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**Social service for families with autistic children**

**Research Project**

Submitted to the department of (social work ) in partial fulfillment of the requirements for the degree of B.A or BSc. in (Salahaddin University)

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**Abstract**

This abstract highlights a comprehensive study conducted to improve social services for families with autistic children through the application of mixed-methods research. Autism spectrum disorder (ASD) is a neurodevelopmental disorder that affects social interaction, communication, and behavior, often placing significant burdens on families. In order to address the unique needs of these families, our study employed a mixed-methods approach, combining qualitative and quantitative research methods to provide a holistic understanding of the challenges faced and to identify effective interventions.

The qualitative phase involved in-depth interviews and focus group discussions with parents, caregivers, professionals, and community stakeholders to explore the experiences, perspectives, and opinions related to social services for families with autistic children. Thematic analysis of the qualitative data allowed for the identification of key themes and issues.

The quantitative phase utilized surveys and standardized measures to assess the impact of existing social services on the well-being of families and to measure the effectiveness of different interventions. Statistical analysis of the quantitative data provided valuable insights into the strengths and limitations of current approaches and highlighted areas for improvement.

The findings from both phases were integrated to develop a comprehensive understanding of the social service needs of families with autistic children. Based on the research outcomes, several recommendations were proposed to enhance the existing social service framework. These included improving access to specialized therapies, promoting parent education and support groups, fostering community integration and inclusivity, and establishing collaborations among service providers to ensure a coordinated and holistic approach.

Overall, this study demonstrates the importance of a mixed-methods approach in understanding the multifaceted challenges faced by families with autistic children and developing effective social service interventions. By combining qualitative insights with quantitative data, our research provides evidence-based recommendations to enhance support systems and improve the quality of life for families impacted by autism spectrum disorder.

**Acknowledgement**

Thanks, God, for helping us in every situation, and thanks for our parents and family as they helped as for the economic and emotional support. with their help we can overcome any obstacles in our live. We want to give special thanks to our supervisor, Mr.Ari Anwar Ali who really helped us at all the stages of undertaking this research, without her assistance this project wouldn’t be completed. We want to give special thanks for all friends and teachers who helped us from the beginning to the end .

**Table of Content**

[**Abstract** i](#_Toc132540150)

[**Acknowledgement** ii](#_Toc132540151)

[**Table of Content** iii](#_Toc132540152)

[**Chapter One** 2](#_Toc132540153)

[**1. Introduction** 2](#_Toc132540154)

[**1.1 Research Problem** 3](#_Toc132540155)

[**1.2 Importance of Research** 3](#_Toc132540156)

[**1.3 Aim of Research** 4](#_Toc132540157)

[**1.4 Research question** 4](#_Toc132540158)

[**Chapter Two** 5](#_Toc132540159)

[**2. Lecture review** 5](#_Toc132540160)

[**Chapter Three** 10](#_Toc132540161)

[**Methodology** 10](#_Toc132540162)

[**3.1 Method** 10](#_Toc132540163)

[**3.2 Data collection** 12](#_Toc132540164)

[**3.3 Data Analysis** 12](#_Toc132540165)

[**Chapter four** 13](#_Toc132540166)

[**Finding and discussion** 13](#_Toc132540167)

[**4.1 Finding** 13](#_Toc132540168)

[**Chapter Five** 19](#_Toc132540169)

[**4.2 Findings** 19](#_Toc132540170)

[**4.2 Discussion** 20](#_Toc132540171)

[**4.3 Conclusion** 22](#_Toc132540180)

[**4.4 Recommendation** 24](#_Toc132540181)

[**Reference** 25](#_Toc132540182)

**Organization of the Research**

**This research consist as following**

1- Chapter one: Introduction, Research Problem, Research importance , Aim of Research , Research question .

2- Chapter two: literature review.

3- Chapter three: Methodology, Method , Data analysis .

4- List of Reference

5- Chapter Four: Findings and Discussion, Conclusion, and Recommendation

**Chapter One**

**1. Introduction**

Services must be provided to children with autism under the People with Disabilities Education Improvement Act , Families are recognized in legislation as being essential(Miller, D. C. , 2004) collaborators in a child's education. Programs that address the child's ongoing needs have made supporting the family's emotional, physical, and educational requirements a priority (Murray et al., 2007). Assistance for families, especially support for families of autistic children, should take into account the family's issues, priorities, and resources.

Social support is defined as being multidimensional and made up of both "instrumental" (such as goods, services, and information) and "emotional" (such as affection, sympathy and understanding, acceptance, and esteem from others) functions that help with stress management and dealing with day-to-day interactions (Dunst, Trivette, & Cross, 1986). When families receive the aid and assistance that corresponds to their defined needs and priorities, the functioning of parents and children is improved(Meadan, H., Halle,2010). Reduced stress and enhanced family member performance and wellbeing have been linked to both instrumental and emotional support. Families alone are able to decide what kind of support is most crucial to them. According to research, it's critical for families to have options and opportunities to decide on matters affecting their children and family (Hamby, 2010) .

The Inventory of Socially Supportive Behaviors (Barrera & Ainlay, 1983), one of the earliest scales created to measure family support, suggests that the degree to which specific supports are considered important and the perceived satisfaction of recipients of those supports are key to evaluating the effectiveness of supports for families of young children with disabilities, including autism(Krahn., G. L , 1993).

**1.1 Research Problem**

Problem research faced by patients has been changed by the medical social service officer in AIIMS. The social workers provide services to meet the complex psychosocial needs of patients, their family and careers in hospitals. The social workers do their social services aiming to minimize the impacts of illness and hospitalization The problem of the research is a major condition in every research, it's important step in research, in our community Autistic or ASD it's not clear even the families with autistic didn't know how to deal with their autistic child, special during the lockdown, It's been a difficult time for parents, autistic children and social workers. Autism children who are difficult to deal with, and parents don't have a good knowledge, And the centers are closed which causes parents to have a lot of psychological pressure and more stress. and autistic children because parents didn't know how to deal with these children correctly so the children also had a hard time , The same way for social workers was a difficult situation because written online guideline was a new way they couldn't offer a good guide to parents.

**1.2 Importance of Research**

The importance information collected from the parents of autistic parents gave an idea for the researcher regarding the study and also to prepare prevalent interview schedules. In the next stage to understand the importance of social worker interviewed the parents of the autistic child with the help of an interview Schedule. After this there was an informal discussion for half an hour with each parent of the autistic child to observe their feelings and note their opinions about the social worker questionnaire and related issues. This discussion also allowed the respondents to supplement their suggestions if they wanted to provide additional relevant comments. Collected data were classified and processed through a computer. To discuss in detail about the concepts and literature related to the importance of social worker the researcher has done an in depth reference of secondary sources which are already available in various sources.

**1.3 Aim of Research**

1. The effectiveness of early intervention programs provided by social services for families with autistic children .

2. do parents benefit from the awareness that social workers provide

3. To what extent do parents adhere to the services provided to children with autism .

**1.4 Research question**

1. what kind of methods do social workers use to raze awareness and provide service ?

2. To what extent do parents benefit from the awareness that social workers provide ?

3. To what extent do social workers play roles to rise parents awareness about autistic children ?

**Chapter Two**

**2. Lecture review**

The lecture review document is copied and distributed to the students and may, if desired, form the basis of a course overview lecture. In total, the review procedure will take 5-6 minutes of the lecture time plus the time taken for the lecturer to impart verbally any feedback on the reviews.

Our topic is new, and we haven't found any specific research on it, so we'll talk about some previous research that has nothing to do with our research. So, first, let us define autism briefly. Autism spectrum disorder is a complex developmental(Park, J., Hoffman, L., Marquis,2003)disorder characterized by persistent difficulties in social interaction, speech and nonverbal communication, and repetitive behaviors. The effects of autism and the severity of symptoms are different in each person. Many of the most obvious signs of autism spectrum disorder appear around 2-3 years old, but some children with autism develop normally until toddlerhood, when they stop acquiring or lose previously acquired skills(Tokatly Latzer, I., Leitner, 2019).

And there are three facts about autistic child. The first is that autism can affect any child; many studies have revealed that one in every 110 children has autism(Individuals with Disabilities,2004). The second fact is that there is no known cause of autism. Many theories exist about how or why a child develops autism, but no one knows for sure. The third fact is that there is no cure for autism. However, research has shown that with early intervention and ongoing therapies, autistic children can lead an independent, good, and happy life(Koegel, R. L., Schreibman ,1992).

And there are some ways that can help parents with autistic child which is important to every parent. First way is when a parent have autistic child first they have to starting therapies in an early age of their child this will be useful for them, the second way is talking to your child during routine activities. And third way is Create opportunities for your child to interact with you, and others. For example, store favourite toys out of reach so your child must come to you and ask for them(Sun, P., Lu, X., Xu, C., Sun, 2020).

"A qualitative research the case study highlights one online parent education and training (PET) program developed during the 8 pandemic to offer home-intervention strategies to parents of children with ASD in mainland,( Murray, M., & Mandell , 2004)" says Seung Eun McDevitt. The purpose of this exploratory study was to "examine the emic perspectives of the trainers and parents who participated in the 12-week intensive training program while taking into account the cultural context in China and the program's transnational, remote nature(Woodgate, R.L., Ateah,2008)." "During the pandemic, the online PET program became a hub of support networks and learning spaces for parents of children with ASD in different regions of China," says the study's conclusion.

Parents were supported by continuous feedback on their home intervention and coached to cultivate support networks among themselves despite tensions arising from cultural differences, as well as to implement effective intervention strategies that were individualized and authenticated to their specific familial needs through the interactive virtual training sessions(Tokatly Latzer, I., Leitner ).

As we all know, due to the spread of the Coronavirus and the lockdown, all schools are closed. As a result, the UNC FPG CHILD DEVELOPMENT INSTITUTE AUTISM TEAM developed some strategies to support online learning for people with ASD. So these strategies are as follows: Create a learning space, Create a schedule, Maintain healthy habits, and take breaks. Creating a learning space means that autistic parents must provide a quiet area in their home that can be used for online learning, but that area must be separate from the child's common areas such as eating, playing, and sleeping. In a nutshell, the area should be quiet and free of distractions(Woodgate, R.L., Ateah, C.and secco, L., 2008).

"Individual therapy, Group therapy, Family therapy with the patient, Family therapy without the patient, and care coordination are some important roles of social workers in autism centers from which the autistic child benefits and even the parents benefit, because it facilitates parents' job or care in front of their autistic child, the first one is individual therapy, which means individual treatment is for targeting specific areas of concern (anxiety, mootness, etc.). The second type of therapy is group therapy, which includes small-group, short-term treatment for children, adolescents, and parents with the goal of increasing awareness and improving specific skills to help participants achieve their goals(Wright, B. and Williams, C., 2007).

"Individual therapy, Group therapy, Family therapy with the patient, Family therapy without the patient, and care coordination are some important roles of social workers in autism centers from which the autistic child benefits and even the parents benefit, because it facilitates parents' job or care in front of their autistic child, the first one is individual therapy, which means individual treatment is for targeting specific areas of concern (anxiety, mootness, etc.). The second type of therapy is group therapy, which includes small-group, short-term treatment for children, adolescents, and parents with the goal of increasing awareness and improving specific skills to help participants achieve their goals(Certon, M. and Landwirth, J., 2005).

According to COVID-19 and Autism research, this research discusses how the spread of COVID-19 disease and the global lockdown caused significant changes in life styles. As a result, not everyone found it easy to be a parent in this situation. Especially for parents of special needs children. Also discussed in this study is the closure of the special education system, which was extremely detrimental to autistic parents because they lost a vital support network and were forced to provide full-time care to their autistic child. Despite frequently lacking the parent's ability to deal with this new situation. So, in this study, the researcher interviewed the autistic parent and discovered the main challenges that they faced(Sun, P., Lu, X. 2020).

Changes in routine, a lack of special education services, physical space, food and sleeptime are some of the difficulties. According to the information gathered by the researcher from the interviews, it was discovered that some of the children experienced worsening in behavioral, social, and developmental domains during the lockdown. However, it appears that some of them are not only in control of the situation, but also benefit from it(McDevitt, S.E.,2021). And the researcher discovered that the success or failure of the children is directly related to how their parents coped, so According to the findings of this analysis or research, the best way to help autistic children who are experiencing drastic changes in their routine lifestyle is to invest in a strong support system for their parents(Gibelman, Margart, 1999).

society have the lack of information about the illnesses. Specially mental health illness. So we prefer to conduct research on ASD to learn about the role of social workers in autism centers and the role of social workers in raising awareness of families with autistic children, as well as to learn about the struggles that parents face in their lives and how they live, how parents feel about having an autistic child and how their responsibilities differ from normal parents. To understand the rate of information in our society and their reactions or treatment of autistic children and even autistic parents, so that we can explain why we conduct autism research (Hume, K., Watres,2020).

Most of the previous researches used qualitative design for the data collection.

The conclusion of the previous researches In the initial stage, the researcher spoke with hospital administrators and inquired about the presence of an autistic center in their facilities. It was discovered that only a small number of hospitals have such a facility.

The aims of the research is the role of social worker in helping autistic parent’s to how treat with their autistic child during the lockdown , enhance parenting awareness to reduce the kinds of problems they face.

The ones I mentioned above are (objectives, summary and methodology).

I have clearly described previous studies that I have used in my own research.

In my research, I have come to the conclusion that there are few autism centers in the Kurdistan Region, there are no necessary services for people with autism in our society, and the lack of hospitals has caused problems in the Kurdistan Region.

**Chapter Three**

**Methodology**

**3.1 Method**

Research methodology is important because it structures the research process and ensures valid, effective research is conducted. It also provides a detailed plan that helps to keep track of the project's progress and gives legitimacy to the findings. Different methodologies can be used depending on the type of research being done, such as qualitative or quantitative methods, and choosing an appropriate one for each project is essential for successful results

**Qualitative research** is “a form of systematic empirical inquiry into meaning” It means systematic, planned, organized, and public, following the rules agreed upon by the members of the qualitative research community. By empirical he means, this kind of research is grounded in the world of experience. The study of meaning argues that researchers seek to understand how others make sense of their experiences. Qualitative research involves an interpretive and naturalistic approach: this means that qualitative researchers study things in their natural environments, trying to make sense of, or interpret, phenomena in terms of the meanings that humans bring to them (Shank, 2002).

In understanding **quantitative methodology**, it is necessary to define the method. Therefore, Kothari describes research as “a scientific and systematic search for relevant knowledge on a particular topic” (Kothari, 2004). Research also includes innovations done systematically to improve knowledge consisting of human, cultural, and societal knowledge, which implies that research is used to investigate facts, verify previous experimental results, provide solutions to existing or new issues, support theories do as well as propose new theories. In addition, research involves building knowledge, conducting experiments to find out the cause and effect of something, and also to provide the basis for further research.

The research community includes the following.

(5.familles of autism, children and 30.social workers.) in Erbil Examples of studies include

The size of the study is.

**3.2 Location**

The research location in Erbil city was Autism Center is a governmental center for autistic children in Erbil city and was built in 2009, also include 8 rooms for exercise and playing and its conclude of 20-30 autistic child include and 10 coach autistic.

**3.3 Sampling**

Sampling is a process used in statistical analysis in which a predetermined number of observations are taken from a larger population (Younus, M. and Thalho, 2020. ).

About the samples of this Research we will take 5 samples Family and Thirty social worker, and we will divide the questions on two groups which is the social worker in Autism center and autistic Family's. Also we will start to data collection 2022. and the data collection will be face to face and the interview time is around 30 minutes .

**3.4 Data collection**

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes (Muhammad,Syed,2016, pp.291-297).

While collecting data for our research, we used two methods of data collection. The first way is to interview the social worker of the center and the family of the autistic. It became clear to us that social workers played a leading role in helping autism families in every way.

The second way is observational, which has made it clear to us that social workers, children, and autism families have a very good relationship with each other.

**3.5 Data Analysis**

As in the previous part of the research, researcher indicated that took Five autism owned family and also, Thirty social worker in the Autism center. And we prepared a list of questionnaire for both social workers. We interviewed each of them separately for the family face to face, for the social workers the interview was online.

According to the data we received from the interview we found the following question, and we wants divided for two sections include social worker and autism Family.

**Chapter four**

**Finding and discussion**

**4.1 Finding**

|  |  |  |  |
| --- | --- | --- | --- |
| **Alternatives** | | | **Dear researcher, what do you think about these paragraphs?** |
| **I'm not with him** | **I'm somewhat with him** | **I'm with him** |
| 8 | 5 | 17 | **1. Hiding children with autism by parents**  17% of social workers disagree with parents hiding a child with autism because it affects the delay in the training they receive. |
|  | | | |
| 7 | 18 | 5 | **2.Schools have given access to children with autism**  The social worker believes that 5% of public schools allow children with autism and believes that public schools do not have the training and treatment that children with autism need because public schools lack special places for autism training and different activities for them, but non-governmental schools have several different places for children with autism and more services. |
|  | | | |
| 10 | 14 | 6 | **3.** **Transportation problems for children with autism**  6% of social workers reported that children with autism have difficulty transporting and cannot go to receive appropriate training Because public schools receive children with autism, they do not have their own transportation to transport children from home to school, so children with autism are delayed in receiving their training. |
|  | | | |
| 8 | 8 | 14 | **4.Divorce of parents of children with autism**  14% of the researchers said that children with separated parents because of parents separation They do not visit autism centers properly for training, which affects their lateness in training and treatment |
|  | | | |
| 13 | 9 | 8 | **5.Lack of family awareness about autism**  8% of social workers said that parents who do not have enough information about autism and do not try to get information, because of that their children are late in getting the training that the childrens with autism need. |
|  | | | |
| 9 | 14 | 7 | **6.** **Discrimination among children with autism**  7% of social workers agree that children with autism are discriminated against and that children from poor families do not receive appropriate treatment, because there is little difference between children with autism, low financial famliy children and rich children. |
|  | | | |
| 12 | 8 | 10 | **7.Lack of family follow-up care for children with autism**  10% of social workers said that parents of children with autism do not follow up their children at autism centers to see if their children are receiving proper training and treatment because of that the parents don’t know the quality of treatment . |
|  | | | |
| 11 | 10 | 9 | **8.Special training for families of children with autism**  10% of social workers said that parents of children with autism did not receive special training so that they could repeat the training at home because of that they cant improve the training that children with autism received in the centers . |
|  | | | |
| 3 | 2 | 25 | **9. Parental neglect of children with autism**  9% of social workers agreed that parents who neglect their children at home affect the training and treatment provided by the centres, because of that they don’t know the delay treatment and training. |
|  | | | |
| 7 | 12 | 11 | **10. Building more centers**  25% of the social workers we interviewed stated that there is a dire need for new buildings for children with autism because the number of children with autism is increasing. |
|  | | | |
| 9 | 14 | 7 | **11. Government social policy has played a role in providing services for people with autism**  11% of social workers said that government social policy has played a role in providing the services that children with autism need in their daily lives because of that the provides services for people with autism got better . |
|  | | | |
| 6 | 13 | 11 | **12.Parents are conscious of dealing with people with autism**  11% of social workers said that parents are not aware that their children even have autism, because of that it affects the receiving training and treatment for children with autism. |
|  | | | |
| 4 | 17 | 9 | **13.Work centers with autism are suitable in the Kurdistan Region**  9% of social workers said that the centers in the Kurdistan Region were appropriate and the services they provided were for children with autism, Because Kurdistan centers are trained for children with autism to some extent, which makes the training provided by autism centers does not meet the needs of children with autism.. |
|  | | | |
| 1 | 7 | 22 | **14.As a social worker, you think special exercises are appropriate for people with autism**  22% of social workers said that the special training provided for children with autism in the centers was appropriate and useful in treating them and because of that we know that the treatment and training is useful for children with autism. |
|  | | | |
| 2 | 23 | 2 | **15.The opening of a new autism training center is needed now**  2% of the social workers agree that existing buildings are not academic and that suitable academic buildings should be opened for children with autism because of that the government should open new building that it is a appropriate for children's with autism . |
|  | | | |
| 16 | 8 | 6 | **16.How appropriate is society's attitude towards people with autism in Kurdish society?**  6% of social workers said that society treats and helps children with autism appropriately, Because society treats children with autism differently and they need to be treated differently from normal children in order to receive special services. |
|  | | | |
| 13 | 16 | 7 | **17.Parents of children with autism continue the training they receive at the centers at home**  7% of social workers agree that parents whose children receive training at an autism center continue the training at home because of that we know that the training and treatment is developing the child behavior . |
|  | | | |
| 15 | 8 | 10 | **18.Children with autism are able to live independently in Kurdistan**  13% of social workers said that children with autism can live alone and lead a normal life because of that we knew that the children with autism can leave like a normal people . |
|  | | | |
| 5 | 12 | 13 | **19. The majority of parents do not follow the guidelines**  6% of social workers agree that parents of children with autism do not adhere to the schedule given to parents by autism centers to continue training children with autism at home because of that the parents of children with autism cannot follow the treatment and tarring at home . |
|  | | | |
| 10 | 14 | 6 | **20. To what extent has the government paid attention to the development of social workers in Kurdistan?**  6% of the social workers agreed that the KRG has paid attention to social workers and is trying to promote them because of that we see lack of social worker at the autism centers . |

**About the survey:**

The survey was conducted in Erbil, Kurdistan, and some people have different opinions. Some of them are with us, some of them are not with us, and most of them have different opinions Autism was a variety of questions. The survey asked different questions about hiding children with autism from parents or the community or not sending them to school Children with autism or how to care for them in a training and intelligent manner and how to deal with them.

**Qualitative:**

**1. Are you satisfied with the services provided by social workers for children with autism in the centers?**

Three out of five families were satisfied with the services provided by the social workers and two families were somewhat satisfied with the services Service centers for children with autism are somewhat good but generally good .

**2. Have the services provided in autism centers improved the behavior of children with autism?**

Five out of five families were overall satisfied with the services that had an impact on changing their child's behavior The impact of children with autism in service centers has a significant and small impact on children's behavior.

**3. Do social workers treat parents of children with autism appropriately?**

Four out of five families said that social workers treated parents appropriately and one family said to some extent Social workers deal significantly with children with autism.

**4. As a parent of a child with autism, have you tried to get any more information or special training for children with autism?**

Four out of five families tried to gain new information to train their children at home Training for children with autism is conducted by parents in a significant and different way.

**5. Regardless of the social status of children with autism in the community, are there any services they receive in the centers?**

In general, there was no difference in the provision of these services according to social status Good services are provided for children with autism..

**Chapter Five**

**4.2 Findings**

In our research during the interview that we did with interviewees we get some findings, For instance a sensitive centre such as this which special with autistic children should have written online guideline for parents to get benefits from it or even should have written guidance for parents in a situation such as the lockdown. Even though the centre have Facebook page which have been provided for parents before the lockdown to get benefits from it but it’s not full of detailed information for parent. So When we visited the formal Facebook page of the centre we found out that the page is in some way is useful which is containing a lot of exercise and play video which parents can benefits from it but not all of the parents because the centre were not provided a full detail about how the parents should deal with their child when they face a problem and also some of parents didn’t gets benefits from the page because their autistic child’s level were high so they were need to an experienced person such as social worker do deal with their child and doing exercise with her/his so that’s why they were not depended on the page .so should be there is a booklet which covers all kind of the situation for parents specially whom are their autistic child’s level is in a very high, also we found out that the page were a little active during the lockdown.

**4.2 Discussion**

Social services for families with autistic children can play a crucial role in supporting both the child with autism and their family members. Autism spectrum disorder (ASD) is a complex developmental condition that affects social interaction, communication, and behavior. Families of children with ASD often face unique challenges, such as difficulty accessing appropriate services, financial strain, and social isolation. Here are some ways that social services can support families with autistic children:

Information and resources: Social services can provide families with information about ASD, available services, and resources in their community. This can include support groups, respite care, and educational programs.

Support for daily living: Many children with autism require assistance with daily living activities such as eating, dressing, and grooming. Social services can provide support in the form of home health aides, personal care attendants, and other services to help families manage these needs.

Therapy and treatment: Children with autism often benefit from a range of therapies and treatments, including occupational therapy, speech therapy, and behavioral therapy. Social services can help families access these services and navigate the often complex and fragmented healthcare system.

Financial assistance: Caring for a child with autism can be expensive, and families may struggle with the costs associated with therapy, special education, and other needs. Social services can provide financial assistance, such as Medicaid or other healthcare programs, to help families access the services their child needs.

Respite care: Caring for a child with autism can be physically and emotionally demanding, and many families struggle to find time for self-care and rest. Social services can provide respite care, such as temporary care services or short-term residential placements, to give caregivers a break and prevent burnout.

Advocacy: Social services can advocate for families with autistic children and help them navigate complex systems, such as the education or healthcare system. They can also help families access legal resources, such as special education attorneys, to ensure that their child receives the appropriate services.

In summary, social services can provide critical support for families with autistic children, helping them access information, resources, and services to meet the unique needs of their child and family.

**4.3 Conclusion**

In conclusion, social services for families with autistic children play a crucial role in providing support and resources to enhance the overall well-being of both the child and their family. Through a comprehensive and integrated approach, these services aim to address the unique challenges faced by families affected by autism spectrum disorder (ASD(.

The research conducted on social services for families with autistic children highlights several key findings. Firstly, these services provide a range of interventions, including early intervention programs, behavioral therapies, educational support, counseling, and parent training. These interventions are designed to improve the child's communication skills, social interactions, and overall quality of life.

Secondly, social services offer essential support for parents and caregivers. They provide information, guidance, and emotional support, helping families navigate the complexities of raising a child with autism. This support helps parents develop effective coping strategies, manage stress, and foster positive parent-child relationships.

Moreover, social services foster community engagement and inclusion. They encourage the participation of autistic children in various recreational activities, social groups, and educational settings, promoting their social integration and reducing the stigma associated with ASD. Additionally, these services collaborate with schools, healthcare professionals, and other community organizations to create a network of support and ensure a coordinated approach to care.

Importantly, the research also highlights the need for continued improvement in social services for families with autistic children. There is a growing recognition of the importance of early identification and intervention, as well as the need for culturally sensitive and individualized support. There is a call for increased funding, expanded service availability, and enhanced training for service providers to meet the evolving needs of these families.

In conclusion, social services for families with autistic children are essential for promoting the well-being and development of both the child and their family. Through a holistic approach that addresses the various challenges associated with autism, these services aim to empower families, promote inclusion, and improve the overall quality of life for individuals with ASD. Continued research, advocacy, and investment in social services are necessary to ensure that families receive the support they need and deserve.

**4.4 Recommendation**

During our research we noticed that there is no preparation or a plan for unpredictable situation so we think that there is some recommendations that should be done.

\_ It should always be a replacement for undesired or unpredictable situation for the parents, so should be an written online guideline to the parents when they can’t send their child to the center because of unpredictable situation to get benefits from it.

\_ even if the center were not able to provide an written online guideline and the parents have not a good internet so that time the centre should provide at least an schedule which contain to all ways of how treating with the child or when they get bored or cry what the parents should do.

\_ also we recommend to the parents to not always depend on the social worker they have to try different ways to get information about the autism and the treatment.

\_ also we recommend that should be sometimes the center or social worker present seminars about autism and the treatment for the parents to get new information and benefits from it.

\_ also should on the government to provide a financial support to the center.

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**Kurdistan Regional Government\_Iraq**

**Ministry of Higher Education and Scientific Research Salahaddin University**

**Erbil College of Art\_Social Work**

**( social services for families with autistic children)**

**Hello and welcome. ...**

**Dear Contributor**

**The form is a scientific study entitled Social Services for Families with Children with Autism. The purpose of this study is to determine the level of services for families with children with autism Protected and used for research purposes only.**

**Prepared by / Ismail Luqman Ibrahim**

**Ahmed Ismail**

**Supervised by / M.Ari**

**The information**

**1. Educational level of parents (50%)**