions about their children's future, and to assign them a role that complements the center at home. Members of the family must actively participate in these programs and activities since they are the primary unit that the child's upbringing, education, and engagement in life depend on (Abdat, 2009, p9).

The benefits of family involvement for children with autism spectrum disorder include improving the cognitive development of the child, improving the parents' ability to manage their children, and improving the family's emotional state, all of which have a positive impact on the parents'

relationships with their children. Additionally, their participation improves the academic performance, social skills, and general everyday living abilities of children with autism spectrum disorder (Huang and Wheeler, 2007, P46).

Improving the academic performance and educating parents on how to interact with impaired children are only two examples of the numerous advantages that come from families and specialists working together. The student gains the necessary skills as a result of parental involvement, which also increases the student's knowledge of his responsibilities and the tasks expected of him. This helps the student reach the objectives that parents and teachers have set for themselves (Abu Al-Nour, 2017, p. 15).

From the moment their child is born until they learn that their child has autism, families of autistic children deal with a lot of challenges. Their roles change as a result of these issues, which can be social, material, or psychological for the family. This has a detrimental impact on their lives by preventing them from making wise decisions and from interacting and participating in social relationships with those around them (Bahashwan and Barashid, 2017).

In addition to being unable to engage with his family, an autistic youngster frequently experiences emotional disruptions and develops recurring behavioral patterns. A family with an autistic child may incur significant expenses for schooling, therapy, tools, aids, rehabilitation, etc., which puts stress and issues on the parents. This makes it necessary for social organizations and centers that deal with autism condition to have treatment programs that are specifically designed to establish them (Daou and Shenoufi, 2013).

According to Wetherston et al. (2017), the majority of parents (68%) reported having trouble getting occupational therapy and healthcare facilities for ASD, and over half of them (53%) were either unaware of or had just heard of certain therapies. Due to the high cost of these therapies, parents also found them to be a barrier. Gona et al. (2016) discovered that parents of autistic children encounter common obstacles such as a lack of proper treatment, financial burdens, and a lack of acceptability by peers, family members, relatives, and the larger community. Hall (2011) proposed that families who make treatment decisions be educated and given information about these treatments in order to explain them clearly.

Given the prevalence of autism spectrum disorder and the possibility that parents may face a number of challenges that prevent them from participating in treatment programs and limiting their role in the success of the treatment and educational programs provided to their children, this study seeks to answer the following question: What are the barriers to parents' engagement in autism spectrum disorder treatment and educational programs for their children in Amman, and what are the proposed solutions to overcome them? :

Question 1: What problems do parents of children with autism spectrum disorders have when engaging in their children's therapeutic and educational programs?

Question 2: Do the problems that parents of children with autism spectrum disorder face when engaging in their children's therapeutic and educational programs differ depending on characteristics (guardian gender, age, educational attainment level, and monthly income)?

Question 3: What are some reasonable suggestions for addressing the problems that parents of children with autism spectrum disorder face when engaging in their children's therapeutic and educational programs?

METHODOLOGY:

This study used a descriptive analytical approach, which is the most appropriate for this study because it identifies and analyzes the challenges of parents of children with autism spectrum disorder participating in therapeutic and educational programs in Amman.

The study population was made up of all parents (fathers and mothers) of children with autism spectrum disorder in Amman during the summer of 2019, who had their children enrolled in special education centers.

The study sample was drawn at random from the Amman area's special education programs that serve children with autism spectrum disorder. The sample consisted of 100 parents. Table (1) shows the distribution of the study sample based on demographic variables.

Data collection: To achieve the study objectives, a questionnaire titled "Challenges of Participation of Parents of Children with Autism Spectrum Disorder in Therapeutic and Educational Programs for Their Children" was created to assess the challenges that parents of children with autism spectrum disorder face when participating in therapeutic and educational programs for their children in Amman. It comprised a series of lines that assessed the problems of families' participation in their children's programs. These paragraphs were divided into two categories: first, obstacles for the family, and second, challenges for the school or center.

Correcting the study tool: To improve the study methodology, the researcher used a five-point Likert scale to assess the difficulties of participating parents of children with autism spectrum disorder in therapeutic and educational programs for their children in Amman. It was determined at the five levels listed below: There were five points for very large, four for huge, three for medium, two for small, and one for very small. The maximum score a pupil could receive from the parent assessments was (115), while the lowest score was (23). The outcomes judgment scale was employed, and it was separated into three categories: high, medium, and low. Accordingly, the level of the response is as follows:

From (1.00-2.33) Low level

From (2.34-3.66) Medium level

From (3.67-5.00) High level

Statistical processing: The following statistical procedures were applied in order to respond to the research questions :

1. The study sample members' responses to the two dimensions of the questionnaire on the difficulties parents of children with autism spectrum disorder face in participating in their children's educational and therapeutic programs were analyzed to determine the arithmetic means and standard deviations in order to answer the first question .
2. The study sample members' answers to the two dimensions of the questionnaire on the difficulties parents of children with autism spectrum disorder face in participating in their children's educational and therapeutic programs were subjected to the Schaffer test for post-hoc comparisons and the multiple analysis of variance (MANOVA) test in order to address the second question .
3. To answer the third question, the frequencies and percentages of the study sample members' responses to the solutions to the challenges of their participation in the therapeutic and educational programs for their children were calculated.

RESULTS: The study aimed to identify the challenges of the participation of parents of children with autism spectrum disorder in the therapeutic and educational programs for their children in Amman from their point of view, to identify whether these challenges differ according to some variables related to the family, and to propose solutions to address the challenges of the participation of parents of children with autism spectrum disorder in the therapeutic and educational programs for their children based on the results of the study.

First, results pertaining to the initial inquiry: "What are the challenges of the participation of parents of children with autism spectrum disorder in the therapeutic and educational programs for their children from their point of view?" As indicated in Table (2), the arithmetic means and standard deviations of the study sample estimates were computed on the two dimensions of the difficulties parents of children with autism spectrum disorder face when trying to participate in the educational and therapeutic programs for their child in Amman.

A high rating was indicated by the arithmetic mean of the school-related challenges dimension (3.86) with a standard deviation of 0.77, and an average rating was indicated by the arithmetic mean of the family-related challenges dimension (2.37) with a standard deviation of 0.88. On the two aspects of

the questionnaire, the sample members' ratings had an average arithmetic mean of 3.02 with a standard deviation of 0.57.

Second: Results associated with the second issue: "Do the challenges of the participation of parents of children with autism spectrum disorder in therapeutic and educational programs for their children differ according to the variables (gender, age, level of educational attainment, and monthly income)?" This subject was addressed by calculating the arithmetic means and standard deviations of the study sample members' replies on the two dimensions of the study tool based on the variables of gender, age, educational attainment, and monthly income. The results are displayed in Table (3).

According to the study variables- gender, age, educational attainment, and monthly income- there are discernible disparities between the arithmetic means of the study sample's estimates on the two dimensions of the study tool, as indicated in Table (3). Multiple analysis of variance (MANOVA) was used to ascertain the statistical significance levels of these differences, as Table (9) shows.

Table (4) shows that:

1. The mean scores of the study sample on the dimension of school-related challenges did not differ significantly based on the gender variable. However, the mean scores on the dimension of family-related challenges did show a statistically significant difference, favoring female respondents.
2. The mean scores of the study sample on the family-related challenges dimension showed statistically significant differences, favoring the 25-45 age group. No statistically significant differences were found in the school-related challenges dimension based on the age variable.
3. The educational attainment variable did not show any statistically significant differences between the mean scores in the school-related challenges dimension. However, there were significant differences in the family-related challenges dimension. The Scheffe test, as shown in Table 5, was applied to identify the causes of these discrepancies. Table 5 reveals statistically significant differences between individuals with a diploma and those with either secondary or lower educational attainment or postgraduate studies, favoring the estimates of those with a diploma.
4. In the family-related challenges dimension, the mean scores did not differ significantly based on monthly income; however, in the school-related challenges dimension, statistically significant differences were observed. The Scheffe test, as shown in Table 6, was applied to identify these discrepancies. Statistically significant differences emerged between those with a monthly income of less than 500 dinars and those with an income between 500 and 1000 dinars, favoring those with a monthly income between 500 and 1000 dinars.

Findings related to the third query:

Findings pertaining to the third query: "What suggestions do you think are suitable to address the difficulties of parents of children with autism spectrum disorder participating in their children's educational and therapeutic programs?" In order to answer this question, Table (7) shows the frequencies and percentages of the recommendations that you believe are suitable to address the difficulties parents of children with autism spectrum disorder have participating in their children's educational and therapeutic programs. Based on Table (7), the proposal that ranked first was "Involving parents in the evaluation of their child with autism spectrum disorder and not relying solely on service providers." The proposal that ranked second was "Providing training courses for parents to transform them into teachers and trainers for their children, instead of limiting their role to be only participants and observers of therapeutic and educational programs." The proposal that ranked last was "Activating the role of parents in designing and implementing therapeutic programs and involving them in them," which received 33 repetitions and a percentage of 33.00 percent.

DISCUSSION: Discussion of the findings in relation to the first question: What are the barriers for parents of children with autism spectrum disorder to participate in therapeutic and educational programs for their children, from their perspective?

First: Following family-related challenges. The study's findings revealed that the dimension's paragraphs had average arithmetic means and standard deviations. The researcher attributes this

result to the fact that parents recognize the importance of participating in therapeutic programs because it makes them more aware of their children's needs, as well as more understanding of the nature of therapeutic programs, allowing them to provide the necessary assistance. Cooperation and good participation between the school and families improves children's growth and performance in most skills, as well as the emotional and psychological state of families, which improves their relationships with their children and, as a result, benefits families.

Second: After the challenges related to the school/center such as: teachers' attitudes, school instructions, and teachers' knowledge.

The results of the study revealed a high arithmetic mean for school/center-related problems. This can be attributed to a lack of sufficient experience in schools dealing with children with autism spectrum disorder, a lack of awareness among principals and teachers about the importance of the guidance process and a lack of encouragement for it, and a lack of communication between service providers, school administration, and students, which causes them to be uninterested in the guidance process from the perspective of their parents. The researcher may relate this to a lack of facilities for service providers to deliver guidance services, which impedes the guidance process, as well as a lack of a separate hall to receive parents.

This result shows that parents believe that the intended transformation can only be achieved through parental cooperation with professionals; parents cannot address their children's diverse demands in isolation from service providers. The researcher explains this finding to the fact that service providers are fully aware that decisions on their children are made in consultation with parents.

Discussing the results of the second question, which states: Do the challenges of participation of parents of children with autism spectrum disorder in therapeutic and educational programs for their children differ, and suggesting solutions to address them based on variables (parent's gender, age, level of educational attainment, monthly income)?

First: Gender variable: The study's findings revealed statistically significant differences in the first field "challenges related to the family such as the family's financial and educational circumstances and their attitudes towards their participation in therapeutic and educational programs, their knowledge, and their responsibilities attributed to the gender variable in favor of the "female" category.

Second: Age variable: This result can be explained by the mother's role in terms of work, her exit from the labor market and job, as well as the responsibilities that fall on her shoulders in terms of caring for the children, following up on them at home, and providing for their needs, all while suffering from a lack of time and physical and psychological fatigue. There were no statistically significant differences between the sexes in the subject of "challenges related to school". This outcome can be explained by the fact that parents have comparable views on school-related issues.

The study's findings revealed statistically significant differences between the categories (25-45 years) and (over 45 years), with the former outperforming the latter. This result can be interpreted as the category (25-45) may not have sufficient experience to deal with their child because they are still in the stages of shock and anxiety about their child with autism spectrum disorder, and they may be less able to tolerate and be patient in dealing with the child, and they need someone to provide them with clear answers about the nature of the disability and how to deal with it; As a result, we find them communicating intensively with specialists and participating in therapeutic guidance programs, as autistic children require intensive follow-up and training, which causes stress and exhaustion for parents, especially since they have many responsibilities and duties in life, such as work and others. The autistic child's repetitive activities may also prohibit the family from meeting and interacting with others. For example, one parent may need to stay at home with the child while the other goes out with the other children on a specific occasion. The family's inability to engage in traditional family and social activities will have an impact on the relationship between the spouses, in addition to the fact that the spouses may be unable to spend private time together owing to a lack of a qualified individual to supervise the child.

Third: Educational attainment variable, the study found significant differences in family-related challenges between the "secondary" and "diploma" categories, as well as between the "bachelor's"

and "doctorate" categories. The "diploma" category outperformed the other categories based on arithmetic average values. The researcher attributes this outcome to the fact that the "diploma" category may lack sufficient experience and knowledge of the importance of therapeutic programs for their child, or to the family's lack of knowledge of the nature of the opportunities available for joint collaboration between them and the school. This can also be explained by parents' low expectations for what the children can learn from these programs. They see that they are not useful, and this is owing to their low educational level.

There were no statistically significant differences in the field of "school-related challenges" based on academic level.

Fourth: The monthly income variable, the study's findings showed statistically significant differences in the field of school-related challenges between the categories of "less than 500 dinars," "from 500-1000 dinars," and "more than 1000 dinars" in favor of the category of "less than 500 dinars."

The researcher explains this result by saying that monthly income is clearly reflected in the social and educational aspects; the presence of an autistic child in a family whose income is less than 500 dinars drains many of the family's financial resources, and it may not be able to bear the burdens and requirements of the child in schools and centers, whether in the evaluation phase, providing therapeutic and educational programs, or the need for a special nutrition. It may view what is offered to its children as supplementary support; yet, the greater the family's economic level, the higher the school's expectations and the quality of the services offered, the more reasonable the outcome.

In the category of "family-related challenges," no statistically significant variations were discovered based on income level. This finding can be explained by the fact that parents labor hard to cover the costs of treating and rehabilitating their autistic children, regardless of their income.

Discussion of the results for the third question: What suggestions do you think are acceptable for overcoming the issues of including parents of children with autism spectrum disorder in their children's therapeutic and educational programs? The study's findings revealed that the suggestion of "involving parents in the evaluation of their child with autism spectrum disorder and not relying solely on service providers" received the most repeats (76) and had a percentage of (76.00%). The study attributed this outcome to the fact that parents have knowledge that is beneficial in the evaluation process, as well as the fact that the child spends more time with his family. So, they may better watch their child's behavior in a variety of contexts and offer care providers with information about their child's developmental history. Furthermore, parents' awareness of the evaluation process, its aims, and methodologies encourages participation, as does their understanding of the educational and rehabilitation programs that their kid requires, as well as their collaboration in their child's achievement.

While the idea "activating the role of parents in designing and implementing treatment programs and involving them in them" ranked last with (33) repetitions and a percentage of (33.00%). This is due to parents' lack of knowledge in planning and implementing treatment programs, as well as their lack of design skills and unwillingness to participate in program implementation. This could be due to parents' lack of interest in following up on their children's affairs, as well as believing that their responsibility in parenting their children stops once they enroll in school and no longer requires their participation.

CONCLUSION:

According to the results, the parents perceived and experienced developmental problems, language comprehension and expression problems, social communication problems, behavioral problems, and general health problems as the primary issues of their children with ASD.

Our findings are in line with the results obtained by previous quantitative studies. In conclusion, the lived experiences of parents of children with ASD could enrich the references regarding the problems of these patients.

It was also concluded that there is a need to generate convictions among parents of children with autism spectrum disorder that they are part of their children's treatment, and to integrate parents

into their children's programs with autism spectrum disorder, by holding seminars and activities to raise awareness of the importance of their participation, the challenges they face, and the methods that can be used to overcome those challenges, and to conduct more studies.

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APPENDIX: 1

Table 1: Distribution of the study sample based on the demographic study variables

Variable	Categories	Repetition	Percentage
Gender	Male	68	%68
	Female	32	%32
Age Group	25 - Less than 45	88	88%
	45 years and above	12	12%
Education Level	Secondary school or below	27	%27
	Community college diploma	21	%21
	Bachelor's degree	35	%35
	Postgraduate studies	17	%17
Income Level	Less than 500 dinars	56	%56
	500 - Less than 1000 dinars	27	%27
	1000 dinars and above	17	%17
Total		100	%100.00

Table 2: displays the arithmetic means and standard deviations of study sample estimates on the challenges faced by parents of children with autism spectrum disorder in participating in therapeutic and educational programs in Amman. The results are arranged in descending order based on the means.

Number	Dimension	Arithmetic mean*	Standard deviation	Value
1	School-related challenges.	3.86	.77	High
2	Family-related challenges.	2.37	.88	Medium
Overall, the challenges questionnaire		3.02	.57	Medium

*Maximum score of (5)

Table 3: shows the arithmetic means and standard deviations of study sample members' responses to the two dimensions of the study tool based on gender, age, educational attainment, and monthly income.

Variable		Repetition	Family-related challenges		School-related challenges	
			Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation
Gender	Male	68	2.15	0.695	3.85	0.796
	Female	32	2.83	1.049	3.89	0.708
Age	25 - Less than 45	88	2.47	0.872	3.83	0.810
	45 years and above	12	1.62	0.482	4.10	0.104
Education Level	Secondary school or below	27	1.83	0.369	3.76	0.914
	Community college diploma	21	2.90	0.686	3.76	0.765
	Bachelor's degree	35	2.21	1.138	4.02	0.747
	Postgraduate studies	17	2.89	0.119	3.83	0.515
Income Level	Less than 500 dinars	56	2.43	0.793	3.64	0.891

	500 - Less than 1000 dinars	27	1.91	1.092	4.33	0.225
	1000 dinars and above	17	2.37	0.879	3.86	0.765

Table 4: shows the results of a multivariate analysis of variance (MANOVA) to compare the arithmetic means of sample members' estimates on two dimensions of the study instrument based on study factors.

Source of variation	Fields	Sum of Squares	Degrees of Liberty	Mean squares	Value of F	Statistical significance
Gender Hotelling value = 0.162 H = 0.010	Family-related challenges	18.453	1	18.453	52.275	.000*
	School-related challenges	0.14	1	0.14	0.271	.604
Age Hotelling value = 0.162 H = 0.010	Family-related challenges	4.726	1	4.726	13.388	.000*
	School-related challenges	0.276	1	0.276	0.534	.466
Educational attainment Wilkes value = 0.918 H = 0.012	Family-related challenges	18.711	3	6.237	17.669	.000*
	School-related challenges	0.474	3	0.158	0.306	.737
Monthly income Welx value = 0.827 H = 0.017	Family-related challenges	0.374	2	0.187	0.530	.596
	School-related challenges	10.704	2	5.352	10.352	.002*
Error	Family-related challenges	32.476	92	0.353		
	School-related challenges	47.564	92	0.517		

Statistically significant at the significance level ($\alpha \leq 0.05$).

Table 5: shows the Scheffe test results for differences in average estimations of family-related challenges based on educational attainment level.

Education Level		Secondary school or below	diploma	Bachelor's degree	Postgraduate studies
	Arithmetic mean	1.83	2.90	2.21	2.89
Secondary school or below	1.83		1.07*	0.38	1.06*
diploma	2.90			0.69	0.01
Bachelor's degree	2.21				0.68

* Statistically significant at the significance level ($\alpha \leq 0.05$)

Table 6: shows the Scheffe test findings for comparing the average estimations of sample members on school-related challenges based on monthly income.

Monthly income		Less than 500 dinars	500 - Less than 1000 dinars	1000 dinars and above
	Arithmetic mean	3.64	4.33	3.86
Less than 500 dinars	3.64		0.69*	0.22

500 - Less than 1000 dinars	4.33			0.47
1000 dinars and above	3.86			

*Statistically significant at the significance level ($\alpha \leq 0.05$)

Table 7: shows the frequency and percentage of suggestions for solving involvement of parent's challenges in therapeutic and educational programs for children with autism spectrum disorder.

Number	Suggestions	Repetition	Percentage
1	Involving parents in the assessment of their child with autism spectrum condition rather of depending exclusively on service providers.	76	%76.00
2	Providing parents with training classes to help them become teachers and trainers for their children, rather than just participants and observers in therapeutic and educational programs.	69	%69.00
3	Providing schools in remote residential areas, as well as public transit, allows parents to constantly monitor their children.	51	%51.00
4	Providing psychological and social support to families of children with autism spectrum disorder, thereby reducing their suffering.	46	%46.00
5	Creating specialized scientific websites to help parents of children with autism spectrum disorder.	42	%42.00
6	Schools are implementing the open day strategy and a week of strengthening the connection between home and school.	39	%39.00
7	Schools use current technology to interact with parents and tell them of parent council meeting dates.	38	%38.00
8	Engaging parents in the design and implementation of therapy programs, as well as their participation in them.	33	%33.00

APPENDIX: 2**Questionnaire****Dear Guardian,****Greetings,**

The investigator is researching a topic titled: "CHALLENGES OF PARENT OF CHILDREN WITH AUTISM SPECTRUM DISORDER PARTICIPATION IN THERAPEUTIC AND EDUCATIONAL PROGRAMS IN AMMAN AND SUGGESTING SOLUTIONS TO ENCOUNTER THEM" The researcher gives you a questionnaire about the challenges of parents' participation in therapeutic and educational programs for their children to help you identify the obstacles that prevent you from participating in therapeutic and educational programs for children with autism spectrum disorders.

Please indicate your level of participation in therapeutic and educational programs for children with autism spectrum disorder by checking the appropriate box (✓). Please complete all paragraphs of the scale. Your responses will be kept confidential and used only for scientific research purposes. **Note:** If the answer instructions are clear, you can complete the questionnaire paragraphs; nevertheless, if you have a question or need assistance, contact the application process supervisor.

Best Regards,**Part One: (Demographic Information):****Please put a check mark (✓) in the appropriate space****1. Gender of the guardian:** **Father** **Mother****2. Age:** **Less than 25 years.** **25 years - 45 years** **More than 45 years****3. Educational level:** **High school or less** **Diploma** **Bachelor's degree** **Postgraduate studies****4. Family monthly income: ()**

Part Two: Questionnaire:

Number	Vertebrae	Very frequently	Frequently	Occasionally	Rarely	Never
The first component includes family-related challenges such as financial and educational situations, attitudes toward participation in therapeutic and educational programs, knowledge, and responsibilities.						
1.	I am unable to attend many family and social gatherings because of my involvement in my child's programs.					
2.	My involvement in my child's programs causes me to worry about his future all the time.					
3.	Being involved in my child's programs makes me feel embarrassed to go to social gatherings.					
4.	My involvement in my child's programs exposes me to a lot of unfavorable circumstances.					
5.	My involvement in my child's extracurricular activities does not help our family.					
6.	My involvement in my child's activities does not help him.					
7.	I worry that by taking part in my child's programs, I may come seem as uninformed.					
8.	Because I don't believe that experts truly care about individuals with autism spectrum disorder, I decline to be involved in my child's programs.					
9.	One of the main reasons I can't participate in my child's programs is financial difficulties.					
10.	I'm hesitant to get involved in my child's programs because I can't follow the advice of the professionals.					
11.	I feel incompetent, so I usually don't engage in my child's programs.					
12.	I don't often engage in my child's programs because I feel like they don't address both my needs and my child's needs.					
13.	One of the reasons I don't participate as much in my child's programs is that school is distant from home.					
The second dimension is challenges pertaining to the school or center, like the attitudes of the teachers, the curriculum, and their expertise.						
14.	My child's service providers, in my opinion, lack the necessary training to instruct and care for child with ASD.					
15.	The school administration, in my opinion, does not devote enough funds to include families in programs for child with ASD.					
16.	I think that people who work with kids who have ASD are under a lot of strain, which makes it harder for them to engage families in their children' programs.					
17.	I think that those who work with kids who have ASD don't realize how vital it is for families to be involved in their child' programs.					
18.	Families are deterred from taking part in their children's programs by the school's inadequate family counseling services.					
19.	Service professionals for children with ASD, in my opinion, have unfavorable opinions about parents.					
20.	Families are not encouraged by center/school administrations to offer training classes on how to deal with children who have ASD.					
21.	Families are deterred from getting involved in their children's programs by					

	the views of the center's staff toward children with ASD.					
22.	The cooperative ties between teachers and families of children with ASD are not valued by centers or schools, in my opinion.					
23.	I think there is very little attention on the part of schools and centers in teaching families about ASD.					