

The Lived Experiences of Parents from Manggahan Elementary School in Raising a Child with Autism Spectrum Disorder Relating to Parental Stress, Support Needs and Coping Mechanisms

*Alfa Leya P. Usodan, Andrea Mei S. Pascua, Angelica V. Talan, Aprilyn Renz C. Mojica, Nick Joseph A. Villafranca, Marison Ann C. Bunyi, Julian Grayfrefx A. Alcomendas

College of Nursing, Lyceum of the Philippines University Cavite, General Trias City, Philippines

*Corresponding author

DOI: <https://doi.org/10.51244/IJRSI.2026.13010128>

Received: 20 December 2025; Accepted: 25 December 2025; Published: 07 February 2026

ABSTRACT

Autism spectrum disorder (ASD) is a neurological condition that affects the way individuals communicate, interact, and behave. According to the World Health Organization, approximately 1 in 100 children have been diagnosed with autism spectrum disorder worldwide. Atos (2024) stated that parental stress in families with children diagnosed with ASD can be significant, since parents often feel overwhelmed by their children's need. This study aimed to explore the lived experiences of parents from Manggahan Elementary School in Manggahan, General Trias City, Cavite in raising a child with ASD, focusing on its effects on parental stress, the support needed by parents, and coping mechanisms they adopt. To gather the essential data, in-person interviews were conducted with parents of children with ASD, selected through a purposive sampling technique. Semi-structured questionnaires, validated by licensed psychologists with a master's degree, were used during the interview. Thematic analysis was then utilized by the researchers to identify and reveal the patterns and recurring themes. The findings highlight how the stressors affect the parent's caregiving capability, emotional well-being, social interaction, and financial stability. Furthermore, the key informants emphasized their need for additional support from the government, health institutions, and other organizations. The study offers recommendations for policies, practices, and an action plan aimed at promoting awareness and providing support for parents caring for children with ASD, aligning with SDG 3's vision of good health and well-being.

Keywords: Autism Spectrum Disorder, Coping Mechanisms, Lived Experiences, Parental Stress, Support Needs

INTRODUCTION

Autism spectrum disorder (ASD) is a neurological condition that affects the way individuals communicate, interact, and behave. It is known as "spectrum" because it encompasses a wide range of symptoms and capabilities. Although some people with autism spectrum disorder can be nonverbal and require significant support, others can communicate effectively and live independently. This diversity of symptoms is one of the main characteristics of ASD (Harris, 2023).

Globally, the prevalence of autism has increased. According to the World Health Organization (2021), approximately 1 in 100 children has been diagnosed with ASD worldwide. In the Philippines, it has been reported that there are about 2,462 autism cases, with Metro Manila and Region IV-A contributing 34% and 16% from August 2020 to October 2021, respectively. As there are increasing estimates of autism in the Philippines, many challenges remain. With a lack of recent data available, the disparity in reported cases among the provinces in the Philippines may indicate the need for early and accurate assessment and response (Sese and Guillermo, 2023).

Parents of children with ASD often experience significant stress stemming from daily caregiving tasks, financial concerns, and the need for therapy and intervention. Parental stress in families with children diagnosed with can be substantial, as parents frequently feel overwhelmed by their children's needs (Atos, 2024). Many parents employ various coping mechanisms to adapt to their circumstances. A study found that many parents rely on

both emotional and problem focused coping strategies (Di Renzo, et al., 2021). Emotion-focused coping includes the search for ways to manage feelings of sadness and frustration, seeking comfort in family and friends, while problem-focused coping involves an active search for solutions, such as the search for educational resources or connection with specialists. Social support networks play a vital role, mothers who participate in support networks often report feeling heard and understood, which can alleviate feelings of isolation (Samsell et al., 2021).

Ensuring healthy lives and promoting well-being for all ages is crucial for sustainable development (Smith and Doe, 2021). Aligned with this, Sustainable Development 3 (SDG 3) “Good Health and Well-being”, believes that mental health and well-being are vital in attaining a sustainable development (Lee and Chen, 2023), and to achieve this, the environment of an individual must be free of stressors (Monhol et al., 2021).

METHODOLOGY

Research Design and Sampling Technique

The study utilized a qualitative research design with a phenomenological approach to describe the experiences of parents in raising a child with ASD, along with a purposive sampling technique to select specific key informants.

Research Locale and Key Informants of the Study

The study took place at Manggahan Elementary School located in Barangay Manggahan, General Trias City, Cavite. The key informants were fifteen (15) parents of children with ASD enrolled in Manggahan Elementary School.

Research Instrument and Validation of Instrument

A semi-structured interview, in-person, was conducted to gather data from the key informants. The questionnaire consisted of self-made questions to suit the specific population. The researchers sought validation from a licensed psychologist with a master's degree. Interviews were recorded with consent to ensure the credibility of the collected responses.

Data Gathering Procedure and Data Analysis

The research process begins with the formal submission of a request letter to Manggahan Elementary School to obtain approval for conducting the study on-site. Parallel to this, official permits will be secured from the Dean and the faculty members of the College of Nursing at the Lyceum of the Philippines - Cavite. Once administrative clearances are granted, the researchers will formulate a structured interview questionnaire focused on the lived experiences of parents raising children with ASD, ensuring alignment with Sustainable Development Goal (SDG) 3. This instrument will then undergo a validation process to ensure its effectiveness. Following the selection of key informants, consent letters detailing the study’s purpose will be disseminated alongside the questionnaire. The data collection phase will involve conducting face-to-face interviews with the participants, and finally, the gathered information will be processed and interpreted using thematic analysis.

Ethical Considerations

Prior to the study, a letter of intent addressed to Manggahan Elementary School was prepared, requesting authorization to conduct interviews among parents of children with ASD. After receiving approval from the Dean, a letter of informed consent was provided to the selected key informants, ensuring confidentiality under the Data Privacy Act. The key informants were not forced to participate and were free to withdraw any time from participating in the study. The data gathered will be used solely for the stated purpose of the study.

RESULTS

Table 1. Themes and Sub-themes from Thematic Analysis

Themes	Sub-themes
1. Emotional Stressors	1.1 Child's dependence on parents
	1.2 Building their future
	1.3 Children's late advancement and development in life
	1.4 Inadequate knowledge about the disorder
	1.5 Knowledge about the disorder
	1.6 Belief that God has a purpose
	1.7 The child's potential struggle
2. Social Stressors	2.1 Limited social interaction
	2.2 Social misunderstanding
	2.3 Social support and acceptance
	2.4 Indifference to social judgement
	2.5 Maintaining social life despite challenges
3. Financial Stressors	3.1 Financial burden of therapy
	3.2 Financial adjustments and budgeting challenges
	3.3 Dietary needs
	3.4 Insufficient income to cover expenses
	3.5 Financial burden experienced by single-income parents
	3.6 Financial strain as determinant in a Family planning decisions
4. Support Needs	4.1 Free therapy
	4.2 Free assessment
	4.3 Educational support
	4.4 Regular program
	4.5 Financial assistance
5. Coping Mechanisms	5.1 Emotional regulation and support
	5.2 Understanding and acceptance

	5.3 Behavioral management and stimulation
	5.4 Active engagement and seeking professional help

Emotional Stressors

Parents were anxious about how their child could live independently.

“Hindi ako pwedeng bumitaw kasi mas ako lang ang pinapang-hawakan niya” (Ki1)

Parents felt as if their child’s situation shattered the dreams they built.

“Medyo mabagal ang usad ng buhay. Kung nagwork ako at nagwork si daddy niya magaan ang buhay e.” (Ki2)

Parents often compared their children’s condition to a child without ASD.

“Medyo masakit habang nakikita mo na iba yung development niya sa ibang bata.” (Ki4)

Parents shared their difficulties in processing their child’s diagnosis due to lack of knowledge about the disorder.

“Matagal yung process bago nag-sink in. Mahirap din kasi wala akong kaalam-alam sa ganyang case.” (Ki12)

Parents shared how they easily accepted their child’s diagnosis.

“Hindi ako nagulat, nanunuod ako ng mga palabas at napapansin ko na may iba sa kanya.” (Ki8)

Parents learned to accept the diagnosis, viewing it as the Lord’s challenge and blessing.

“Hindi naman nagbibigay si Lord ng hindi nakakayanan. So, na-accept namin na blessing siya” (Ki10)

A parent stated that no mother would ask their child to have such a condition as it presents more struggle to the child than the parents.

“Wala namang ina na manghingi ng ganun yung anak mo kasi kung nahihirapan ka mas nahihirapan yung bata.” (Ki3)

These responses reveal that parents react differently to their situations. Parents often experience a wide range of emotions upon their child’s diagnosis, and with enough support and education, acceptance starts.

Social Stressors

The excerpts from the statements of key informants reveal how their social life changed when their child was diagnosed with ASD.

Parents report significant reductions in their social activities due to caregiving demands.

“Nung na diagnosed na siya hindi siya yung kagaya ng ibang bata na halimbawa dadalhin mo sa mall, sa labas hindi yan magsstay lang sa isang tabi. Iikutin niya kaya mahirap siyang dalhin kapag aalis kami. Kaya nung na diagnosed siya, ilang taon din akong nasa bahay lang kami.” (Ki3)

Parents face difficulties due to others' lack of understanding or awareness of ASD.

“Minsan lang po ay may time na binubully yung anak ko kasi hindi nila alam na may sakit siya.” (Ki14)

Some parents received support and understanding from family and friends, mitigating social stressors.

“Naging supportive naman yung mga taong nakapaligid sa akin kasi alam din ng mga relative ko yung condition niya.” (Ki4)

Some parents demonstrate resilience by choosing to disregard the opinions of others.

“I don't mind people. Wala akong pake sa sasabihin nila. May ganoon akong mentalided. Who are they anyway.” (Ki6)

Parents actively try to maintain their social lives despite the difficulties, adapting their activities to accommodate their child's needs and educating others about ASD.

“Ang nag-impact lang rin is whenever I go out, kung kaya ko siya isama, sinasama ko siya, para ma-expose ko siya sa mga tao at paano mag-socialize.” (Ki7)

Overall, the findings indicate that a child's ASD diagnosis significantly alters parents' social lives, but many parents draw strength from family support and adapt their social interactions to meet their child's needs.

Financial Stressors

The excerpts from the statements of key informants show important insights into the financial difficulties faced by families with children who have ASD.

Parents highlight that occupational therapy and other costs are significant.

“Malaki din kasi yung developmental assessment na binabayaran. Maliban sa assessment, may therapy din na ABA tapos occupational (therapy). Sa bunso ko ay dalawang beses na ABA at isang beses sa OT tapos yung panganay ko ay dalawang beses na ABA.” (Ki4)

Parents emphasized the importance of careful budgeting to manage expenses.

“Mahirap, talagang hindi biro, kailangan Talaga pagtuunan mo yung budget.” (Ki12)

Parents mention the additional cost burden of difference in food preferences.

“Iba kasi yung gusto niyang kainin kaya minsan magastos yung pagkain niya.” (Ki2)

Parents indicate the insufficiency of income or available funds to cover expenses.

“Sa financial talaga sobrang tight kasi dati wala pa kasing SPED sa public.” (Ki10)

Parents express the emotional toll on being the only earner in the household.

“Malaki ang gastos to be honest... I'm the only one earning.” (Ki13)

Parents express that financial strain influences their decisions about having more children.

“Hindi nga kami makapag-add ng anak e kasi gusto namin ibigay sa kaniya yung best na treatment.” (Ki11)

Overall, the findings indicate that the high cost of therapies, specialized needs, and limited financial resources place substantial economic and emotional strain on families of children with ASD, influencing long-term family planning decisions.

Support Needs

The excerpts from the statements of key informants showed the support they seek for parenting their child with ASD and how it affected raising such a child.

Most parents discussed the importance of free therapy and financial assistance from the government in raising their child with ASD.

“Libreng therapy. I think siguro kung yung LGU, out of the box tumingin or mag-isip, meron silang project, or any program for SPED students, magagawan at magagawan ng paraan.” (Ki6)

Some parents expressed the need for free assessment as the support they need from the government.

“Magkaroon yung government ng libre na assessment para dun sa mga bata na hindi kayang magpa-assess.” (Ki11)

Parents mentioned seeking additional institutional and educational support that helps cater the needs of children with ASD.

“So first one, basic siguro, mas paramihin yung mga educational institutions that caters to, and has professionals or teachers which can handle children like them.” (Ki13)

Parents highlighted the importance of developing regular programs that help those children with ASD.

“Mas marami pang program nila para makatulong sa mga bata na gaya sa anak ko.” (Ki8)

A parent stated the need for financial assistance from the government.

“Sayang din, tulad ng sabi nila na may financial na binibigay. Pambili na rin ng gamot at pagkain. Di nga lang monthly pero okay lang, at least meron.” (Ki9)

Overall, the findings underscore parents’ strong need for comprehensive government support, essential in addressing both the developmental needs of the children and the economic and emotional challenges experienced by their families.

Coping Mechanisms

The excerpts from the statements of key informants showed the coping mechanisms of parents in handling children with ASD and how it affected raising such a child.

Parents highlighted the importance of emotional regulation and reliance on social support networks.

“Nag-uusap lang po kaming pamilya kung kailangan ng tulong o nagkakamustahan sa isa’t-isa para maging magaan yung loob namin.” (Ki5)

Several parents emphasized the significance of acceptance and understanding.

“Hindi ko siya kino-compare sa ibang bata...as long as may progress, masaya ako.” (Ki7)

Parents employed various strategies to manage their child's behavior and provide stimulating activities.

“Ang ginawa ko diyan ay nililimitahan ko yung paggamit niya ng gadgets sasabihin ko na 30 minutes lang ganyan hindi ka pwedeng matagal na nakatutok sa cellphone. Tapos yung tiyaga mo rin sa pagpapakain kasi picky eater sila.” (Ki3)

Parents demonstrated proactive engagement in their child's care.

“Kapag nagte-therapy kami, kung ano yung tinuturo ng therapist, tinatanong ko talaga sa kanya. Kasi every therapy, meron yung report, tinuturo sa kanya ng therapist, pinapakinggan ko talaga kung ano yung dapat gawin ko para sa anak ko.” (Ki11)

Overall, the findings indicate that parents utilize various strategies to effectively cope with the demands of raising their child with ASD. These coping mechanisms reflect active parental engagement and adaptability, which play a crucial role in supporting both the child's development and the family's overall well-being

DISCUSSION

This section demonstrates how the collected data relates to the study's stated research objectives. To raise awareness and promote education about the situation of parents raising a child with Autism Spectrum Disorder (ASD), the analysis highlights areas for improvement and provides valuable insight into their lived experiences.

Emotional Stressors

The findings reveal that emotional stressors among parents of children with autism spectrum disorder (ASD) are deeply tied to their perceived responsibility and uncertainty about the future. Many expressed anxiety and fear on how their child will cope without guidance, which underscores the critical role parents play in shaping their child's development. This heightened sense of responsibility leads to self-imposed pressure, as parents feel solely accountable for preparing their child to navigate life's challenges.

Emotional distress was evident in parents' reflections on their child's developmental progress. Despite these struggles, some demonstrated resilience through acceptance, either by gaining knowledge about ASD or through spiritual beliefs, highlighting that coping mechanisms vary widely and are influenced by awareness, experience, and faith.

Social Stressors

The data indicate that social stressors significantly affect parents of children with ASD, primarily through reduced social interaction and feelings of isolation. Many parents reported avoiding social gatherings due to the challenges of managing their child's behavior in public, which often requires constant supervision.

Social misunderstanding, where parents experienced judgment due to others' lack of awareness about ASD, often led families to restrict outdoor activities to avoid stigma. Some parents coped by disregarding societal opinions and focusing on their child's well-being, while a few highlighted the positive impact of support and acceptance from family and friends, which helped mitigate stress and foster resilience.

Financial Stressors

Financial stressors are a major challenge for parents raising children with ASD, primarily due to the high cost of therapy and specialized care. Many parents reported that occupational therapy and other interventions consume a significant portion of their monthly income, creating persistent financial strain.

Beyond therapy costs, parents face additional expenses related to dietary needs, private education, and lifestyle adjustments, which further intensify financial pressure. Limited income and single-earner households were identified as critical stress points, sometimes leading families to borrow money or rely on extended support networks. Moreover, financial strain influences family planning decisions, with some parents choosing not to have more children to prioritize resources for their child with ASD.

Support Needs

The findings emphasize that parents of children with ASD strongly seek structured support systems, particularly from government and educational institutions. The most frequently mentioned need was free therapy and regular assessments, as these services are often costly and inaccessible for many families. Parents expressed that financial assistance and subsidized programs could significantly reduce the economic burden and improve their ability to provide consistent care for their children.

Beyond financial and therapeutic support, parents highlighted the importance of educational resources, specialized programs, and community-based initiatives. Suggestions included inclusive education strategies,

teacher training, and regular programs tailored for children with ASD to promote social and academic development.

Coping Mechanisms

Parents of children with ASD employ diverse coping strategies to manage emotional and practical challenges. Emotional regulation and support emerged as a key theme, with parents emphasizing the importance of maintaining calm, seeking family support, and fostering a positive outlook. Acceptance and understanding were also critical, as parents reframed expectations, avoided comparisons, and focused on their child's unique strengths.

In addition to emotional coping, parents adopted practical strategies such as behavioral management, stimulation activities, and active engagement in therapy. Overall, these coping mechanisms highlight the interplay between emotional resilience and practical adaptation in navigating the complexities of raising a child with ASD.

The interplay among emotional, social, and financial stressors—mediated by the availability of support and the deployment of coping strategies—shapes both parental well-being and child outcomes. Where knowledge, community acceptance, affordable services, and inclusive education are present, families report greater resilience; where absent, stress compounds across domains. These findings suggest that interventions should be integrated and family-centered: expanding public coverage for therapy and assessments, building inclusive school infrastructures, normalizing ASD through community education to reduce stigma, and investing in parent support programs that reinforce coping competencies. Such a comprehensive approach not only alleviates burden and enables families to transform challenges into sustained developmental opportunities for children with ASD.

CONCLUSION

Several stressors affect how parents raise a child with ASD. Emotional stressors impact parents' caring capability, especially during the first years after diagnosis. Another is social stressors, influencing their social interactions, emotional well-being, and support networks. There are also financial stressors, which greatly strain the family budgets. Accordingly, there were identified support needs from parents in raising their child, which may be utilized as a guide and support to both children and parents in living a quality life. Lastly, parents employ coping strategies that highlight the resilience and the need for continuous support to manage the challenges associated with raising a child with autism.

These results brought to light several challenges, one of which was the insufficiency of knowledge regarding ASD. Due to a lack of understanding, most parents were uninformed of their child's condition and treated the symptoms as a result of the child's early age, believing that the child was just experiencing developmental delays. While most receive support from family members during socialization, some encounter criticism from strangers. The financial burden of raising a kid with ASD is common, and many believe that programs designed to support their children are insufficient. Moreover, some parents experience emotional strain from raising a child with ASD due to limited coping mechanisms.

The parents interviewed expressed their opinions about how they think institutions can assist in resolving these issues. Parents emphasized the need for ASD education, particularly for first-time parents and the public, to recognize symptoms early, reduce misconceptions. The parents also acknowledged the need for financial assistance to provide their child with better care. While some advised receiving financial and/or educational aid to help with their child's other needs, the majority emphasized the necessity for free assessments and therapies to ease their financial burden.

REFERENCES

1. Al-Saadi, M. (2024) 'Parenting Stress in Parents Raising Children with Autism Spectrum Disorder (ASD): A Concept Analysis,' OALib, 11(08), pp. 1–17. Available at: <https://doi.org/10.4236/oalib.1111771>.
2. Academy, E. (2023) Research Interviews: An effective and insightful way of data collection. Available at: <https://www.enago.com/academy/research-interviews/>.

3. Atos, M.L.J. (2024) Parental Stress and Coping Mechanisms in Families with Children on The Autism Spectrum. Available at: <https://www.ajol.info/index.php/ejhm/article/view/268283>.
4. Awadu, J., Lee, G.K. and Curtiss, S. (2022) 'Caregiving Challenges, service needs, impact and future care for autism in Uganda,' *International Journal of Disability Development and Education*, 71(4), pp. 503–517. Available at: <https://doi.org/10.1080/1034912x.2022.2150751>.
5. Bhandari, P. (2020). What Is Qualitative Research? | Methods & Examples. Scribbr. Available at: <https://www.scribbr.com/methodology/qualitative-research/>
6. Boling, N.C. (2024) Filipina American Mothers' Experiences Obtaining Services for Their Children with Autism Spectrum Disorder. Available at: https://scholarlycommons.pacific.edu/uop_etds/4286/.
7. Caulfield, J. (2023). How to Do Thematic Analysis| Step-by-Step Guide & Examples. Available at: <https://www.scribbr.com/methodology/thematic-analysis/>
8. Chin, W.-C., Chang, H.-L. and Chao, K.-Y. (2023) 'Exploring coping strategies of parents of children with autism spectrum Disorder in Taiwan: a qualitative study,' *Journal of Nursing Research*, 31(3), p. e278. Available at: <https://doi.org/10.1097/jnr.0000000000000553>.
9. Crane, L. et al. (2021) 'Autistic parents' views and experiences of talking about autism with their autistic children,' *Autism*, 25(4), pp. 1161–1167. Available at: <https://doi.org/10.1177/1362361320981317>.
10. Delve, Ho, L. & Limpaecher, A. (2022) What is Phenomenological Research Design? — Delve. Available at: <https://delvetool.com/blog/phenomenology>.
11. Di Renzo, M. et al. (2021) 'What is Parental Stress Connected to in Families of Children With Autism Spectrum Disorder? Implications for Parents' Interventions,' *Journal of Family Issues*, 43(9), pp. 2456–2479. Available at: <https://doi.org/10.1177/0192513x211030735>.
12. Goodwin, J. and Zaman, U. (2023) 'Editorial: Mental health stigma and UN Sustainable Development Goals,' *Frontiers in Psychiatry*, 14. Available at: <https://doi.org/10.3389/fpsy.2023.1190406>.
13. Gonzalo, A. (2024) Sister Callista Roy: Adaptation Model of Nursing. Nurseslabs. Available at: <https://nurseslabs.com/sister-callista-roys-adaptation-model/>
14. Harris, E. (2023) 'Autism prevalence has been on the rise in the US for Decades—And that's progress,' *JAMA*, 329(20), p. 1724. Available at: <https://doi.org/10.1001/jama.2023.6078>.
15. Heymann, J. and Sprague, A. (2023) 'Meeting the UN Sustainable Development Goals for mental health: why greater prioritization and adequately tracking progress are critical,' *World Psychiatry*, 22(2), pp. 325–326. Available at: <https://doi.org/10.1002/wps.21090>.
16. Hirota, T. and King, B.H. (2023) 'Autism spectrum Disorder,' *JAMA*, 329(2), p. 157. Available at: <https://doi.org/10.1001/jama.2022.23661>.
17. Lafont-Torio, J. et al. (2023) 'Perceptions of progress toward achieving the sustainable development goals: Insights from cooperative managers,' *Sustainable Technology and Entrepreneurship*, 3(1), p. 100055. Available at: <https://doi.org/10.1016/j.stae.2023.100055>.
18. Lagang-Buenaventura, M.K.C., MD and Ang-Nolasco, V.D.C., MD (2024) 'Needs and Coping during the COVID-19 Pandemic among Families of Children with Autism Spectrum Disorder in a Government Tertiary Hospital,' *Acta Medica Philippina*, 58(7), pp. 152–162. Available at: <https://doi.org/10.47895/amp.v58i7.6331>.
19. Lee, T., & Chen, J. (2023). The Intersection of Healthcare Costs and Family Financial Management: Strategies for Coping with Chronic Illness. *Family and Community Health*, 46(3), 44-57.
20. Leonardi, E. et al. (2021) 'The Route of Stress in Parents of Young Children with and without Autism: A Path-Analysis Study,' *International Journal of Environmental Research and Public Health*, 18(20), p. 10887. Available at: <https://doi.org/10.3390/ijerph182010887>.
21. Leosala, L. (2023) Meeting the Needs of Children with Autism Spectrum Disorder: Early Intervention Experiences of Filipino Parents. Available at: <https://ejournals.ph/article.php?id=21323>.
22. Monhol, P.P. et al. (2021) Children with autistic spectrum disorder: perception and experience of families. Available at: <https://www.semanticscholar.org/paper/Children-with-autistic-spectrum-disorder%3A-and-of-Monhol-Jastrow/24b555f08f319a9fcfa170a73c8fa8cea0fde858>.
23. Mak, M.C.K. et al. (2020) 'The Relation between Parenting Stress and Child Behavior Problems: Negative Parenting Styles as Mediator,' *Journal of Child and Family Studies*, 29(11), pp. 2993–3003. Available at: <https://doi.org/10.1007/s10826-020-01785-3>.
24. Neustadt, R. (2024, January 11). Parents of children with autism can reduce parenting frustrations with this mindset shift. Circle Care Services. Available at: <https://circlecareservices.com/reducing-parenting->

- frustrations-with-this-mindset-shift/
25. Papadopoulos, D. (2021) 'Mothers' Experiences and Challenges Raising a Child with Autism Spectrum Disorder: A Qualitative Study,' *Brain Sciences*, 11(3), p. 309. Available at: <https://doi.org/10.3390/brainsci11030309>.
 26. Pare, C. (2021). Theoretical Framework. Studocu. Retrieved from: Available at: <https://www.studocu.com/ph/document/our-lady-of-fatima-university/nursing-research/theoretical-Framework-sissy-callista-roy/109220280?origin=home-recent-1>.
 27. Rushworth, S. (2020) Identifying supports for parents of children with autism spectrum disorder. Available at: <https://scholar.dominican.edu/masters-theses/230/>.
 28. Rositas, N., Fitriani, H., Muslihat, A. & Tabroni, I. (2023) 'Psychological dynamics of parents: Educational adaptations of children with special needs in schools and homes', *International Journal of Integrative Sciences*, 2(2), pp. 97–108. Available at: <https://doi.org/10.55927/ijis.v2i2.3090>
 29. Samsell, B., Lothman, K., Samsell, E.E. & Ideishi, R.I. (2021) 'Parents' experiences of caring for a child with autism spectrum disorder in the United States: A systematic review and metasynthesis of qualitative evidence.,' *Families Systems & Health*, 40(1), pp. 93–104. Available at: <https://doi.org/10.1037/fsh0000654>.
 30. Sese, L.V.C. and Guillermo, Ma.C.L. (2023) 'A Story of Hope: How a Community Project is Transforming the Lives of Filipino Children With Intellectual and Developmental Disabilities,' *Global Pediatric Health*, 10, p. 2333794X231211215. Available at: <https://doi.org/10.1177/2333794x231211215>.
 31. Sorooshian, S. (2024) 'The sustainable development goals of the United Nations: A comparative midterm research review,' *Journal of Cleaner Production*, 453, p. 142272. Available at: <https://doi.org/10.1016/j.jclepro.2024.142272>.
 32. Smith, T. & Doe, J. (2021) 'The financial impact of chronic illnesses on families', *Journal of Pediatric Health Care*, 35(2), pp. 150–160.
 33. Thompson, P., & Hart, R. (2023). Dietary Preferences and Costs in Children with Autism Spectrum Disorders: Survey Results. *Nutrients*, 15(1), 132.
 34. Tomasic, M.M. (2022) The five stages of grief. HealthCentral. Available at: Available at: <https://www.healthcentral.com/condition/depression/stages-of-grief>
 35. Turnage, D. and Conner, N. (2022) 'Quality of life of parents of children with Autism Spectrum Disorder: An integrative literature review,' *Journal for Specialists in Pediatric Nursing*, 27(4), p. e12391. Available at: <https://doi.org/10.1111/jspn.12391>.
 36. Tyrrell, P., Harberger, S., Schoo, C., & Siddiqui, W. (2023a, February 26). Kubler-Ross Stages of Dying and Subsequent Models of Grief. StatPearls - NCBI Bookshelf. Available at: <https://www.ncbi.nlm.nih.gov/books/NBK507885/>
 37. Vijila, S. and Sreelatha, S. (2022) 'Stress coping ability of parents of mentally challenged children,' *International Journal of Health Sciences*, pp. 799–803. Available at: <https://doi.org/10.53730/ijhs.v6ns10.13729>.
 38. Wallace-Watkin, C., Sigafos, J., Woods, L. & Waddington, H. (2023) 'Parent reported barriers and facilitators to support services for autistic children in Aotearoa New Zealand', *Autism*, 27(8), pp. 2542–2554. Available at: <https://doi.org/10.1177/13623613231168240>
 39. Whelan, S. et al. (2024) 'Parental experiences of raising an autistic child in Ireland: A qualitative thematic analysis,' *Autism*, 29(2), pp. 395–407. Available at: <https://doi.org/10.1177/13623613241277040>.