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**| RESEARCH ARTICLE**

**Familial Responsibility and Involvement Towards Children on the Autism Spectrum**

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**| ABSTRACT**

Familial involvement affects many facets of the personal growth and well-being of children with Autism Spectrum Disorder (ASD). Every family member's responsibility is to take care of them in their academic journey. The study aimed to assess the familial responsibility and involvement in educating children with ASD in the identified SpEd centers in Cebu, Philippines, during the school year 2024-2025 as the basis for a Comprehensive Plan. It employed the descriptive-correlational research method, using the survey questionnaire as the principal instrument to gather the needed data regarding familial responsibility and involvement among learners with ASD. It was conducted among 100 family members of learners with ASD who were chosen using non-probability purposive sampling wherein they had ASD children. The respondents utilized an adapted-modified survey questionnaire to gather information regarding the familial involvement of learners with a four-part questionnaire. The collected data were statistically treated using frequency, simple percentage, mean, standard deviation, rank, weighted mean, the Chi-square test of independence, and ANOVA. The study reveals that most respondents strongly agreed that familial responsibility is essential in supporting their ASD learners' education, with an aggregate mean of 3.73 and a standard deviation of 0.51. The study also shows that familial involvement in home-based activities had the highest aggregate mean. Moreover, this study found a strong correlation between respondents' place of work and their perceived family engagement in the education of learners with ASD. In addition, the family responsibilities differ when categorized by the highest educational attainment of the participants and combined monthly family income. Families need to be involved and invested in their children's education, and that is necessary for success and development if a child happens to have ASD. The researchers suggest applying and monitoring the proposed plan.

**| KEYWORDS**

Special Education, familial responsibility, familial involvement, descriptive-correlational study, Philippines

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**1. Introduction**

Promoting inclusion and equality in society requires education for Persons with Disabilities (PWDs). PWDs can gain the information and skills needed for professional and personal growth when education is accessible. It improves people's quality of life, empowers them, and encourages independence. Incorporating the way, policy, or teachings can furnish suitable conditions for empowering disabled individuals in academic institutions. Moreover, inclusive education promotes empathy and a sense of oneness in society through greater awareness and understanding among all participants. Providing PWDs with equal educational opportunities is essential to creating a varied and just world. It is impossible to exaggerate the value of education for PWDs. Education gives people

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with disabilities the information and abilities they need to live independent, happy lives. It makes work possibilities more accessible, promoting social integration and financial independence.

Moreover, education enhances a person's confidence and self-esteem, giving PWDs a voice in their communities and encouraging them to fight for their rights. Inclusivity allows a PWD to spend his time for his benefit and the benefit of society without any worry. Inclusive education promotes a more compassionate, empathetic society by encouraging us to see beyond the labels that can lead to stigma and discrimination by fostering understanding between different people and groups.

Families are a vital support system for children with ASD. Three variables are entwined and undoubtedly contribute to a family that participates in educational programming and influences development and learning among children. Involvement in their education strengthens a supportive environment that develops their academic, social, and communication skills. When parents work with teachers, they can help learning strategies align with the child's specific needs, promote consistency of skills taught in the classroom, and reinforce learning at home. They also give emotional assistance, creating a sense of understanding and worthiness for learners with ASD. This essential support system is critical in helping them achieve their full potential and academically and personally thrive.

Families are providing extensive care for children with ASD in the Philippines. The kindness of Filipino culture and strong family ties ensure that children with special needs are nurtured in a loving environment. Families get involved in their education and rehabilitation and often give up a lot to give their loved ones the best care they can receive. This can mean practice in therapy, practice in home-based learning, or advocating for inclusive education. Community support groups and awareness initiatives have also provided family support and focused on the critical role of individualized care. This dedication fosters an environment in which students with ASD can thrive and achieve their best selves. The challenges are even more significant for learners with ASD when their family members do not share a vested interest in their education. These learners may be deprived of the families of support networks that encourage learning and skill development outside of a classroom, which would otherwise contribute to their post-college success if their families are not actively involved. However, due to inconsistent reinforcement, problems with comprehension and memory could arise, which can delay efforts to develop instructional techniques. They may also face academic challenges exacerbated by inadequate accommodations and resources the school offers because of little parental push. ASD students may become socially isolated and chronically face low self-esteem or depression because they do not receive the support and guidance they deserve. Such disengagement may eventually hinder their academic and personal development, leading to frustration, decreased motivation, and feelings of isolation.

The researchers have observed some critical findings from their observations of Filipino families with children enrolled in Philippine schools who have ASD. Many families show lavish devotion to their children's education, frequently making up for a lack of funding by participating in extracurricular activities and counseling sessions. This engagement includes working with teachers, going to parent-teacher conferences, and making sure their children consistently show up for class and participate in it. However, researchers also point out specific difficulties. Resources are generally scarce in Philippine public schools, making it challenging to give ASD learners the specialized assistance and one-on-one care they need. Low-income families find it challenging to pay for extra counseling and educational resources. Teachers' limited knowledge of ASD and lack of training in the subject make effective teaching techniques more difficult.

Despite these trials, Filipino families have shown resiliency and determination. Their hands-on mentality and strong family network are paramount to developing the academic and social skills of individuals with ASD, proving how community and family support can break barriers to education. Investigating familial involvement is a must to determine whether these ASD learners receive social and academic support from their families so that they can become valuable members of society despite their challenges. Conducting a study on the familial involvement of learners with ASD is essential to understanding its impact on their educational and developmental outcomes. This study can show how learning, social skills, and mental health are all improved by active family engagement. It also points out areas where families need additional resources and help. The results of research like this can help teachers and administrators create focused treatments and regulations that will guarantee that students with ASD receive thorough, reliable, and efficient care at home and school.

## 2. Literature Review

The involvement of families in the education and development of learners with ASD is widely recognized as essential. This study is anchored on Bronfenbrenner's (1977) Ecological Systems Theory, Bowen's (1959) Family Systems Theory, Sameroff's (1975) Transactional Model of Development, Bandura's (1977) Social Learning Theory, and Bowlby's (1958) Attachment Theory. Also, this study is supported by the following legal bases: 1987 Philippine Constitution [Right to Education for All], Republic Act 7277 [Magna Carta for Person with Disability], Republic Act 9442 [Additional Privileges and Incentives for PWDs], Republic Act 10533 [Enhanced Basic Education Act of 2013], Republic Act 11215 [Philippine Autism Act], DepEd Order No. 21, s. 2020 [Policy Guidelines on the K-12 Basic Education Program], and Local Government Code of 1991 [Decentralization of Services, including education and health services to LGUs].

Parents are encouraged to actively participate in the planning and decision-making processes about their children's education if they have ASD (Wangmo & Wangmob, 2021). Families have access to many support services offered by various organizations and the government, including counseling, therapy, and special education programs. Parents can cooperate with local government

agencies, schools, and other organizations to guarantee proper services and accommodations to fight for their children's rights (Haworth et al., 2022). Studies (Caban et al., 2024; Ybañez et al., 2024; Padillo et al., 2023) on familial involvement in education demonstrate how it might improve children's academic achievement and socioemotional development. Family interactions show the need for supportive relationships in mental health, suggesting that social support systems can lower stress response and enhance resilience through family and other generational bonds (Ang, 2024; Bilač et al., 2024). These studies underscore the importance of family relationships in shaping personal success and happiness. It is becoming more widely acknowledged that satisfying autistic children's education requirements requires using strengths-based approaches that use their interests and skills. In 2023, White et al. investigated the components of strengths-based methods for school ASD learners. The results show how the elements that go into strengths-based strategies for autistic children are interconnected and can help create more inclusive learning environments in schools.

Familial involvement greatly influences student academic achievement (Estojero et al., 2022). Students' academic success is impacted by how it influences their innate talent, enhances conduct, boosts attendance, and encourages classroom conformity (Josep et al., 2020). High academic performance is predicated on several factors, including efficient parent-teacher communication, providing essential learning tools to pupils, creating a favorable learning environment at home, and timely payment of school fees by parents (Katumbi, 2023). The study also found that parent's failure to give appropriate fundamental necessities to their children influenced their performance badly.

Tint and Weiss (2016) claim that families are crucial in helping people with ASD throughout their lives. Family well-being indicators can aid in setting standards for the delivery of services and their assessment. However, before this can occur, it is essential to understand the relevant construct thoroughly.

Researchers across the spectrum (Martinez-Yarza et al., 2024; Handayani et al., 2020) have recognized the importance of a parental role and tried to understand if parents make a difference in their children's education. Most parents desire the best for their children regarding social, academic, and professional outcomes, as well as awareness of the pace and efficacy of their education; they also typically choose teachers and institutions that foster open lines of communication and teamwork. Familial involvement and fostering closer family and school collaboration are critical for several reasons (Morris & Nóra, 2024; Jasis & Ordoñez-Jasis, 2012). This enhances familial abilities and leadership qualities while improving school programming and atmosphere and providing family support.

Due to the growing incidence of ASD, a higher degree of therapeutic care is necessary to effectively treat individuals with it (Hirota & King, 2023; Morales Hidalgo et al., 2021). ASD's traits cause impairment in the affected learner and the family. According to Paler et al. (2022), parents must be involved in intervention attempts to treat children with ASD successfully. Brookman-Frazee et al. (2021), Familial involvement in therapy enhances the generalizability of abilities and increases the quantity of intervention the learner receives. Incorporating parents into treatment has several positive effects on the outcomes of both parents and children. Everyone benefits from parent-teacher solid interactions, but children with disabilities are particularly so. As the children's greatest advocates and the people with the most in-depth knowledge of the individual education plan, parents of disabled children play a crucial role in the development of special education. Involving parents in every facet of their children's education is vital, and parents should work hard to establish and preserve a solid relationship with them. Strong relationships with parents of children with disabilities should be established and maintained, according to the recommendation (Stoner, 2015). Due to the unique traits linked to ASD, students with ASD face unique difficulties in social interaction and communication in mainstream contexts. Although it has been seen that students with ASD participate less socially in their classrooms, some positive results have also been shown, particularly in primary schools. Students with ASD were observed to have more difficulties interacting and participating in peer social interactions at the secondary school level (Mamas et al., 2021).

Gedik and Urkmez (2023) concentrated on the structural obstacles these parents encountered at the school level throughout the process. The results show that these parents could not collaborate with their children's schools due to several systemic obstacles, despite their unmatched passion and advocacy for their children's education. This study creates a new avenue of thought regarding the beliefs and approaches schools typically implement to assist parents of children with ASD in partnering with educators. It argues that these historical conceptions of partnerships only feed the problem and prevent the possibilities of legitimate partnerships between parents and schools. This study recommends that teachers and families help parents of children with ASD create more authentic connections.

McKenzie and Dallos (2017) explored how symptoms of autism and attachment disorders overlap and proposed creative solutions informed by formulation. Studies that examine the presence of attachment difficulties in children with autism often show limited familiarity with attachment theory. Consequently, research in this domain employs questionable modifying variables to attachment measures and statistics. These investigations produce inconclusive and ambiguous findings. However, it is well-recognized that insecure attachment patterns are very likely to emerge in both parents and children with autism. Because they consider the developmental and relational aspects that contribute to the presentation of symptoms, clinical evaluations based on formulation may be helpful in these situations. Studies indicate that better results occur when parents of autistic children have stable ties with their children.

Research, literature, legal bases, and theories are all critical in helping families with children who have ASD to become more involved in their lives. Theories offer a fundamental comprehension of ASD, directing successful intervention tactics and shaping

optimal procedures. Relevant research and literature showcase successful case studies and creative strategies while providing evidence-based insights into efficient procedures. When taken as a whole, these components allow families to speak out for their children and create a nurturing atmosphere that improves their general well-being and developmental results.

### 3. Methodology

This section presents the study's design, environment, respondents, the instruments used to gather the quantitative data, and its appropriate data analysis.

#### 3.1 Design

This study employed a descriptive-correlational method using a survey questionnaire to collect the necessary information on familial commitment and engagement of students with ASD. The study is a descriptive correlational method ideal for studying familial responsibility and involvement with ASD learners as it examines relationships between these variables without manipulating them. This method helps the researchers investigate how family involvement influences the development of ASD learners in their academic journey.

#### 3.2 Environment

The study was conducted in the five identified SpEd centers in Cebu, Philippines: Tabunok Elementary School, Lipata Elementary School, Learning Ladder Children's House, Zapatera Elementary School SpEd Center, and Independent Living Learning Centre. Researchers purposely identified these schools due to the number of ASD learners enrolled during the school year 2024-2025.

#### 3.3 Respondents

Table 1 presents the distribution of respondents among five SpEd centers.

**Table 1**  
**Distribution of Respondents**

| Name of School                         | Father    |              | Mother    |              | Guardian  |              | Total      |               |
|--|-----------|--------------|-----------|--------------|-----------|--------------|------------|---------------|
|  | f         | %            | f         | %            | f         | %            | f          | %             |
| Tabunok Elementary School              | 3         | 21.43        | 16        | 21.92        | 1         | 7.69         | 20         | 20.00         |
| Lipata Elementary School               | 1         | 7.14         | 15        | 20.55        | 4         | 30.77        | 20         | 20.00         |
| Learning Ladder Children's House       | 2         | 14.29        | 18        | 24.66        | 0         | 0.00         | 20         | 20.00         |
| Zapatera Elementary School SpEd Center | 4         | 28.57        | 15        | 20.55        | 1         | 7.69         | 20         | 20.00         |
| Independent Living Learning Centre     | 4         | 28.57        | 9         | 12.33        | 7         | 53.85        | 20         | 20.00         |
| <b>Total :</b>                         | <b>14</b> | <b>14.00</b> | <b>73</b> | <b>73.00</b> | <b>13</b> | <b>13.00</b> | <b>100</b> | <b>100.00</b> |

This study employed the family members (fathers, mothers, and guardians) of children with ASD from the five identified SpEd centers. The table shows that most respondents are mothers of children with ASD (73, 73.00%), followed by fathers with 14 respondents [14.00%]. A review of studies critiques the fact that most respondents on familial responsibility and involvement in the raising of children with ASD are mothers, sometimes to a degree that skews the data and reinforces the gendered nature of caregiving. These data may not always accurately reflect the opinion of fathers or other caregivers, leading to an incomplete picture of the family unit. It may also suggest that mothers bear a disproportionate amount of the responsibility for managing the everyday challenges of ASD, which may reflect the power dynamics in society.

#### 3.4 Instrument

This study utilized an adapted-modified survey questionnaire with a three-part questionnaire to gather information regarding the familial involvement of learners. Part 1 gathers the 7-item profile of the parent respondents. Part 2 gathers the 10-item perceived degree of familial responsibility. Part 3 presents the 30-item questions regarding the respondents' familial involvement in the academic activities of ASD learners. Part 1 of the questionnaire contains the demographic profile, which includes age, gender, marital status, highest educational attainment, combined monthly family income, working status, occupation, employment status, and place of work. In this section, the parent respondents will be advised to answer the survey questionnaire by supplying the data in the space provided or check the appropriate box allotted for each item. Part 2 of the survey questionnaire gathers the perceived degree of familial responsibility with children with ASD.

The 10-item questions are adapted from Rice (2017). In this section, the respondents will rate each item using the four-point Likert scale: 4 points for Strongly agree, 3 points for Agree, 2 points for Disagree, and 1 point for Strongly disagree. Part 3 of the survey questionnaire gathers information about the respondents' familial involvement with children on the autism spectrum. The 30-item questions are adapted from Grover (2015). There were ten items per category: a] Home-School Communication, b] Home-Based Activities, and c] School-Based Activities. In this section, the respondents will rate each item using the four-point Likert scale: 4

points for Always, 3 points for Often, 2 points for Rarely, and 1 point for Never. This survey questionnaire underwent a pilot-testing activity to determine its reliability and validity with ten parents of ASD children, resulting in a Cronbach alpha of 0.94 (Highly Reliable).

### **3.5 Data Analysis**

The collected data regarding the profile of the parent respondents, such as their age, gender, marital status, highest educational attainment, combined monthly family income, working status, occupation, employment status, place of work, and the relationship to the ASD learner, were treated using the frequency, simple percentage, mean, and standard deviation. The gathered data regarding the profile of the ASD learners, such as their age, age of diagnosis, comorbid conditions, and behavioral characteristics, were used to calculate the frequency, simple percentage, mean, standard deviation, and rank. The weighted mean and standard deviation will be used to analyze the gathered data on the degree of familial responsibility and familial involvement to ASD learners. The Chi-square test of independence was used to determine whether there is a significant relationship between the demographic profiles and their degree of familial responsibility and involvement. The significance of the variation in the degree of familial involvement and responsibility when grouped by its profiles was examined using Analysis of Variance (ANOVA).

### **3.6 Data Privacy**

To safeguard the privacy of the data gathered from the respondents, formal consent was sought from the school principal and family members of learners with ASD. These responders will receive all information about their children's academic activity privately. The institution also promises family members that the data provided will only be used for research.

### **3.7 Ethical Considerations**

The researchers maintained the respondents' confidentiality and protected their privacy. The participants were briefed about their rights using the consent form before responding to the survey questions. The purpose of a permission form is that these researchers provide individuals with enough information about the study so that they would be able to determine if the study provided them with some advantage. This also guarantees the responder that any data collected and retrieved from them is only accessible to those with proper authorization. To do so, zeroing out data fabrication or falsification has ethical ramifications when responding to and cultivating the pursuit of knowledge and the truth. To prevent such risks, the respondents are also given all the information they require on the study's goal, scope, and methodology. Whether you decide to participate in this study is totally up to you. If the respondents did not want to, they were not obligated to participate in the study. Suppose they decide to stop the inquiry for whatever reason. The responders won't feel under any obligation to continue. If participants choose not to participate in the study or refuse, there will be no harmful effects. The researchers adhered to ethical research standards, preserved all information, and safeguarded identities throughout the survey methods.

## **4. Results and Discussion**

### **4.1 Profile of the Respondents**

The profile of the respondents consists of their age, gender, marital status, highest educational attainment, combined family monthly income, working status, and place of work. Table 2 presents the results.

**Table 2**  
**Profile of the Respondents**

| <b>Profiles</b>                          | <b>f</b>    | <b>%</b> |
|--|-------------|----------|
| <b>A. Age [in years]</b>                 |             |          |
| 21 - 30                                  | 12          | 12.00    |
| 31 - 40                                  | 43          | 43.00    |
| 41 - 50                                  | 36          | 36.00    |
| More than 50                             | 9           | 9.00     |
|  | Mean: 40.60 |          |
|  | StDev: 8.29 |          |
| <b>B. Gender</b>                         |             |          |
| Female                                   | 83          | 83.00    |
| Male                                     | 17          | 17.00    |
| <b>C. Marital Status</b>                 |             |          |
| Single                                   | 3           | 3.00     |
| Single Parent                            | 12          | 12.00    |
| Live-in                                  | 1           | 1.00     |
| Married                                  | 84          | 84.00    |
| <b>D. Highest Educational Attainment</b> |             |          |
| Elementary Level                         | 5           | 5.00     |
| Elementary Graduate                      | 1           | 1.00     |

|   |    |       |
|---|----|-------|
| High School Level                                 | 3  | 3.00  |
| High School Graduate                              | 13 | 13.00 |
| College Level                                     | 19 | 19.00 |
| College Graduate                                  | 59 | 59.00 |
| <b>E. Combined Family Monthly Income (in PhP)</b> |    |       |
| Below P 10,957 [Poor]                             | 19 | 19.00 |
| P 10,957 – P 21,914 [Low Income]                  | 21 | 21.00 |
| P 21,914 – P 43,828 [Lower Income]                | 20 | 20.00 |
| P 43,828 – P 76,669 [Middle Income]               | 19 | 19.00 |
| P 76,669 – P 131,484 [Upper Middle Income]        | 16 | 16.00 |
| P 131,484 – P 219,140 [High Income]               | 4  | 4.00  |
| P 219,140 and above [Rich]                        | 1  | 1.00  |
| <b>F. Working Status</b>                          |    |       |
| Full-time   | 47 | 47.00 |
| Part-time   | 16 | 16.00 |
| Not applicable                                    | 37 | 37.00 |
| <b>G. Place of Work</b>                           |    |       |
| Within the barangay                               | 13 | 13.00 |
| Within the city                                   | 45 | 45.00 |
| Within the province                               | 4  | 4.00  |
| Within the region                                 | 1  | 1.00  |
| Not applicable                                    | 37 | 37.00 |

According to the table, most respondents are female, aged between 31 and 40, married, and college graduates. Well-educated, stable populations such as this one are promising when it comes to understanding and accommodating the complex needs of children with ASD. College-educated mothers may have better access to resources and interventions due in part to their educational background, equipping them with the tools to find their way through the maze of specialized care and therapies. Moreover, marriage offers an emotional and logistical support system. It may help develop a unified approach toward caregiving, which will be integral to navigating the lifelong challenges accompanying ASD.

Also, about 21 respondents (21.00%) are classified as low-income earners working full-time within the city. This means that full-time employees are considered low-income earners in the town, and they face challenges that can take a toll on the well-being of families. Full-time employment implies security, yet wages keep essential goods from being available — health care, education, housing, and so on. In addition, the cost of living in urban areas is not conducive to finding a job that pays enough in the area to cover basic living expenses. Moreover, full-time working hours impose time barriers, which reduce the time available for family activities or child education. These variables frequently contribute to cycles of poverty and can have long-term effects on the family's financial well-being and future opportunities.

#### 4.2 Degree of Familial Responsibility in Supporting ASD Learners' Education

Table 3 presents the responses on the respondents' familial responsibility to support children with ASD.

**Table 3**  
**Familial Responsibility of the Respondents**

| Indicators         |  | Mean        | StDev       | Interpretation        |
|--------------------|--|-------------|-------------|-----------------------|
| 1.                 | Make sure my child learns at school.                         | 3.63        | 0.81        | Strongly Agree        |
| 2.                 | Teach my child to value school.                              | 3.83        | 0.41        | Strongly Agree        |
| 3.                 | Show my child how to find definitions and information.       | 3.69        | 0.51        | Strongly Agree        |
| 4.                 | Contact the SpEd teacher as soon as academic problems arise. | 3.73        | 0.47        | Strongly Agree        |
| 5.                 | Help my child review for tests.                              | 3.67        | 0.52        | Strongly Agree        |
| 6.                 | Keep track of my child's progress.                           | 3.74        | 0.46        | Strongly Agree        |
| 7.                 | Show an interest in my child's schoolwork.                   | 3.77        | 0.47        | Strongly Agree        |
| 8.                 | Help my child understand homework.                           | 3.75        | 0.48        | Strongly Agree        |
| 9.                 | Know if my child is having trouble in school.                | 3.74        | 0.51        | Strongly Agree        |
| 10.                | Attend to school meetings regarding the welfare of my child. | 3.75        | 0.48        | Strongly Agree        |
| <b>Aggregate :</b> |  | <b>3.73</b> | <b>0.51</b> | <b>Strongly Agree</b> |

Range: 1.00-1.74 Strongly Disagree; 1.75-2.49 Disagree; 2.50-3.24 Agree; 3.25-4.00 Strongly Agree

It shows that the indicator "Teach my child to value school" got the highest mean of 3.83 (Strongly Agree) with a standard deviation of 0.41. This emphasizes the value of school in positively affecting their child's educational experience and personal development. Instilling enthusiasm for schooling in children with autism assists them in recognizing the value of studying routines, socializing, and good grades. Parents who emphasize school may also be more involved in working with teachers to ensure students receive

the necessary interventions. Nevertheless, this requires careful crafting of learning contexts to fulfill the child's distinct sensory, communicative, and behavioral needs — thus spotlighting the significance of inclusive schooling modalities.

When parents become more involved in their child's school experience and do not forget to show that they care, their children tend to develop a more positive attitude toward education, resulting in improved academic performance. Developing a love and positive attitude towards school at a young age can prevent children with ASD from having negative connotations about school, leading to heightened motivation, social performance, and classroom participation. In addition, these research studies (Charamba & Aloka, 2024; Alido et al., 2023) emphasized efficient communication between parents and teachers. The more parents are involved in getting the necessary support from educational institutions, the more we can be advocates for the individualized support their child may require in the classroom. Such collaboration ensures adaptive and suitable environments for success in a child.

This means parents' perspectives on education impact a child's view of education (Bouchouna, 2024). Roitsch (2024) added that parents who instill the value of education, despite the challenges posed by ASD, help children view school as a beneficial and integral part of their lives. Positive reinforcement at home can reinforce the school's efforts to build academic and social skills.

Also, the study shows that the indicator "Make sure my child learns at school" got the lowest mean of 3.63 (Strongly Agree) with a standard deviation of 0.81. This implies that the child's academic and social progress are significant. The highly involved parent may work with the educators to pay attention to the child's growth and improve the talk on IEP. This collaboration can assist in closing the gap in communication between home and school and share uniform learning strategies that can be adapted to the child's needs. Additionally, having family members involved in their child's education creates a supportive environment where learning takes place, which is a key component in dealing with the difficulties that come with having ASD. However, it takes work — and it can mean that schools lack the resources to develop diverse methods of learning fully.

Studies (Howell, 2024; Smith-Young et al., 2022; Luelmo et al., 2021) mentioned that parents of children with ASD often serve as advocates for their children, helping with IEPs and additional supports like speech therapy, occupational therapy, and specialized teaching strategies. According to Kaur (2024), parental involvement extends to home-based learning activities, where parents reinforce skills learned at school. Some research suggests that when parents are trained in behavior interventions, their children experience better outcomes academically and socially. In addition, the research by Jabery and Arabiat (2024) indicated that positive interaction between parents and teachers guarantees that students with ASD receive proper education and can flourish academically. This further emphasizes the importance of schools providing parents with regular updates, guidance, and decision-making involvement.

#### **4.3 Degree of Familial Involvement in Supporting ASD Learners' Education**

This section categorizes the respondents' familial involvement in supporting ASD learners' education into a) Home-School Communication, b) Home-Based Activities, and c) School-Based Activities.

**Table 4**  
**Familial Involvement of the Respondents**

|           | <b>Indicators</b>   | <b>Mean</b> | <b>StDev</b> | <b>Interpretation</b> |
|-----------|---|-------------|--------------|-----------------------|
| <b>A.</b> | <b>Home-School Communication</b>  |             |              |                       |
| 1.        | I contact the teacher or principal to get information.  | 3.50        | 0.73         | Always                |
| 2.        | I talk to my child's teacher about his/her daily school routine.  | 3.24        | 0.92         | Often                 |
| 3.        | I suggest classroom activities and school trips to the teacher.   | 3.06        | 1.02         | Often                 |
| 4.        | I talk to my child's teacher about the classroom rules.   | 3.08        | 0.91         | Often                 |
| 5.        | I call the teacher if I am concerned about things that my child tells me about school.                        | 3.20        | 0.86         | Often                 |
| 6.        | The teacher and I write notes to each other about my child or school activities.                              | 3.16        | 0.88         | Often                 |
| 7.        | I talk to the teacher about my child's accomplishments.   | 3.23        | 0.79         | Often                 |
| 8.        | I talk with people at my child's school about training or career development opportunities for myself.        | 3.26        | 0.95         | Always                |
| 9.        | I talk with my child's teacher about school work he/she is expected to practice at home.                      | 3.19        | 0.86         | Often                 |
| 10.       | I talk with my child's teacher about our personal and family matters if it effects my child's work at school. | 3.08        | 0.92         | Often                 |
|           | <b>Aggregate :</b>  | <b>3.20</b> | <b>0.88</b>  | <b>Often</b>          |
| <b>B.</b> | <b>Home-Based Activities</b>  |             |              |                       |
| 1.        | I limit my child's TV and video watching.   | 3.44        | 0.70         | Always                |
| 2.        | I take my child to school in the morning.   | 3.50        | 0.79         | Always                |
| 3.        | I keep a regular morning and bedtime schedule for my child.   | 3.44        | 0.74         | Always                |
| 4.        | I take my child places in the community to learn specific things (museum, church).                            | 3.37        | 0.81         | Always                |

|                                   |   |             |             |               |
|-----------------------------------|---|-------------|-------------|---------------|
| 5.                                | I check to see that my child has a place at home where books and school materials are kept. | 3.44        | 0.74        | Always        |
| 6.                                | I bring home learning materials for my child (tapes, videos, books).                        | 3.35        | 0.78        | Always        |
| 7.                                | I talk to my child's teacher about his/her difficulties at school.                          | 3.45        | 0.67        | Always        |
| 8.                                | I ask my child how his/her day was at school.   | 3.30        | 0.81        | Always        |
| 9.                                | I arrange times at home when my child's classmates can come and play.                       | 3.06        | 1.07        | Often         |
| 10.                               | I pick my child up from school in the afternoon.  | 3.36        | 0.88        | Always        |
| <b>Aggregate :</b>                |   | <b>3.37</b> | <b>0.80</b> | <b>Always</b> |
| <b>C. School-Based Activities</b> |   |             |             |               |
| 1.                                | I attend conferences with the teacher to talk about my child's learning or behavior.        | 3.47        | 0.78        | Always        |
| 2.                                | I attend parent workshops or training offered by my child's school.                         | 3.16        | 0.92        | Often         |
| 3.                                | I praise my child for his/her school work in front of the teacher.                          | 3.29        | 0.80        | Always        |
| 4.                                | I share stories with my child about when I was in school.                                   | 3.28        | 0.83        | Always        |
| 5.                                | talk to the teacher about how my child gets along with his/her classmates in school.        | 3.27        | 0.76        | Always        |
| 6.                                | I read with my child.   | 3.33        | 0.80        | Always        |
| 7.                                | I participate in parent and family social activities at my child's school.                  | 3.53        | 0.66        | Always        |
| 8.                                | I maintain clear rules at home that my child should obey.                                   | 3.48        | 0.64        | Always        |
| 9.                                | I talk with other parents about school meetings and events.                                 | 3.19        | 0.90        | Often         |
| 10.                               | I attend organized family-school associations at my child's school.                         | 3.34        | 0.85        | Always        |
| <b>Aggregate :</b>                |   | <b>3.33</b> | <b>0.79</b> | <b>Always</b> |
| <b>Overall Aggregate :</b>        |   | <b>3.30</b> | <b>0.82</b> | <b>Always</b> |

Range: 1.00-1.74 Never; 1.75-2.49 Rarely; 2.50-3.24 Often; 3.25-4.00 Always

**Home-School Communication.** The study shows that the indicator "I contact the teacher or principal to get information" got the highest mean of 3.50 (Always) with a standard deviation of 0.73. Also, the indicator "I suggest classroom activities and school trips to the teacher" got the lowest mean of 3.06 (Often) with a standard deviation of 1.02. The practice of parents approaching teachers or principals to gain information has serious data privacy and communication implications. On the one hand, schools must fulfill their legal obligations to protect students' academic records, but on the other, they must be as transparent and open as possible. Teachers and principals must ensure that the information they share is relevant, accurate, and meets privacy standards. At the same time, digital communication platforms must be protected to prevent unintentional leaks of sensitive information. Data is also a double-edged sword: Effective communication builds trust and strengthens partnerships between schools and families. However, schools that do not handle data responsibly risk compromising student privacy and undermining their ethical responsibilities to the community.

Research like Ebele's (2024) has shown that students will perform better when parents participate in school. A core aspect of this involvement is communication between parents and teachers or principals, which can support student learning at school and at home. Research by Reschly and Christenson (2019) highlights that regular, positive communication between teachers and parents can improve student engagement and behavior. Their study suggests that proactive communication leads to better academic outcomes and can help parents feel more connected to the educational process.

**Home-Based Activities.** The study shows that the indicator "I take my child to school in the morning" got the highest mean of 3.50 (Always) with a standard deviation of 0.79. Also, the indicator "I arrange times at home when my child's classmates can come and play" got the lowest mean of 3.06 (Often) with a standard deviation of 1.07.

When parents bring children with ASD to school, it highlights essential data implications related to individual needs and accommodations. Schools must collect and keep sensitive data about students' behavioral, medical, and educational needs while following privacy laws. The inability to focus leads to communication between caregivers and the child so that school personnel can give them parental guidance. A responsible approach to managing this information supports schools in building a safe and inclusive environment and protecting the privacy and dignity of ASD learners.

Lim et al. (2021) explored parents' challenges over getting children with ASD to school. Many children with ASD have sensory processing challenges or struggle with anxiety in new or large crowds, and going to school can be incredibly anxiety-provoking. Schools might offer personalized transportation options or flexible start times as students grapple with these struggles.

**School-Based Activities.** The study shows that the indicator, "I participate in parent and family social activities at my child's school," got the highest mean of 3.53 (Always) with a standard deviation of 0.66. Also, it shows that the indicator, "I attend parent workshops or training offered by my child's school," got the lowest mean of 3.16 (Often) with a standard deviation of 0.92. The data imply that when parents of children with ASD participate in social activities at school, essential data implications arise regarding privacy, accommodations, and communication. Schools often need to collect sensitive information on children's needs, including behavioral, sensory, or medical requirements, to plan inclusive events. On the other hand, family involvement data evaluates



participation in and effectiveness of events to ensure they are appropriate for children with ASD. Schools must balance fostering inclusive, supportive environments with protecting students' and families' personal information.

Research by El Nokali et al. (2010) suggests that these social activities parents engage in with school positively affect children's social and academic development. When it comes to children with ASD, the presence of a parent can help ensure greater social inclusion, enable the sharing of social interactions, and mitigate the parental-child social skills skill gap to help children with ASD form relationships with their peers. Also, the study of Zamora-Ayala (2024) shows that increased family engagement in school activities, including social events, improves outcomes for students with ASD. Parent participation can lead to better communication with teachers and staff, ensuring that children with ASD receive appropriate support in both academic and social settings.

#### **4.4 Test of Significance of the Relationship**

The study hypothesized that the parent respondents' profiles significantly correlate with the familial involvement of the respondents in their children with ASD. Table 5 presents the results.

**Table 5**  
**Relationship Between Respondents' Demographic Profile and the Degree of Familial Involvement**  
**(alpha = 0.05)**

| Variables                                 | Chi-Square | df | Critical Value | Significance    | Result      |
|---|------------|----|----------------|-----------------|-------------|
| <b>Degree of Familial Involvement and</b> |            |    |                |                 |             |
| Age                                       | 3.610      | 6  | 12.592         | Not significant | Ho accepted |
| Gender                                    | 0.247      | 2  | 5.991          | Not significant | Ho accepted |
| Marital Status                            | 5.037      | 6  | 12.592         | Not significant | Ho accepted |
| Highest Educational Attainment            | 11.185     | 10 | 18.307         | Not significant | Ho accepted |
| Combined Monthly Family Income            | 10.524     | 12 | 21.026         | Not significant | Ho accepted |
| Working Status                            | 6.190      | 4  | 9.488          | Not significant | Ho accepted |
| Place of Work                             | 19.879     | 10 | 18.307         | Significant     | Ho rejected |

The table shows that the respondents' workplace has a significant relationship with the degree of familial involvement in supporting ASD learners' education. The computed Chi-square value of 19.879 is higher than its critical value of 18.07 at a df of 10. This implies that family members' location where they work helps them be involved in supporting their children with ASD in their quest for academic development. The location where family members work has significant implications for supporting children with ASD in their academic development. If a school is close to home or school, it can encourage parental involvement, where parents can directly engage with their child's educational needs. Parents who work near their child's school or home can attend meetings and therapy sessions or provide immediate support during crucial learning times, with greater freedom. In addition, shorter commute times promote a healthy work-life balance for parents responsible for delivering structured routines, homework, and specialized interventions at home. Moreover, working far away or having retouch hours might also restrict such engagement, affecting the possibility of providing meaningful academic support.

Fernández Cerero et al. (2024) found that parent involvement significantly impacts the educational success of children with ASD. Moreover, Gyory (2024) adds to the work-life balance literature by demonstrating how flexible work arrangements, such as telecommuting or time-poor parents spending endless time in long commutes, help parents pay more attention to children's educational and developmental needs.

#### **4.4 Test of Significance of the Difference**

The study hypothesized a significant difference in the degree of familial responsibility of the respondents to ASD learners when grouped by their profiles. Table 6 presents the results.

**Table 6**  
**Significant Difference in the Degree of Familial Responsibility in Supporting ASD Learners' Education**  
**(alpha = 0.05)**

| Variables | F-Value | P-Value | Significance | Result |
|-----------|---------|---------|--------------|--------|
|           |         |         |              |        |
|           |         |         |              |        |

**Degree of Familial Responsibility in  
Supporting ASD Learners' Education  
When Grouped By**

|                                |      |       |                 |             |
|--------------------------------|------|-------|-----------------|-------------|
| Age                            | 1.27 | 0.249 | Not significant | Ho accepted |
| Gender                         | 0.62 | 0.819 | Not significant | Ho accepted |
| Marital Status                 | 0.53 | 0.887 | Not significant | Ho accepted |
| Highest Educational Attainment | 3.27 | 0.001 | Significant     | Ho rejected |
| Combined Monthly Family Income | 2.80 | 0.003 | Significant     | Ho rejected |
| Working Status                 | 1.15 | 0.333 | Not significant | Ho accepted |
| Place of Work                  | 0.92 | 0.533 | Not significant | Ho accepted |

The table reveals that the degree of familial responsibility differs when grouped by the respondents' highest educational attainment. The computed p-value of 0.001 is significantly lesser than its alpha value of 0.05. This implies that respondents' degree of familial responsibility differs when grouped by their highest educational attainment. Family members can have a wide range of duties. Older family members with higher educational levels generally have more stable jobs and responsibilities, which means that the family with these members has most of the financial obligations. This may involve helping with children's education, healthcare, and household needs.

By contrast, people with less formal education may face job instability or lower wages that limit their ability to contribute financially and at the level of community-psychological involvement. This stresses the key role that education attainment has in economic contributions and the overall distribution of familial duties, affecting social and emotional support within the home.

Research by Narender (2024) indicates that family members with higher educational attainment often take on greater financial responsibilities within their families due to higher earning potential. They are more likely to support children's education and provide for household needs, resulting in different family obligations than less-educated family members. Ackerman and Kanfer (2020) also explored the positive relationship between education and better time management skills, which help educated individuals better harmonize work and family caregiver responsibilities. They noticed that more educated people were more likely to do structured caregiving — things like attending meetings at school or organizing things for their development.

Also, the table shows that the degree of familial responsibility differs when grouped by the respondents' combined monthly family income. The computed p-value of 0.003 is significantly less than its alpha value 0.05. This implies that respondents' degree of familial responsibility differs when grouped by their combined monthly family income. The degree of familial responsibility among family members varies significantly when grouped by their combined monthly family income. Family members in higher-income households may also be more capable of outsourcing responsibilities like child care and household chores so that they can devote their energies to emotional and academic support for their family members. By comparison, lower-income families might be more directly burdened, demanding that family members multiply functions (caregiver, homemaker, income provider). These data indicate that economic resources shape the allocation of financial obligations and how caregiving and household responsibilities are divided across income levels.

Research by Simonse et al. (2024) explains that households with lower incomes are often financially stressed, which pressures family members to financially support the household, even children or extended family members. In comparison, higher-income families usually have more comprehensive economic resources and are thus able to delegate more to the household. Also, Fast et al. (2024) found that caregiving and household tasks are more likely to be distributed among all family members in lower-income families due to the lack of external help. Conversely, higher-income households can afford to outsource tasks such as childcare or housekeeping, reducing the direct caregiving load on family members.

## 5. Conclusion

The study concluded that when families are actively involved and accountable for their children's schooling, it plays a crucial role in their triumph and growth, especially for those with ASD. As families are children's first and most important source of support, they must be informed of their unique learning needs and involved in their education. This involvement goes beyond attending meetings and following developments. This requires continuous and regular participation to guarantee that the child's learning needs are met both in the learning institution and at home. Partnering with SpEd teachers and families provides a consistent and translucent learning approach for the child. However, Filipino families sometimes have to shoulder heavy responsibilities to support the child's development. Parents and other caregivers must frequently become knowledgeable about ASD and devote significant time and energy to the process. They must get support to avoid burnout and ensure families have the necessary means and resources to carry out this duty.

The study also found that families of children with ASD can play a role in their children's social and academic outcomes. However, this responsibility should be shared between the SpEd teachers so that a comprehensive, holistic approach is adopted that benefits the children's development and the family's health. However, these observations and findings are limited to five out of 700 SpEd centers in the Philippines; thus, the researchers recommend conducting a more considerable scope to

strengthen the preliminary findings. Also, the researchers suggest that families regularly interact with teachers to create a collaborative atmosphere where the child's unique needs are acknowledged and addressed. By establishing routines around each of these, families can give the stability and predictability that children with ASD need in their lives to reinforce their learning. They may also actively search for information and training by participating in seminars that will give them skills to overcome challenges and improve their education. This will enable them to gain more knowledge regarding ASD and the specific needs of their children. The researchers also highly recommend implementing and monitoring the suggested plan better to meet the educational and developmental requirements of ASD learners.

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