

Positive-protective factors for quality of life among school-age autistic children and their parents

Volgyesi-Molnar M^{1,2}, Stefanik K^{1,2}, Janoch M^{1,2}, Nemeth V^{1,2}, Jakab Z^{1,2}, Osi T^{1,2}, Szekeres A^{1,3}
¹ HAS-ELTE ‘Autism in Education’ Research Group, Budapest, Hungary ² Eotvos Lorand University, Budapest, Hungary, ³ Hungarian University of Agriculture and Life Sciences, Kaposvar, Hungary

Background

- An autism-specific service designed to improve the quality of life (QOL) of autistic people and their environment (Lord et al, 2020).
- One of the key factors is satisfaction with support (Németh et at, 2024).
- Based on the results of our previous nationally representative (Volgyesi-Molnar et al, 2024) and internationally comparative (Eapen et al, 2023) studies, we focused on identifying potentially protective factors of QOL.

Methods

Between 2023-2025 we conducting mix-method - standard questionnaires, qualitative and document analysis-based - research to identify educational related factors influencing the QOL of autistic children and their parents.

93 autistic children with good verbal and intellectual abilities

7-16 years old

31% +ADHD: 17%
their parents, 115 people

69% 2 diagnostic centers in Hungary

Background

- SES
- Autism-related information

QoL

- QoLA
- Kidscreen

Strengths

- Satisfaction with school
- SDQ
- Parental social support

Results

QUANTITATIVE

- NO CORRELATION found between CHILDREN’S and their PARENTS’ QOL

AUTISTIC CHILDREN’S QOL			PARENTS’QOL		
Correlated factor	Correlation coefficient	Sign.	Correlated factor	Correlation coefficient	Sign.
Satisfaction with education	0,344	p<0,001	Satisfaction with education	0,243	p=0,009
Own prosocial skills	0,214	p=0,046	Child’s prosocial skills	0,522	p<0,001
Own difficulties (hyperactivity, peer difficulties)	-0,310	p=0,003	Child’s difficulties	-0,261	p=0,005
			Social support	0,386	p<0,001

Table 1. Factors associated with QOL in children and their parents (PCC after Bonferroni correction)

- STRONG CORRELATION between children’s and parents’ perception of CONDUCTIVE (R=0,294, p=0,006) and HYPERACTIVITY (R=0,269, p=0,012) difficulties, but also between PROSOCIAL BEHAVIOUR (R=0,310, p=0,004)
- Children and their parents seems to perceive PEER DIFFICULTIES DIFFERENTLY (parents have more negative view)
- Based on hierarchical regression analysis (after excluding outlier and influencer factors) the adjusted R square=0,479 and 0,505, coefficients’ p<0,01 in all cases, it appears that
 - parental SOCIAL SUPPORT and child’s PROSOCIAL BEHAVIOR have a strong POSITIVE RELATION ON PARENTAL QOL
 - while help provided by a PROFESSIONAL and PARENTAL STRESS level have a negative relation.

QUALITATIVE

Analysis based on six-phase thematic analysis framework (Braun and Clarke, 2006) focusing exclusively on CHILDREN’S POSITIVE school-related factors.

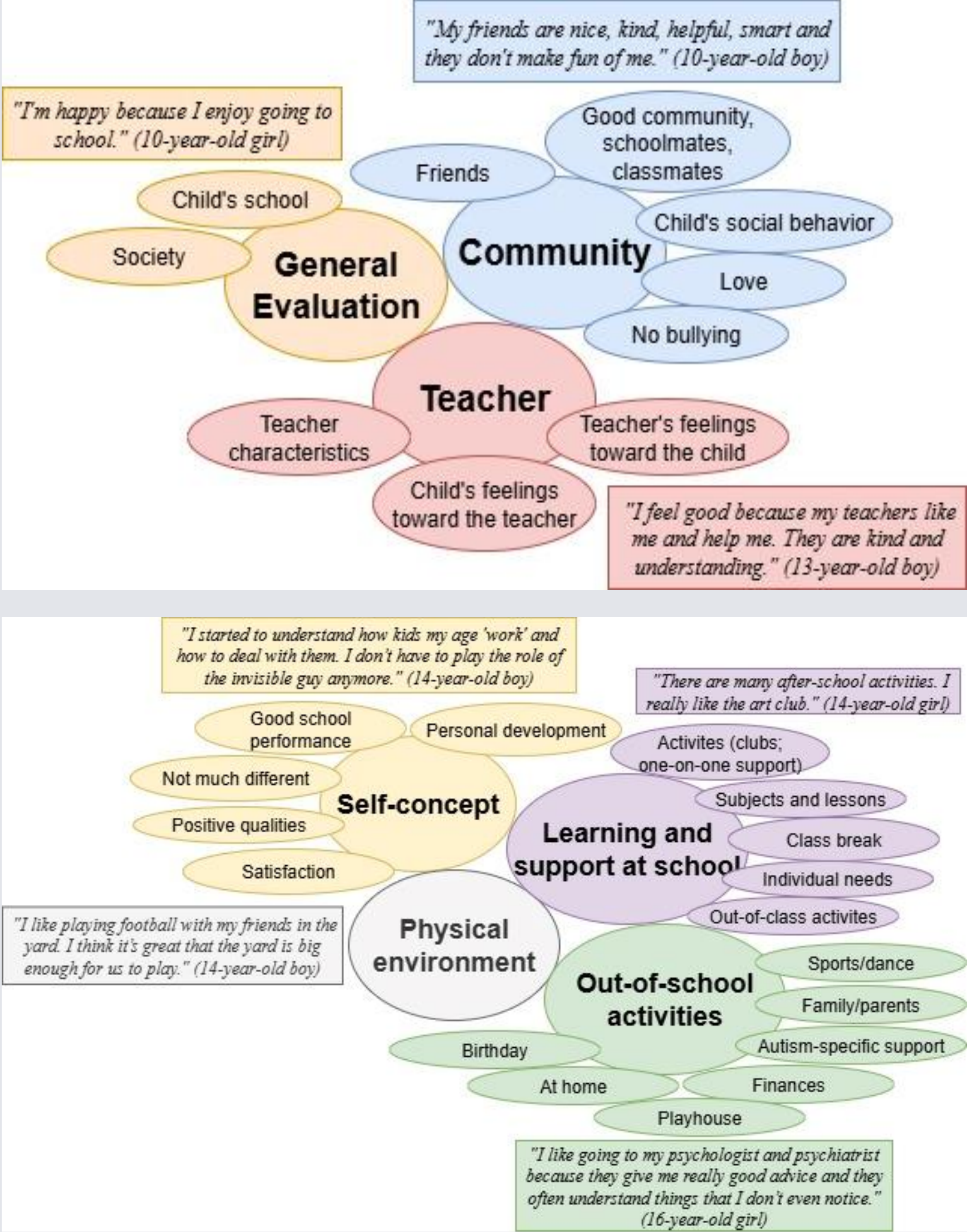


Figure 1a és b. Autistic children’s perspectives: positive school-related factors. The most saleint (above) and other themes to appear (below)

Discussion

- No relation between children’s and parents’ QOL.
- Subjective satisfaction with education can also protect the QOL of children and parents.
- Positive self-concept, peer relationships and community play an important role in students' satisfaction with school life.
- It is important to note that in this study we only examined the positive factors, and we do not wish to gloss over the unfortunate fact that these students also face many difficulties at school.

References

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