

The Importance of Adhering to Parental Guidance in the Speech Therapy Process for a Child with Autism Spectrum Disorder from the Perspective of Speech Therapy Specialists

أهمية الالتزام بالإرشاد الوالدي في سير التكفل الأروطوفوني بطفل طيف التوحد من وجهة نظر المختصين الأروطوفونيين

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Abstract:

The study aims to demonstrate the importance of adherence to parental guidance in the speech therapy process for children with autism spectrum disorder from the perspective of speech therapy specialists. To achieve this, we conducted a field study using a descriptive analytical approach. The sample consisted of 17 practicing speech therapists from various educational centers, healthcare institutions, screening and follow-up units, and psychological and speech therapy clinics in Tipaza Province. They were purposefully selected based on their experience in caring for children with autism spectrum disorder and their commitment to providing parental guidance, with a professional experience of no less than five years.

To facilitate this, we developed a questionnaire based on our review of the theoretical literature on the subject, which included three main areas: the first area focused on behavior, the second on verbal and non-verbal communication, and the third on social interaction. We then validated the questionnaire to ensure its appropriateness.

The results concluded that the study's hypotheses were confirmed, indicating that adherence to parental guidance is significant and effective in the speech therapy process for children with autism spectrum disorder from the viewpoint of speech therapy specialists (the study sample). This is reflected in the modification of behavior in children with autism spectrum disorder, contributing to improvements in their verbal and non-verbal communication skills, as well as enhancing social interaction among this group.

Keywords: parental guidance; speech therapy; autism spectrum disorder; speech therapist.

ملخص:

تهدف الدراسة إلى تبيان أهمية الالتزام بالإرشاد الوالدي في سير التكفل الأروطوفوني بطفل طيف التوحد من وجهة نظر المختصين الأروطوفونيين، وللقيام بذلك قمنا بدراسة ميدانية معتمدين على المنهج الوصفي التحليلي. وقد تمثلت عينة الدراسة في 17 مختصاً أروطوفونياً ممارساً ببعض المراكز البيداغوجية والمؤسسات الاستشفائية ووحدات الكشف والمتابعة وعيادات التكفل النفسي والأروطوفوني بولاية تيبازة، تم اختيارهم بطريقة قصدية وذلك على أساس تكفلهم بأطفال طيف التوحد وحرصهم على القيام بالتوجيه الوالدي، مع خبرة مهنية لا تقل عن خمس سنوات. ومن أجل ذلك قمنا ببناء استبيان انطلاقاً من اطلاعنا على الأدب النظري في الموضوع، يحتوي على ثلاثة محاور، خصص المحور الأول للسلوك، والمحور الثاني للتواصل اللفظي وغير اللفظي، أما المحور الثالث فخصص للتفاعل الاجتماعي. قمنا بعدها بتحكيمة والتأكد من ملائمة. خلصت النتائج إلى تحقق فرضيات الدراسة والتي مفادها أن الالتزام بالإرشاد الوالدي مهم وفعال في سير التكفل الأروطوفوني بطفل طيف التوحد من وجهة نظر المختصين الأروطوفونيين (عينة الدراسة)، وذلك من حيث تعديل سلوك طفل طيف التوحد، ومساهمته في تحسين التواصل اللفظي وغير اللفظي لديه، وفاعليته أيضاً في تحسين التفاعل الاجتماعي عند هذه الفئة.

الكلمات المفتاحية: الإرشاد الوالدي؛ التكفل الأروطوفوني؛ طفل طيف التوحد؛ المختص الأروطوفوني.

Introduction:

The Autism Spectrum Disorder (ASD) has become one of the most prevalent disorders in recent times, making it essential to study it as a phenomenon within Algerian society, despite its previously distinctive characteristics (extended family, social communication, women's roles at home, and their care for children, etc.) (Ben Ghadfa and Al-Qass, 2018).

The term "autism" has transformed into a specter haunting parents today, especially since the true causes of its emergence remain obscure and under research. It does not confine itself to a specific category, class, or community; rather, it appears among children from families with diverse religious, social, cultural, and ethnic backgrounds. It knows no geographical boundaries. The World Health Organization (2023) has confirmed that the prevalence of autism spectrum disorder is estimated at one case in every 100 children. Furthermore, the disorder may manifest during a mother's first pregnancy, which can shatter parents' hopes and expectations for their anticipated child, leaving them in a state of shock, confusion, and pressure as they seek answers to their concerns.

In this context, we refer to Kofi's (2014) study titled "Family Stress Among Parents of Children with Autism Spectrum Disorder," which was a field study

conducted using the Family Stress Scale by Saad Khamisi on 37 fathers and 53 mothers of 67 children with autism spectrum disorder, both male and female. Following a descriptive approach, the study found that parents of children with autism spectrum disorder experience stress due to lack of information, psychological pressures, domestic challenges, social issues, financial difficulties, and other concerns related to the child's characteristics. Additionally, it found significant differences in stress levels favoring mothers compared to fathers.

It is crucial to provide support to these families through guidance, information, and advice regarding the disorder, its symptoms, the challenges faced by this group, and how to deal with them. Above all, helping them accept this reality is vital since autism spectrum disorder is among the most challenging and complex disorders. It is a neurodevelopmental disorder characterized by a range of behavioral traits that impede communication and interaction with the external environment.

Children with autism spectrum disorder require comprehensive care in various aspects through a medical team specialized in their respective fields. One of the most important types of care needed for children with autism spectrum disorder is speech therapy. This involves employing appropriate therapeutic techniques that play a crucial role in developing language skills and cognitive-motor abilities. This was evidenced by Ben Sheda and Aoun's (2017) study titled "The Importance of Speech Therapy Techniques in Developing Language Skills and Motor Abilities in Children with Autism Spectrum Disorder," which was a field study conducted on a sample of children with autism at the psychological-pedagogical center in Al-Wadi using an experimental approach. They measured pre-and post-intervention outcomes for 15 cases using techniques from Schopler and Rechler. The study concluded that speech therapy techniques are effective in developing language skills and motor abilities in children with autism spectrum disorder and identified differences in their success based on the duration of speech therapy intervention.

Speech therapy for children with autism spectrum disorder is not solely dependent on the effectiveness of therapeutic techniques and programs employed but also relies on the competence and experience of the speech therapist as well as their selection and use of appropriate tools and strategies while considering necessary factors during the care process. Additionally, parental willingness, patience, ongoing collaboration with their child, adherence to recommendations and instructions provided by the speech therapist are

equally important. This is because children spend most of their time with their parents, especially their mothers. The scheduled speech therapy sessions for children with autism in private clinics and centers are often insufficient to achieve the goals set by each specialist in their therapeutic plan; therefore, collaboration between the speech therapist and parents is essential starting from commitment to parental guidance sessions.

We also mention Gantelme's (2011) study on personal and professional practices regarding parental guidance by speech therapists in private clinics conducted through semi-structured interviews with 13 speech therapists in the Rhône-Alpes region of France. This study highlighted the importance of personal and professional experiences in facilitating this practice. It concluded that numerous interactions and mutual knowledge among specialists play a significant role in enhancing relationships and increasing trust between specialists and parents while contributing to rehabilitation efforts.

Despite the scarcity of studies addressing this topic-which is considered an important tool that some specialists may prioritize alongside stages of speech therapy-others may overlook its significance. Our current study aims to explore the importance of commitment to parental guidance in the process of speech therapy for children with autism spectrum disorder from the perspective of speech therapists. This leads us to pose the following question:

- Is commitment to parental guidance effective in facilitating speech therapy for children with autism spectrum disorder from the perspective of speech therapists?

Sub-questions:

- 1- Is commitment to parental guidance in speech therapy effective in modifying behavior among children with autism spectrum disorder from the perspective of speech therapists?
- 2- Is commitment to parental guidance in speech therapy effective in improving verbal and non-verbal communication among children with autism spectrum disorder from the perspective of speech therapists?
- 3- Is commitment to parental guidance in speech therapy effective in enhancing social interaction among children with autism spectrum disorder from the perspective of speech therapists?

Study Hypotheses:

Main Hypothesis:

- Commitment to parental guidance is effective in facilitating speech therapy for children with autism spectrum disorder from the perspective of speech therapists.

Sub-hypotheses:

- 1- Commitment to parental guidance in speech therapy is effective in modifying behavior among children with autism spectrum disorder from the perspective of speech therapists.
- 2- Commitment to parental guidance in speech therapy is effective in improving verbal and non-verbal communication among children with autism spectrum disorder from the perspective of speech therapists.
1. Commitment to parental guidance in speech therapy is effective in enhancing social interaction among children with autism spectrum disorder from the perspective of speech therapists.

1- Defining Study Concepts:

• Parental Guidance:

Terminology: According to "Crunelle," parental guidance is defined as the information and advice that should sometimes be provided to the parents of children with special needs who are being followed by various specialists. This term differs from parental support, which emphasizes listening and the genuine partnership inherent in a triadic relationship (Crunelle, 2010, p. 8).

Operational Definition: It refers to a set of advice and recommendations provided by the speech therapist in conjunction with the stages of speech therapy management, directed at parents whose child has autism spectrum disorder.

• Speech Therapy Management:

Terminology: It consists of therapeutic techniques for the speech chain associated with oral language, aiming to re-utilize distinctive capabilities and restore their normal use. It primarily focuses on an agreement between the speech therapist and the patient, always preceded by a speech assessment that determines the desired goals (Brin, 1997, p. 125).

Operational Definition: This is a series of organized steps undertaken by the speech therapist in managing a child with autism from the very first moment, starting from the speech assessment to the therapeutic protocol.

- **Child with Autism Spectrum Disorder:**

Terminology: A child suffering from one of the complex developmental disorders that manifest during the early years of life, affecting all aspects of their cognitive, emotional, and social development, with deficits in verbal communication accompanied by severe and repetitive stereotypical behaviors. This condition typically occurs at a significantly higher rate in males than females (Youssef, 2010, p. 155).

Operational Definition: This is a child diagnosed with autism spectrum disorder who undergoes speech therapy management and whose parents adhere to the parental guidance provided by the speech therapist through sessions concurrent with the speech therapy process.

- **Speech Therapist:**

Terminology: The speech therapist is a professional who manages communication disorders (both verbal and non-verbal) that appear in individuals of all ages (Revaux & Nedjar, 2004, p. 02).

Operational Definition: This is a specialist working in educational centers, hospitals, screening units, and clinics in Tipaza city, with at least five years of experience in managing children with autism spectrum disorder while ensuring parental guidance during the speech therapy process.

2- Study Methodology:

In our study, we relied on the descriptive-analytical methodology, which aligns with the study's topic as it describes the perspective of the speech-language pathologist on the subject. It is defined as: a method to describe the subject under study through a correct methodology and to portray the results obtained in expressive numerical forms that can be interpreted (Al-Mahmoudi, 2019, p. 46).

3- Study Group:

Our study sample consisted of 17 practicing speech-language pathologists, selected intentionally by establishing certain criteria that must be met by our study sample, which are:

Experience of no less than five years, as autism spectrum disorder is not a trivial disorder; it is one of the complex disorders that requires expertise and competence in the field.

The speech-language pathologist must have cared for children with autism spectrum disorder while ensuring parental guidance in the speech-language intervention process, as these are two main and essential variables for the study.

Finally, we excluded some questionnaires, including those that did not meet the experience criterion and those that did not ensure parental guidance in the speech-language intervention for children with autism spectrum disorder. The following table illustrates the characteristics available in our study sample:

Table (No. 01): Shows the characteristics of the study sample

Cases	Gender	Years of Experience	Workplace
1	Female	10 or more	Psychological and Pedagogical Center for Mentally Disabled Individuals in Bou-Ismaïl
2	Female	from (5_10)	
3	Female	from (5_10)	
4	Female	10 or more	
5	Female	from (5_10)	
6	Female	10 or more	
7	Female	from (5_10)	
8	Female	from (5_10)	
9	Female	10 or more	
10	Female	from (5_10)	
11	Female	from (5_10)	Child Psychiatry Department - Speech Correction and Language Expression Unit
12	Female	from (5_10)	
13	Female	From (5_10)	
14	Female	10 or more	Detection and Monitoring Unit - Ziyania-
15	Female	10 or more	
16	Female	from (5_10)	“Mot à Mot” Clinic for Psychological and Speech Therapy Care
17	Female	from (5_10)	

4- Study Limits:

The study was conducted at the psychological and pedagogical center for mentally disabled children in Bou-Ismaïl, Tipaza, the child psychiatry department at the specialized hospital for mental illnesses, Chahid Jlawi Mohammed in Nador, Tipaza, the detection and monitoring unit at Ziyania Secondary School affiliated with the public health institution in Cherrhell, and the “Mot à Mot” clinic run by speech therapist Hanoun Dalila, specializing in psychological and speech therapy, located in Kolea, Tipaza. The main study duration lasted from February 2023 to April 2023.

5- Study Tool:

The Questionnaire Designed for the Study:

The questionnaire is a data collection tool that includes a set of questions or statements that respondents are asked to answer in a manner determined by the researcher according to the research objectives (Zawawi, 2021, p. 60). We constructed a preliminary questionnaire directed at practicing speech therapists responsible for children with autism spectrum disorder and who are keen on parental guidance during the speech therapy process. This was achieved by

dividing it into three axes corresponding to the study hypotheses and initially presenting it to an experienced and competent professor for consultation. We made some adjustments before finalizing it.

- **Validity of the Judges:**

We presented the initial version of the questionnaire to six judges consisting of professors specialized in speech therapy, a professor in psychological measurement and test construction from the university center in Tipaza, and a professor of linguistics from the University of Media. The following table illustrates the overall acceptance rates of the items by the judging professors:

Table (No. 02): Total Percentages of Item Acceptance by Judges

Dimensions	Total Percentage of Item Acceptance by Judges
Dimension 1: Behavior	100 %
Dimension 2: Verbal and Non-Verbal Communication	87.5 %
Dimension 3: Social Interaction	87.5 %

Through the table shown above regarding the acceptance rates of items by the expert reviewers, we observe that the acceptance percentage for the first axis related to behavior is estimated at 100%. This indicates that it is fully appropriate. As for the second axis concerning verbal and non-verbal communication and the last axis related to social interaction, their acceptance rate by the reviewers is estimated at 87.5% for each axis, which means they are also largely appropriate.

In conclusion, we took into account the comments recorded by the expert reviewers in the questionnaire. We modified some terms and added an item in the second axis (item number 04), and we changed the position of another item (item number 07) from the third axis to the second axis. We rephrased an item in the third axis (item number 01) and changed another (item number 04). Lastly, we adopted a response format with three alternatives (sometimes / always / never) as a final adjustment.

- **Questionnaire Presentation:**

The final version of the questionnaire consists of two parts distributed as follows:

- **Part One:**

An introduction to the questionnaire explaining its purpose and how to answer its items.

Personal information about the respondent (gender, experience, workplace, etc.).

A thank-you note to the speech-language pathologists responding to the questionnaire.

- **Part Two:**

This includes 20 items of the questionnaire categorized into axes as follows:

Axis One: Behavior, containing 7 items, with a space for expert comments on this axis.

Axis Two: Verbal and Non-Verbal Communication, containing 7 items, with a space for expert comments on this axis.

Axis Three: Social Interaction, containing 6 items, with a space for expert comments on this axis.

Finally, there is a section for general comments about the questionnaire and its topic.

6- Presentation and Analysis of Results:

6-1- Presentation and Analysis of Results from Axis One:

Below, we will present and analyze the results from Axis One of the questionnaire related to behavior.

- **Presentation and Analysis of Results for Item (No. 01):**

We will now present and analyze the results for Item (No. 01) from Axis One, which states: "Do you find it difficult to provide guidance on modifying behavior for a child with autism spectrum disorder during parental guidance sessions?"

Table (No. 03): Shows the specialists' responses to item (No. 01) of the first axis

Alternatives	Frequencies	Percentage
Always	01	5.88 %
Sometimes	12	70.58 %
Never	04	23.52 %

Quantitative Analysis:

From the table above, we observe that the percentage of responses from speech-language pathologists indicating "sometimes" was recorded at 70.58%, which is the highest percentage with a frequency of 12 out of 17. In contrast, the respondents who answered "always" accounted for 5.88%, representing the lowest percentage with a frequency of one. The percentage for "never" was estimated at 23.52%, with a frequency of 4 out of 17.

Qualitative Analysis:

Most options selected by speech-language pathologists for this item were "sometimes," indicating that the majority of specialists occasionally face difficulties in providing behavioral modification guidance for children with autism spectrum disorder during parental guidance sessions, while a few do not encounter such difficulties.

- **Presentation and Analysis of Results for Item (No. 02):**

We will now present and analyze the results for item (No. 02) from the first axis, which is phrased as follows: "Do you face difficulties in ensuring that parents of children with autism spectrum disorder adhere to the guidance provided to improve their child's behaviors?"

Table (No. 04): Shows the specialists' responses to item (No. 02) of the first axis

Alternatives	Frequencies	Percentage
Always	07	41.17 %
Sometimes	09	52.94 %
Never	01	5.88 %

Quantitative Analysis:

From the table above, we observe a variation in the percentages. The percentage of responses indicating "sometimes" was estimated at 52.94%, representing the highest percentage with a frequency of 9 out of 17. This is followed by the percentage of respondents indicating "always," which was estimated at 41.17%, with a frequency of 7 out of 17. The percentage of responses indicating "never" was estimated at 5.88%, with a frequency of 1 out of 17, which is a minimal percentage.

Qualitative Analysis:

The choices made by speech therapy specialists regarding this item were closely aligned between the options "sometimes" and "always." This indicates that most specialists face difficulties in ensuring that the parents of children with

autism spectrum disorder adhere to the provided guidelines for improving their children's behaviors, while no specialist reported experiencing this difficulty.

- **Presentation and Analysis of Results for Item (No. 03):**

We will now present and analyze the results for item (No. 03) from the first axis, which is phrased as follows: Does parental guidance in speech therapy contribute to modifying the behavior of children with autism spectrum disorder?

Table (No. 05): Shows the specialists' responses to item (No. 03) of the first axis

Alternatives	Frequencies	Percentage
Always	17	100 %
Sometimes	00	00 %
Never	00	00 %

Quantitative Analysis:

From the table above, we observe that the percentage of responses from speech therapy specialists answering "always" was 100%, with a total of 17 occurrences out of 17, indicating a complete agreement.

Qualitative Analysis:

The responses from the speech therapy specialists were unanimous on this item, with all options being "always." This indicates that all specialists support the idea that parental guidance in speech therapy contributes to modifying the behavior of children with autism spectrum disorder.

- **Presentation and Analysis of Results for Item (No. 04):**

We will now present and analyze the results for item (No. 04) from the first axis, which states: "Do you believe that the lack of commitment from parents of children with autism spectrum disorder to parental guidance in speech therapy hinders the behavior modification process?"

Table (No. 06): Shows the specialists' responses to item (No. 04) of the first axis

Alternatives	Frequencies	Percentage
Always	17	100 %
Sometimes	00	00 %
Never	00	00 %

Quantitative Analysis:

From the table above, we observe that the percentage of responses from speech therapy specialists who answered "always" is 100%, with a frequency of 17 out of 17, which is a complete percentage.

Qualitative Analysis:

The options provided by the speech therapy specialists were unanimous on this item, as all responses were "always." This indicates that all specialists believe that the lack of commitment from the parents of children with autism spectrum disorder to parental guidance in speech therapy hinders the behavior modification phase.

- **Presentation and Analysis of Results for Item (No. 05):**

In the following section, we will present and analyze the results for item (No. 05) from the first axis, which is phrased as follows: Are there differences in behavior improvement favoring children with autism spectrum disorder whose parents adhere to parental guidance compared to those whose parents do not adhere to parental guidance?

Table (No. 07): Shows the specialists' responses to item (No. 05) of the first axis

Alternatives	Frequencies	Percentage
Always	17	100 %
Sometimes	00	00 %
Never	00	00 %

Quantitative Analysis:

From the table above, we observe that the percentage of responses from speech therapy specialists who answered "always" is 100%, with a frequency of 17 out of 17, which is a complete percentage.

Qualitative Analysis:

The options provided by speech therapy specialists on this item were unanimous, as all responses were "always." This indicates that all specialists observe differences in behavioral improvement for children on the autism spectrum whose parents adhere to parental guidance compared to those whose parents do not follow such guidance.

- **Presentation and Analysis of the Results for Item (No. 06):**

We will now present and analyze the results for item (No. 06) from the first axis, which is phrased as follows: Does the speech therapist's commitment to

parental guidance in speech therapy reduce stereotypical behaviors in children on the autism spectrum?

Table (No. 08): Shows the specialists' responses to item (No. 06) of the first axis

Alternatives	Frequencies	Percentage
Always	14	82.35 %
Sometimes	02	11.76 %
Never	01	5.88 %

Quantitative Analysis:

From the table above, we observe that the percentage of responses from speech therapy specialists who answered "always" is estimated at 82.35%, with a frequency of 14 out of 17, which is a high percentage. In contrast, those who answered "sometimes" were estimated at 11.76%, with 2 occurrences out of 17, indicating a low percentage. The percentage of responses for "never" was estimated at 5.88%, with only 1 occurrence.

Qualitative Analysis:

Most of the options selected by speech therapy specialists on this item were "always," indicating that the majority of specialists believe that the speech therapist's commitment to parental guidance in speech therapy contributes to reducing stereotypical behaviors in children with autism spectrum disorder.

- **Presentation and Analysis of Results for Item (No. 07):**

We will now present and analyze the results for item (No. 07) from the first axis, which states: Does the speech therapist's commitment to parental guidance in speech therapy contribute to the acquisition of desirable behaviors in children with autism spectrum disorder?

Table (No. 09): Shows the specialists' responses to item (No. 07) of the first axis

Alternatives	Frequencies	Percentage
Always	15	88.23 %
Sometimes	01	5.88 %
Never	01	5.88 %

Quantitative Analysis:

From the table above, we observe that the percentage of responses from speech therapy specialists who answered "always" is 88.23%, with a frequency of 15 out of 17, which is a high percentage. Meanwhile, the responses "sometimes" and "never" were estimated at 5.88%, with only one occurrence for each.

Qualitative Analysis:

Most of the responses from speech therapy specialists on this item were "always." This indicates that the majority of specialists believe that the speech therapist's commitment to parental guidance in speech therapy contributes to the acquisition of desirable behaviors in children with autism spectrum disorder.

6-2- Presentation and Analysis of Results for Axis Two: Verbal and Non-Verbal Communication:

- **Presentation and Analysis of Results for Item (No. 01):**

We will now present and analyze the results for item (No. 01) from Axis Two, which is phrased as follows: "Do you encounter difficulties in providing guidance for improving verbal and non-verbal communication for a child with autism spectrum disorder during parental guidance sessions?"

Table (No. 10): Shows the specialists' responses to item (No. 01) of the second axis

Alternatives	Frequencies	Percentage
Always	04	23.25 %
Sometimes	07	41.17 %
Never	06	35.29 %

Quantitative Analysis:

From the table above, we observe that the percentage of responses from speech therapy specialists who answered "always" was 23.25%, with a frequency of 4 out of 17, representing the lowest percentage. In contrast, those who responded "sometimes" accounted for 41.17%, with a frequency of 7 out of 17, marking the highest percentage. The percentage of respondents who answered "never" was 35.29%, with a frequency of 6. These last two percentages are somewhat close to each other.

Qualitative Analysis:

The choices of speech therapy specialists varied on this item, with some selecting "sometimes," others choosing "never," and only a few consistently answering "always." This indicates that their opinions differed regarding the challenges faced in providing guidance for improving verbal and non-verbal communication for children on the autism spectrum during parental guidance sessions.

- **Presentation and Analysis of Results for Item (No. 02):**

We will now present and analyze the results for item (No. 02) from the second axis, which is phrased as follows: Does adherence to parental guidance in speech therapy contribute to the development of the linguistic repertoire of children on the autism spectrum?

Table (No. 11): Shows the specialists' responses to item (No. 02) of the second axis

Alternatives	Frequencies	Percentage
Always	16	94.11 %
Sometimes	01	5.88 %
Never	00	00 %

Quantitative Analysis:

From the table above, we observe that the percentage of responses from speech therapy specialists who answered "always" was 94.11%, with a frequency of 16 out of 17, which is a very high percentage. Meanwhile, those who responded "sometimes" accounted for 5.88% with one occurrence, while none of the specialists answered "never."

Qualitative Analysis:

Most of the options chosen by speech therapy specialists regarding this item were "always," indicating that the majority of specialists believe that parental guidance in speech therapy contributes to the development of the linguistic repertoire of children with autism spectrum disorder.

- **Presentation and Analysis of Results for Item (No. 03):**

We will now present and analyze the results for item (Number 03) from the second axis, which asks: Does parental guidance in speech therapy enable children with autism spectrum disorder to learn some names of objects used in daily life?

Table (No. 12): Shows the specialists' responses to item (No. 03) of the second axis

Alternatives	Frequencies	Percentage
Always	17	100 %
Sometimes	00	00 %
Never	00	00 %

Quantitative Analysis:

From the table above, we observe that the percentage of responses from speech therapy specialists answering "always" was recorded at 100%, with a total of 17 occurrences out of 17, indicating a complete agreement.

Qualitative Analysis:

The choices made by speech therapy specialists on this item were unanimous, as all options were marked "always." This indicates that all specialists believe that parental guidance in speech therapy can enable children with autism spectrum disorder to learn some names of objects used in daily life.

• Presentation and Analysis of Results for Item (No. 04):

In the following section, we will present and analyze the results for item (No. 04) from the second axis, which states: "Does adherence to parental guidance in speech therapy enable a child with autism spectrum disorder to use spoken language to communicate with their environment?"

Table (No. 13): Shows the specialists' responses to item (No. 04) of the second axis

Alternatives	Frequencies	Percentage
Always	15	88.23 %
Sometimes	02	11.76 %
Never	00	00 %

Quantitative Analysis:

From the table above, we observe that the percentage of responses from speech therapy specialists who answered "always" was estimated at 88.23%, with a frequency of 15 out of 17, which is a high percentage. Meanwhile, those who answered "sometimes" accounted for 11.76%, with 2 responses, while no specialist responded with "never."

Qualitative Analysis:

Most of the choices made by the speech therapy specialists regarding this item were "always," and two of them chose "sometimes." This indicates that the majority of specialists believe that adherence to parental guidance in speech

therapy can enable children with autism spectrum disorder to use spoken language for communication with their environment.

- **Presentation and Analysis of Results for Item (No. 05):**

We will now present and analyze the results for item (No. 05) from the second axis, which is phrased as follows: Are the parents of children with autism spectrum disorder who are receiving care and adhering to the provided language guidelines satisfied with their children's language?

Table (No. 14): Shows the specialists' responses to item (No. 04) of the second axis

Alternatives	Frequencies	Percentage
Always	00	00 %
Sometimes	13	76.47 %
Never	04	23.52 %

Quantitative Analysis:

From the table above, we observe that the percentage of responses from speech therapy specialists indicating "sometimes" was 76.47%, with a frequency of 13 out of 17, which is a high percentage. Meanwhile, those responding with "never" accounted for 23.52%, with a frequency of 4, while none of the specialists responded with "always."

Qualitative Analysis:

Most of the speech therapy specialists' options for this item were "sometimes," and only a few selected "never." This indicates that the parents of children with autism spectrum disorder who are receiving care and adhering to the language guidance provided to them are often satisfied with their children's language skills.

- **Presentation and Analysis of Results for Item (No. 06):**

The following will present and analyze the results for item (No. 06) from the second axis, which states: Does adherence to parental guidance in speech therapy contribute to teaching a child with autism spectrum disorder non-verbal communication skills (gestures and signals) in the absence of language?

Table (No. 15): Shows the specialists' responses to item (No. 06) of the second axis

Alternatives	Frequencies	Percentage
Always	14	82.35 %
Sometimes	03	17.64 %
Never	00	00 %

Quantitative Analysis:

From the table above, we observe that the percentage of responses from speech therapy specialists who answered "always" was 82.35%, with a frequency of 14 out of 17, which is a high percentage. Those who answered "sometimes" accounted for 17.64%, with a frequency of 3 responses, while none of the specialists answered "never."

Qualitative Analysis:

Most of the options selected by speech therapy specialists for this item were "always," and a few chose "sometimes." This indicates that the majority of specialists believe that adherence to parental guidance in speech therapy contributes to teaching children with autism spectrum disorder non-verbal communication skills (such as gestures and signals) in the absence of language.

- **Presentation and Analysis of Results for Item (No. 07):**

We will now present and analyze the results for item (No. 07) from the second axis, which states: Does adherence to parental guidance in speech therapy contribute to the development of visual communication in children with autism spectrum disorder?

Table (No. 16): Shows the specialists' responses to item (No. 07) of the second axis

Alternatives	Frequencies	Percentage
Always	16	94.11 %
Sometimes	01	5.88 %
Never	00	00 %

Quantitative Analysis:

From the table above, we observe that the percentage of responses from speech therapy specialists answering "always" was estimated at 94.11%, with a frequency of 16 out of 17, which is a very high percentage. Meanwhile, those answering "sometimes" were estimated at 5.88% with one occurrence, while no specialists answered "never."

Qualitative Analysis:

Most of the speech therapy specialists' choices on this item were "always," indicating that the majority of specialists believe that adherence to parental guidance in speech therapy contributes to the development of visual communication in children with autism spectrum disorder.

6-3- Presentation and Analysis of Results for Axis Three: Social Interaction

- **Presentation and Analysis of Results for Item (No. 07):**

We will now present and analyze the results for item (No. 07) from axis three, which is phrased as follows: "Do you program special guidance sessions to improve social interaction in children with autism spectrum disorder within the framework of speech therapy?"

Table (No. 17): Shows the specialists' responses to item (No. 01) of the third axis

Alternatives	Frequencies	Percentage
Always	17	100 %
Sometimes	00	00 %
Never	00	00 %

Quantitative Analysis:

From the table above, we observe that the percentage of responses from speech therapy specialists answering "always" is 100%, with a total of 17 occurrences out of 17, which is a complete percentage.

Qualitative Analysis:

The choices of the speech therapy specialists were consistent on this item, as all options were "always." This indicates that all specialists program guidance sessions specifically aimed at improving the social interaction of children with autism within the framework of speech therapy support.

- **Presentation and Analysis of Results for Item (No. 02):**

In the following, we will present and analyze the results for item (No. 02) from the third axis, which is phrased as: "Do you face difficulties in providing guidance for improving the social interaction of a child with autism during parental guidance sessions?"

Table (No. 18): Shows the specialists' responses to item (No. 02) of the third axis

Alternatives	Frequencies	Percentage
Always	01	5.88 %
Sometimes	08	47.05 %
Never	08	47.05 %

Quantitative Analysis:

From the table above, we observe that the percentage of responses from speech therapy specialists who answered "sometimes" and "never" is identical, estimated at 47.05% with a frequency of 8 out of 17 for each category, which is

a moderate percentage. In contrast, those who answered "always" were estimated at 5.88% with only one occurrence.

Qualitative Analysis:

The choices of speech therapy specialists regarding this item were evenly split between the options "sometimes" and "never," with only one specialist choosing "always." This indicates that a group of them does not face difficulties in providing guidance for improving the social interaction of children with autism during parental guidance sessions, while another group experiences difficulties in doing so at times. Only one specialist does not encounter this difficulty.

- **Presentation and Analysis of Results for Item (No. 03):**

We will now present and analyze the results of item (No. 03) from the third axis, which states: Do you believe that the lack of commitment from the parents of children with autism to parental guidance in speech therapy hinders their child's social interaction development?

Table (No. 19): Shows the specialists' responses to item (No. 03) of the third axis

Alternatives	Frequencies	Percentage
Always	16	94.11 %
Sometimes	01	5.88 %
Never	00	00 %

Quantitative Analysis:

From the table above, we observe that the percentage of responses from speech therapy specialists who answered "always" was 94.11%, with a frequency of 16 out of 17, which is a very high percentage. Meanwhile, those who answered "sometimes" accounted for 5.88% with one occurrence, while no specialists responded with "never."

Qualitative Analysis:

Most of the options chosen by speech therapy specialists for this item were "always," indicating that the majority of specialists believe that the lack of commitment from the parents of children with autism spectrum disorder to parental guidance in speech therapy hinders their child's social interaction development.

- **Presentation and Analysis of Results for Item (No. 04):**

We will now present and analyze the results for item (No. 04) from the third axis, which states: "Does parental commitment to guidance enable their child with autism spectrum disorder to interact with those around them?"

Table (No. 20): Shows the specialists' responses to item (No. 04) of the third axis

Alternatives	Frequencies	Percentage
Always	16	94.11 %
Sometimes	01	5.88 %
Never	00	00 %

Quantitative Analysis:

From the table above, we observe that the percentage of responses from speech therapy specialists who answered "always" is 94.11%, with a frequency of 16 out of 17, which is a very high percentage. Meanwhile, those who answered "sometimes" accounted for 5.88% with one occurrence, while no specialists answered "never."

Qualitative Analysis:

Most of the options selected by speech therapy specialists on this item were "always," indicating that the majority of specialists believe that the commitment of parents of children with autism to parental guidance enables their child to interact with those around them.

• Presentation and Analysis of Results for Item (No. 05):

We will now present and analyze the results for item (No. 05) from the third axis, which is stated as: Does adherence to parental guidance in speech therapy enable a child with autism to form relationships with their peers?

Table (No. 21): Shows the specialists' responses to item (No. 05) of the third axis

Alternatives	Frequencies	Percentage
Always	12	70.58 %
Sometimes	05	29.41 %
Never	00	00 %

Quantitative Analysis:

From the table above, we observe that the percentage of responses from speech therapy specialists who answered "always" was 70.58%, with a frequency of 12 out of 17, which is a high percentage. Meanwhile, those who responded "sometimes" accounted for 29.41%, with a frequency of 5 responses, while none of the specialists answered "never."

Qualitative Analysis:

Most of the options chosen by the speech therapy specialists regarding this item were "always," while some responded "sometimes." This indicates that the majority of specialists believe that adhering to parental guidance in speech therapy allows children with autism spectrum disorder to form relationships with their peers. Additionally, none of them denied this perspective.

- **Presentation and Analysis of Results for Item (No. 06):**

We will now present and analyze the results for item (No. 06) from the third axis, which states: "Is the social interaction of children with autism spectrum disorder whose parents adhere to parental guidance better than those whose parents do not adhere to parental guidance?"

Table (No. 22): Shows the specialists' responses to item (No. 06) of the third axis

Alternatives	Frequencies	Percentage
Always	16	94.11 %
Sometimes	01	5.88 %
Never	00	00 %

Quantitative Analysis:

From the table above, we observe that the percentage of responses from speech therapy specialists indicating "always" was 94.11%, with a frequency of 16 out of 17, which is a very high percentage. In contrast, those responding "sometimes" accounted for 5.88% with one occurrence, while no specialists responded with "never."

Qualitative Analysis:

Most of the options selected by the speech therapy specialists for this item were "always," indicating that the majority believe that the social interaction of children on the autism spectrum whose parents adhere to parental guidance is better than that of those whose parents do not follow such guidance.

7- Discussion of Results According to the Study Hypotheses:

We will now discuss the results obtained from the responses of speech therapy specialists to the questionnaire prepared for the study, in light of the study hypotheses.

7-1- Discussion of Results According to the Main Hypothesis:

The main hypothesis of the study states: "Parental guidance commitment is effective in the speech therapy management of a child with Autism Spectrum Disorder (ASD) from the perspective of speech therapy specialists." We will

attempt to validate this hypothesis by discussing the results based on its partial hypotheses.

7-2- Discussion of Results According to the First Partial Hypothesis:

The first partial hypothesis states: "Commitment to parental guidance in speech therapy is effective in modifying the behavior of a child with Autism Spectrum Disorder from the perspective of speech therapy specialists." Based on the results from the first section of the questionnaire regarding the behavior of children with Autism Spectrum Disorder, it was concluded that the majority of responding speech therapy specialists support the idea that commitment to parental guidance contributes to modifying the behavior of children with ASD. They also believe that a lack of such commitment hinders the behavior modification process. Furthermore, they see that it helps reduce stereotypical behaviors and contributes to acquiring desirable behaviors in this group, although this process is not without some challenges, whether in providing guidance or in parents adhering to it. Therefore, we can conclude that the first partial hypothesis of the study has been validated.

7-3- Discussion of Results According to the Second Partial Hypothesis:

The second partial hypothesis states: "Adherence to parental guidance in speech therapy is effective in improving verbal and non-verbal communication in children with autism spectrum disorder from the perspective of speech therapy specialists." Based on the results from the second section of the questionnaire, which focused on verbal and non-verbal communication in children with autism spectrum disorder, we found that the opinions of the responding speech therapy specialists largely aligned. They agreed that adherence to parental guidance in speech therapy contributes to the development of the linguistic repertoire of children in this category, enabling them to learn the names of everyday objects and to use spoken language to communicate with their environment. Additionally, it aids them in acquiring non-verbal communication skills in the absence of language and enhances their eye contact. However, some specialists reported facing certain difficulties in this process, albeit to varying degrees. Therefore, we can conclude that the second partial hypothesis of the study has been validated.

7-4- Discussion of Results According to the Third Sub-Hypothesis:

The third sub-hypothesis states: "Commitment to parental guidance in speech therapy is effective in improving social interaction in children with autism spectrum disorder from the perspective of speech therapy specialists." Based on

the results of the third section of the questionnaire dedicated to social interaction in children with autism spectrum disorder, it was concluded that all specialists (sample participants) acknowledged conducting guidance sessions in this area. Furthermore, most of their opinions largely agreed that parental guidance in speech therapy enables these children to interact with those around them and form relationships with their peers. Additionally, their social interaction is better than that of children whose parents do not adhere to the guidance provided by specialists. However, some of them face difficulties in providing this guidance to the parents of children with autism spectrum disorder. Therefore, we can conclude that the third sub-hypothesis of the study has been validated.

Finally, based on the fulfillment of all the partial hypotheses of the study that constitute the main hypothesis, the results addressing the main question were represented in the responses of the sample individuals to the questionnaire as a whole. Each axis corresponds to one of the three partial questions of the study, all of which concluded that adherence to parental guidance in speech therapy for children on the autism spectrum is effective in modifying their behavior, improving their verbal and non-verbal communication, and is also effective in enhancing their social interaction. Therefore, we can say that adherence to parental guidance is effective in the process of speech therapy for children on the autism spectrum from the perspective of speech therapy specialists (the study sample), indicating that the main hypothesis of the study has been validated.

Conclusion:

Through our discussion of the results from the survey of the study and the quantitative and qualitative analysis of each item, followed by a discussion of the findings in light of the study's hypotheses—all of which were confirmed—we can conclude that parental guidance is effective in the speech therapy process for children with autism spectrum disorder (ASD) from the perspective of speech therapy specialists. This effectiveness pertains to behavior modification, improvement of verbal and non-verbal communication, and enhancement of social interaction.

We can interpret some responses from speech therapy specialists regarding the challenges they face in providing parental guidance to parents of children with ASD by linking them to the factor of experience. All respondents who reported not facing these challenges had over ten years of experience in the field, indicating that experience plays a significant role in addressing this population's needs.

This finding aligns with the study by Vanuxem and Gantelme (2011), which concluded that personal and professional experiences are crucial in facilitating this practice (parental guidance). They found that multiple interactions and mutual knowledge among specialists are highly important, as this practice strengthens relationships, increases trust between specialists and parents, and contributes to rehabilitation and re-education.

The results of our study also correspond with part of the findings from the study by Ben Chadda and Aoun (2014), where the researchers found that speech therapy techniques effectively develop language and psychomotor skills in children with ASD, with variations in success depending on the duration of speech therapy intervention.

Despite confirming the study's hypotheses, we cannot generalize these results due to the sample size. We did not have sufficient time to visit other institutions to increase it. Additionally, we attribute this limitation to the specific criteria required for our sample, which were not met by many individuals in the original community of our study. Consequently, we had to discard numerous surveys that did not meet the required sample characteristics. Furthermore, some speech therapy specialists were uncooperative, which led us to invest considerable time and effort in distributing and collecting surveys.

There is no doubt that the speech therapist plays an effective role in supporting children with autism spectrum disorder through various therapeutic strategies and techniques that vary according to their objectives. Regardless of their experience and ability to apply these strategies, and despite their success in establishing a relationship with the child suffering from autism, as seen in our study, parents remain the most suitable and closest means of reaching this child. Parental guidance is a comprehensive process that combines both preventive and therapeutic roles, serving as a tool in speech therapy. It follows organized steps that align with the child's developmental stages and requires high skills and competence from the specialist to use it effectively. The aim of this guidance is to raise awareness among parents and strengthen the relationships between them and their child, enabling them to better understand the disorder, learn how to cope with it, and also providing the specialist with the opportunity to achieve the goals outlined in the therapeutic plan. Ultimately, it values the efforts of both the specialist and the parents in contributing to modifying the child's behaviors, improving their verbal and non-verbal communication, and enhancing their ability to interact with their environment, as well as alleviating as many issues as possible that they may face.

In summary, we conclude that parental guidance is a somewhat effective tool in the process of speech therapy for children with autism spectrum disorder from the perspective of speech therapists. It can be significantly utilized if there is acceptance from parents regarding this disorder. If they do not accept it, efforts

must be made to address this point, as it is crucially important and directly affects their commitment to the guidance provided by specialists.

Recommendations and Suggestions:

- Organize awareness days and training sessions aimed at educating parents of children with autism about the importance of adhering to parental guidance in improving their child's abilities and developing their potential.
- Encourage practicing speech therapists to prioritize using this tool due to its significance in saving time and effort.
- Conduct extensive studies and research on parental guidance in the field of speech therapy, given its importance in facilitating speech therapy sessions for children with autism specifically, and for children with language disorders in general.

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