

Comparison of Parent's Treatment and Education Priorities between Verbal and Non-Verbal Children with Autism Spectrum Disorder in Iranian Families

Authors : Elanz Alimi, Mehdi Ghanadzade

Abstract : This current study compared the parents reported treatment and education priorities between verbal and nonverbal children with an autism spectrum disorder (ASD). Participants were 196 parents of 2 to 21-year-old (83 non-verbal and 113 verbal) children and adolescents with an ASD who completed questionnaires measuring parent's treatment and education priorities, child's educational and intervention programs and current child's level of performance according to each skill. Results of this study indicated that parents of verbal children with autism spectrum disorder considered communication skills, community living skills and academic skills correspondingly as their highest intervention and education priorities and parents of non-verbal children with ASD reported communication skills, social relationship skills and self-care skills as the most significant priorities for their children. Findings show that for Iranian parents of both verbal and non-verbal children with ASD, communication skills are the most crucial treatment priority.

Keywords : autism, communication skills, Iran, parent's priorities

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