
Impact of Parental Beliefs and Behaviors on Children With ASD

INTRODUCTION

Children with autism spectrum disorder (ASD) have language and social-pragmatic deficits that make communication difficult. Parent must learn to adapt to their child's unique needs since their interactions are vital to the child's success. This journal self-study explores parent attitudes and beliefs about their preschool and school-age children, as well as how parent interactions may affect the communication skills of a child with ASD. Clinicians working with children with ASD will benefit from understanding parent concerns, beliefs, attitudes, and interaction styles and can use this knowledge to engage parents more effectively in their child's treatment.

LEARNING OUTCOMES

You will be able to:

- discuss how parent beliefs and attitudes about their children with ASD may affect identification and treatment
- explain the potential benefits and drawbacks of using simplified language with children with ASD
- describe how differences in mothers' and fathers' interactions with children with ASD affects communication development
- explain how parent beliefs and attitudes influence their decision to allow their child to engage in activities such as video gaming

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PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in ASHA scholarly journals

Original start date: January 19, 2017

End date: January 19, 2021

To earn continuing education credit, you must complete the test with a passing score on or before **January 19, 2021**.

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ASHA Professional Development is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 0.4 ASHA CEUs (Intermediate level, Professional area).

STATEMENT ON EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term *evidence-based practice* refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

Adopted by the Scientific and Professional Education Board, April 2006