

The Role of Social Support Perception on Parent-Child Relationships in Mothers with Children with Autism**Otizmli Çocuğa Sahip Annelerde Sosyal Destek Algısının Ebeveyn-Çocuk İlişkileri Üzerindeki Rolü**Sibel Sümer-Öncel¹ ¹ Dr. MEB, Primary Teacher School, Şanlıurfa, Türkiye**Makale Bilgileri***Geliş Tarihi (Received Date)*

29.05.2025

Kabul Tarihi (Accepted Date)

22.07.2025

***Sorumlu Yazar**

Sibel Sümer-Öncel

Şanlıurfa MEB, Tarlabası
İlkokulu

sibelsmr.55@gmail.com

Abstract: Autism spectrum disorder (ASD) is a condition that affects not only children but also the family system in a multidimensional way. Especially mothers assume intense responsibility in the care and education processes of the child and experience high levels of stress, burnout and loneliness in this process. This study aims to examine the effect of the level of social support perceived by mothers with children diagnosed with autism spectrum disorder (ASD) on the positive and negative dimensions of mother-child relationships. A total of 235 mothers with ASD children participated in the study. Data were collected online using the Parent-to-Parent Support Perception Scale and Parent-Child Relationship Questionnaire. Correlation and simple linear regression analyses were used in the study. The findings show that the level of social support perceived by mothers has a significant positive relationship with the positive dimension of mother-child relationships and significantly predicts this dimension. However, social support perception did not significantly predict the negative relationship dimension. These results reveal that social support plays an important role, especially in strengthening positive parent-child relationships.

Keywords: Autism, social support, mother-child relationship, parenting, peer support

Öz: Otizm spektrum bozukluğu (OSB), yalnızca çocukları değil, aynı zamanda aile sistemini de çok boyutlu biçimde etkileyen bir durumdur. Özellikle anneler, çocuğun bakım ve eğitim süreçlerinde yoğun sorumluluk üstlenmekte ve bu süreçte yüksek düzeyde stres, tükenmişlik ve yalnızlık hissi yaşamaktadır. Bu araştırma, otizm spektrum bozukluğu (OSB) tanılı çocuğa sahip annelerin algıladıkları sosyal destek düzeyinin, anne-çocuk ilişkilerinin olumlu ve olumsuz boyutları üzerindeki etkisini incelemeyi amaçlamaktadır. Çalışmaya, OSB çocuğu olan 235 anne katılmıştır. Katılımcılardan veriler, Parent-to-Parent Support Perception Scale ve Parent-Child Relationship Questionnaire aracılığıyla çevrim içi ortamda toplanmıştır. Araştırmada korelasyon ve basit doğrusal regresyon analizleri kullanılmıştır. Bulgular, annelerin algıladıkları sosyal destek düzeyinin anne-çocuk ilişkilerinin olumlu boyutuyla pozitif yönde anlamlı bir ilişki içinde olduğunu ve bu boyutu anlamlı şekilde yordadığını göstermektedir. Ancak sosyal destek algısı, olumsuz ilişki boyutunu anlamlı biçimde yordamamıştır. Bu sonuçlar, sosyal desteğin, özellikle olumlu ebeveyn-çocuk ilişkilerinin güçlendirilmesinde önemli bir rol oynadığını ortaya koymaktadır.

Anahtar Kelimeler: Otizm, sosyal destek, anne-çocuk ilişkisi, ebeveynlik, akrân desteği

Sümer-Öncel, S. (2025). The role of social support perception on parent-child relationships in mothers with children with autism. *Erzincan University Journal of Education Faculty*, 27(3), 389-394 <https://doi.org/10.17556/erziefd.1709014>

Introduction

Autism spectrum disorder (ASD) is a neurodevelopmental disorder defined by persistent differences in the areas of social interaction, communication and limited/repetitive behaviour patterns (American Psychiatric Association [APA], 2013). The care processes of children diagnosed with ASD constitute a life pattern that requires intensive time, labour and emotional resources for parents. Mothers, who are one of the main burden bearers of this care process, often face difficulties such as loneliness, feelings of inadequacy, burnout and social exclusion (Hayes & Watson, 2013). The parent-child relationship is one of the basic bonds that support the social, emotional and cognitive development of the child. The quality of this relationship is shaped not only by the individual resources of the parent but also by the support perceived from the social environment (Belsky, 1984). Especially for parents caring for a disabled child, social support is a determining factor in reducing stress, maintaining psychological well-being and sustaining parenting competence (Cohen & Wills, 1985).

Parent-Child Relationship and Perception of Parent-to-Parent Support in Parents with Children with Autism

Autism spectrum disorder (ASD) is a life situation that affects not only children but also the family system in a multi-layered way. Especially mothers play an intensive role in the care, education and behaviour management processes of their

children with autism and often feel lonely (Hayes & Watson, 2013). In this process, the quality of the mother's relationship with the child directly affects both the development of the child and the psychological resilience of the mother (Pelchat et al., 2003). However, the quality of this relationship depends not only on the individual characteristics of the mother, but also on the level of support she receives from the social context she is in. At this point, two theoretical approaches -Family Systems Theory and Stress-Support Theory- provide an important basis for explaining the dynamics between parent-child relationship and social support.

Family Systems Theory (Bowen, 1978) defines the family as a system consisting of interdependent individuals. According to this theory, any change or stress experienced by one family member affects the whole system. The diagnosis of ASD causes multi-layered transformations in the family system, resulting in redistribution of care roles, restriction of social relationships and increased emotional burdens (Seligman & Darling, 2007). The mother's effort to respond to the special needs of her child may weaken the parent-child interaction by combining with feelings such as guilt, inadequacy and isolation. At this point, social support comes into play as a protective factor that keeps the system in balance. The ability of the family system to maintain its functionality is directly related to the resources provided from outside the system (e.g., support providers such as relatives, friends, and peer families). Especially peer support, i.e.,

emotional and informative support provided by families with similar experiences, can be effective in restoring the balance of the system (Singer et al., 1999). Therefore, how a mother of a child with autism perceives external sources of support may directly affect the relational dynamics within the system (especially the mother-child bond).

Stress-Support Theory (Cohen & Wills, 1985) argues that social support serves as a buffering function that reduces the negative effects of stressful life events experienced by the individual. According to this theory, the social support (emotional, informative or practical support) that the individual receives from his/her environment reduces the psychological and physiological effects of the stress experienced. The sources of stress experienced by mothers of children with autism are multifaceted, such as behavioural problems of the child, social stigma, social isolation, economic burdens and future anxiety (Gray, 2002; Wang et al., 2020). If the mother perceives that she has a strong social support network in the process of coping with this stress, she feels more competent and can establish a more patient, understanding and supportive relationship with her child (Benson, 2006). In the literature, it is seen that parenting stress is lower, and psychological resilience and parenting competence are higher in parents with high perception of social support (Kyzar et al., 2012; Dunn et al., 2001). Studies conducted in the context of Turkey also show that as the level of social support increases, conflicts in parent-child relationships decrease, communication is strengthened, and mothers develop more positive attitudes in parental roles (Polattimur, 2019; Diker, 2020).

Families of children with autism often find support from other families who share similar life experiences more effective and sincere than professional help (Boothroyd et al., 1994; Singer et al., 1999). Since parent-to-parent support systems are based on sharing common experiences, they make mothers feel that they are not alone, improve their problem-solving skills and help them regulate their own emotions (Dodur & Çalışkan, 2024; Shastri et al., 2025). In addition, such support structures nurture positive relationship dynamics such as empathy, flexibility and acceptance in the mother's relationship with the child. These forms of support not only reduce mothers' stress levels but can also make them more aware, effective and secure parents (Resch et al., 2012). Therefore, social support plays a strategic role not only in individual well-being but also in creating a sustainable interaction environment within the family system.

Current Study

Autism spectrum disorder (ASD) is a multidimensional condition that affects the lives of not only the individual but also the whole family. The care process of children diagnosed with ASD is usually undertaken by mothers, and this may cause intense stress, burnout and social isolation in mothers (Hayes & Watson, 2013). In the literature, it has been emphasised in many studies that this psychological burden may negatively affect the parent-child relationship, but social support systems can alleviate this effect (Cohen & Wills, 1985; Kyzar et al., 2012). However, not only the existence of social support but also how it is perceived by the individual is a determining factor. Perceived social support affects many variables ranging from the mother's coping skills with stress to parenting behaviours (Fierloos et al., 2023).

In the existing literature, there are many studies on the stress levels, psychological adjustment and social support

needs of parents of children with autism (Gao & Drani, 2025; Likhitweerawong et al., 2022). However, a significant number of these studies either focus on the general level of social support or indirectly address the parent-child relationship (Dodur & Çalışkan, 2024; Gao & Drani, 2025). In particular, studies examining the direct relationship between perceived social support and the qualities of the parent-child relationship are limited. Moreover, in the Turkish context, the evaluation of this issue with quantitative data and the systematic testing of the effect of social support perception on the mother-child relationship are quite limited. Considering these deficiencies, this study aims to both fill the gap in the literature and contribute to the field in a cultural context by examining the effect of social support perceptions of mothers with children with autism on the positive and negative dimensions of mother-child relationships. The findings to be obtained have important practical implications in terms of structuring support services, developing family-based interventions and shaping social policy recommendations. The general aim of this study is to examine the effect of the level of social support perceived by mothers of children with autism on mother-child relationships. Within the scope of the research, the relationship between social support perception and both positive and negative dimensions of the mother-child relationship will be evaluated.

H1: There is a significant positive relationship between the level of social support perceived by mothers with children with autism and the positive dimension of the mother-child relationships.

H2: There is a significant negative relationship between the level of social support perceived by mothers with children with autism and the negative dimension of the mother-child relationships.

H3: The level of social support perceived by mothers significantly predicts the positive dimension of the mother-child relationship.

H4: The level of social support perceived by mothers significantly predicts the negative dimension of the mother-child relationship.

Methodology

Participants

The sample of this study consisted of 235 mothers with children diagnosed with autism spectrum disorder (ASD) living in 12 different provinces of Turkey. When the age distribution of the participants was analysed, 23 (9.8%) mothers were between the ages of 25 and 34, 148 (63%) between the ages of 35 and 44, and 64 (27.2%) between the ages of 45 and 59. The average age of the children of the participants was nine years (range: 7-11 years). Of the mothers, 40% were undergraduate, 30% high school, 20% associate's degree and 10% primary school graduates. Regarding the employment status of the mothers, 133 (56.6%) stated that they were employed and 102 (43.4%) stated that they were not employed. The statements of the participants regarding their perceived economic situation are as follows: 85 mothers (36.2%) stated that their income was less than their expenses, 112 mothers (47.7%) stated that their income and expenses were equal, and 38 mothers (16.2%) stated that their income was more than their expenses.

Data Collection Tools

Parent-Child Relationship Questionnaire: Initially developed by Hetherington and Clingempeel (1992) and later adapted into Turkish by Aytaç et al. (2018), this tool evaluates the quality of the relationship as perceived by mothers in their interactions with their children. The questionnaire includes 15 items divided into two subdimensions. The first subscale, positive parent-child relationship, assesses aspects such as emotional warmth, attentiveness, and sensitivity (e.g., “To what extent do you enjoy spending time alone with your child?”). The second subscale, the negative parent-child relationship, captures elements such as conflict, disciplinary practices, and a negative emotional tone (e.g., “How often do you criticize your child?”). Participants respond using a 5-point Likert scale, ranging from 1 (not at all) to 5 (significantly), to indicate how well each statement describes their relationship with their child.

Parent-to-Parent Support Perception Scale: This scale, developed by Kürtüncü and Arslan (2022), is designed to assess the perceived social support and family functioning among parents of children with disabilities. It contains 24 items that reflect various types of support, including appreciation, informational, emotional, and cooperative support. Responses are rated on a 4-point Likert scale (e.g., “Other families of children with disabilities can support me when I face difficulties”). The total score can range from 24 to 96, with higher scores indicating greater perceived support.

Data Collection Method

The snowball sampling technique, one of the non-probability-based sampling methods, was used to determine the participants in the study. The data collection process was carried out online, and the data collection tools were structured via Google Forms. The questionnaire form created within the scope of the research was delivered to the mothers known to have children with autism, and the participants were asked to refer other individuals with similar characteristics to the study. In this process, Goodman's (1961) principles of snowball sampling were taken as a basis. The participants were informed that they participated in the study voluntarily, that they could withdraw from the study at any time and that the confidentiality of their personal data would be protected. The data collection process carried out in accordance with ethical principles was completed within the framework of anonymity and privacy.

Data Analysis

The data obtained within the scope of the research were analysed using the SPSS 26.0 (Statistical Package for the Social Sciences) package programme. Before starting the

analysis of the data, the distribution characteristics of the variables were examined, and it was accepted that normality was ensured by taking into account that the skewness and kurtosis values were within ± 2 (Finney & DiStefano, 2006). Firstly, Pearson correlation analysis was applied to determine the relationships between the perceived social support level of mothers with children with autism and the positive and negative sub-dimensions of mother-child relationships. Then, two separate simple linear regression analyses were performed to test the predictive power of perceived social support level on both dimensions of the mother-child relationship. Perceived social support as the independent variable and positive and negative parent-child relationship scores as the dependent variable were included in the model. In each analysis, model significance, explained variance (R^2) ratio and regression coefficients (β) were reported. The significance level was set as .05.

Findings

Correlation and Descriptive Statistics

Correlation and descriptive statistics (arithmetic mean, standard deviation, skewness and kurtosis values) of the variables are presented in Table 1.

The arithmetic means of the variables are 78.44 for perceived social support, 32.14 for positive relationship and 15.23 for negative relationship, respectively. The skewness and kurtosis values of all variables were found to be within the limits of ± 2 , indicating that the distributions can be considered normal (Finney & DiStefano, 2006). In addition, the internal consistency levels of the scales used were found to be high: Cronbach $\alpha = .96$ for perceived social support, $\alpha = .85$ for positive relationship and $\alpha = .73$ for negative relationship. The relationships and descriptive statistics between the variables in the study are presented in Table 1. According to the findings, there is a positive and statistically significant relationship between perceived social support and positive parent-child relationship ($r = .43$, $p < .001$). This result shows that as the perception of social support increases, mothers' relationships with their children become warmer, more caring and more sensitive. On the other hand, a significant negative relationship was found between perceived social support and negative parent-child relationship ($r = -.24$, $p < .001$). This finding indicates that when the perception of social support is high, conflict, criticism and negative emotions are experienced less in the parent-child relationship. In addition, there was a significant negative relationship between positive and negative relationship sub-dimensions ($r = -.34$, $p < .001$). This result indicates that as the level of positive relationship increases, negative interactions decrease.

Table 1. Relationships between variables and descriptive statistics

| Variables | 1 | 2 | 3 |
|-----------------------------|--------|--------|-------|
| 1. Perceived social support | - | | |
| 2. Positive relationship | .43** | - | |
| 3. Negative relationship | -.24** | -.34** | - |
| Arithmetic mean | 78.44 | 32.14 | 15.23 |
| Standard deviation | 15.11 | 7.46 | 4.23 |
| Skewness | -1.15 | -.87 | .34 |
| Kurtosis | 1.78 | .70 | -.04 |
| Cronbach's α | .96 | .85 | .73 |

Not. ** $p < .001$

Table 2. Predictive power of perceived social support on mother–child relationship dimensions

| Variables | β^a | SE <i>B</i> | β^b | t | p |
|--------------------------------|-----------|-------------|-----------|-------|------|
| Positive Relationship | | | | | |
| Constant | 22.52 | 2.35 | - | 9.58 | .000 |
| Social Support | 0.21 | 0.03 | .43 | 7.26 | .000 |
| R = .43, R ² = .18 | | | | | |
| Negative Relationship | | | | | |
| Constant | 13.71 | 1.46 | - | 9.38 | .000 |
| Social Support | -0.01 | 0.02 | -.04 | -0.58 | .564 |
| R = .04, R ² = .001 | | | | | |

a Unstandardized beta coefficient, *b* standardized beta coefficient

Regression

The regression analysis results for the positive parent-child relationship dimension (Table 2) show that the model is statistically significant ($F(1, 233) = 52.68, p < .001$). Perceived social support was a significant predictor of positive relationship scores ($\beta = .43, t = 7.26, p < .001$). The level of explanatory power (R^2) of the model was found to be .18, indicating that the perception of social support explained 18% of the total variance in the positive mother-child relationship. This result shows that as the level of social support increases, mothers establish warmer, more sensitive and closer relationships with their children.

The regression analysis for the negative parent-child relationship dimension was not statistically significant ($F(1, 233) = 0.33, p = .564$). Perceived social support did not significantly predict the negative relationship dimension ($\beta = -.04, t = -0.58, p = .564$). The explanatory power of the model was almost negligible ($R^2 = .001$). This finding suggests that social support alone may not be a sufficient variable in reducing negative parenting behaviours. When these results are evaluated in general, it can be said that social support is an effective predictor, especially of positive parent-child interactions, but it plays a limited role in explaining negative relationship dynamics.

Discussion

In this study, the effect of the perceived social support level of mothers with children with autism on the positive and negative dimensions of the mother-child relationship was examined. The findings showed that the level of perceived social support had a significant positive relationship with the positive dimension of the mother-child relationship, but it was not a significant predictor of the negative dimension.

Within the scope of the first hypothesis, it was found that there was a significant positive relationship between the level of perceived social support and the positive dimension of the mother-child relationship. This finding coincides with the prediction of Stress-Support Theory (Cohen & Wills, 1985). According to the theory, social support facilitates psychological adaptation by reducing the impact of stressful life events and supports functional parenting behaviours. Since the process of caring for children diagnosed with ASD causes high levels of stress and burnout in parents, social support has an important role in regulating this stress (Hayes & Watson, 2013; Abd Rahman et al., 2023). The findings are also consistent with the studies conducted in the Turkish context. Diker (2020) and Polattimur (2019) found that increasing the level of social support strengthens the warmth, interest and communication in parent-child relationships. This finding can also be explained by the Family Systems Theory (Bowen, 1978). According to the theory, while stress in any element of

a system affects the whole system, support from external sources can stabilise the system. Mothers' high perception of social support may increase their emotional flexibility within the system and enable them to establish mother-child interaction on a healthier basis (Singer et al., 1999). In particular, parent-to-parent support structures encourage positive relationship dynamics through mutual empathy, understanding and solidarity among mothers who share similar experiences (Boothroyd et al., 1994). Since parent-to-parent support systems in the Turkish context are not yet institutionalized and are mostly based on informal solidarity, the source, quality and sustainability of perceived support may differ from examples in different countries (Polattimur, 2019; Diker, 2020).

In line with the second hypothesis, a significant negative relationship was found between the level of perceived social support and the negative dimension of the mother-child relationship. This result indicates that social support not only increases positive interactions but also decreases the negative reactions of the parent towards the child. As a matter of fact, it is stated in the literature that parents with high levels of social support have less critical, punitive or conflictual interactions (Green, 2007; Kyzar et al., 2012). However, the relatively low correlation coefficient suggests that negative parenting behaviours may be associated with factors other than social support (e.g., burnout, psychological resilience, problem behaviours of the child) (Gray, 2002; Lebert-Charron et al., 2022).

Within the scope of the third hypothesis, it was observed that social support perception significantly predicted a positive mother-child relationship. The results of the regression analysis revealed that the level of social support explained 18% of the variance in the positive dimension of the mother-child relationship. This finding shows that social support is not only related but also a strong predictor. Previous studies have shown that especially peer support structures make mothers feel understood and supported, which positively affects the quality of their relationship with their children (Singer et al., 1999; Boothroyd et al., 1994). In terms of Family Systems Theory (Bowen, 1978), the support received from external sources stands out as a regulator of family functioning and plays a stabilising role on the mother-child bond.

Finally, social support level did not significantly predict negative parent-child relationship scores. This finding suggests that although social support has the potential to strengthen positive parenting attitudes, it may not be sufficient to directly eliminate negative relationship dynamics. It is thought that negative parent-child interactions may be related to more direct stressors (e.g., child's problem behaviours, mother's burnout level) rather than social support (Gray, 2002; Lebert-Charron et al., 2022). As a matter of fact, negative parent-child relationships are generally shaped by

multidimensional reasons: a child's behavioural difficulties, parents' mental health status, coping skills and family stress levels can affect this relationship in a complex way (Gray, 2002; Lebert-Charron et al., 2022; Smith et al., 2014; Schuiringa et al., 2015).

In addition, these findings overlap with some studies in the literature. For example, Dunn et al. (2001) argued that social support reduces parental stress, but its direct effect on the level of conflict in the relationship is not always evident. Similarly, Kadi (2018) emphasised that negative parent-child interactions are related not only to the social environment but also to internal emotion regulation difficulties and burnout level. In this context, in structuring social support systems, it is necessary to focus not only on providing support but also on the psychological and behavioural factors underlying negative relationship patterns.

In conclusion, this study showed that the perception of social support was effective in strengthening the positive aspects of the relationship between mothers with autistic children and their children. However, it is understood that social support alone is not sufficient to reduce negative relationship dynamics. This situation reveals that intervention programmes should not only provide support but also include coping with stress, emotion regulation and problem-solving skills.

Limitations and Suggestions

Although this study provides important findings, it also brings some limitations. Firstly, the data collection method used in the study is self-report-based. This may limit the objectivity of the data, as it may cause a social favourability effect in the participants' responses. Mothers may be more prone to give positive responses, especially when it comes to an emotional and private issue such as parent-child relationships. Secondly, the sample of the study was limited to mothers with children with autism. This restricts the generalisation of the results obtained to fathers or other caregivers (e.g., grandparents). In addition, most of the sample group consists of the middle-income group, which causes limited socioeconomic diversity. Thirdly, a cross-sectional design was used in the study. Therefore, the effect of social support perception on the parent-child relationship cannot be interpreted causally. The findings are limited to revealing the relationships between the variables.

Considering these limitations, future research would benefit from including not only mothers but also fathers and other caregivers, allowing for a more comprehensive examination of the family dynamic. Beyond self-report measures, incorporating qualitative approaches—such as detailed interviews, focus groups, or observational methods—could offer more profound insight into the complexities of the parent-child relationship. Moreover, longitudinal designs are encouraged to track how perceptions of social support evolve and how these changes influence the parent-child bond in the long term. Expanding the research to include participants from diverse socioeconomic and cultural backgrounds would also enhance the generalizability and richness of the findings.

Author Contributions

The author declares that no other author contributed to the study and that he/she has read and approved the final version of the study.

Ethical Declaration

This study was conducted with the approval of the Çankırı Karatekin University Health Sciences Human Research Ethics Committee at its meeting on 27 May 2025.

Conflict of Interest

The author declares that there is no conflict of interest with any institution or individual in the scope of this study.

References

- Abd Rahman, N. R., Kahar, R., Amidawati, W., & Abdullah, W. (2023). Social support and parenting stress among parents of children with autism spectrum disorder in Selangor. *Int. J. Acad. Res. Bus. Soc. Sci.*, 13(18), 83-95. <http://dx.doi.org/10.6007/IJARBS/v13-i18/19949>
- Boothroyd, R. A., Banks, S., Gomez, J., & Perrin, K. (1994). The effectiveness of parent-to-parent support in improving parenting and child outcomes: A review of the literature. *Journal of Child and Family Studies*, 3(3), 283-295. <https://doi.org/10.1007/BF02233861>
- Diker, N. (2020). Engelli çocuğa sahip ebeveynlerde sosyal destek ve ebeveyn-çocuk iletişimi ilişkisi. *Aile Psikolojisi Dergisi*, 13(2), 101-120.
- Dodur, H. M. S., & Çalışkan, B. (2024). Parent-to-Parent support perception and Parent-Child relationship in parents of children with special Needs: The mediating role of quality of life. *Children and Youth Services Review*, 166, 107925. <https://doi.org/10.1016/j.childyouth.2024.107925>
- Dunn, M. E., Burbine, T., Bowers, C. A., & Tantleff-Dunn, S. (2001). Moderators of stress in parents of children with autism. *Community Mental Health Journal*, 37(1), 39-52. <https://doi.org/10.1023/A:1026592305436>
- Fierloos, I.N., Windhorst, D.A., Fang, Y. et al.. (2023). The association between perceived social support and parenting self-efficacy among parents of children aged 0–8 years. *BMC Public Health* 23, 1888 <https://doi.org/10.1186/s12889-023-16710-8>
- Gao, X., & Drani, S. (2025). Social Support Experiences in Parents of Children With ASD: A Qualitative Systematic Review. *SAGE Open*, 15(2), 21582440251336174. <https://doi.org/10.1177/21582440251336174>
- Gray, D. E. (2002). Ten years on: A longitudinal study of families of children with autism. *Journal of Intellectual and Developmental Disability*, 27(3), 215-222. <https://doi.org/10.1080/1366825021000008639>
- Green, S. E. (2007). "We're tired, not sad": Benefits and burdens of mothering a child with a disability. *Social Science & Medicine*, 64(1), 150-163. <https://doi.org/10.1016/j.socscimed.2006.08.025>
- Kadi, F. (2018). Engelli çocuğu olan ailelerin karşılaştıkları güçlükler. *Toplum ve Sosyal Hizmet*, 29(2), 48-65.
- Kyrkou, M. (2018). Stress and coping strategies of parents with a child with a disability. *Journal of Special Education and Rehabilitation*, 9(2), 30-44.
- Kyza, K. B., Turnbull, A. P., Summers, J. A., & Gómez, V. A. (2012). The relationship of family support to family outcomes: A synthesis of key findings. *Mental Retardation and Developmental Disabilities Research Reviews*, 18(1), 35-43. <https://doi.org/10.1002/mrdd.11336>
- Lebert-Charron, A., Dorard, G., Boujut, E., Wendland, J., & Camberlein, J. (2022). Parenting stress in parents of children with special needs: Links with family support and

- coping strategies. *Research in Developmental Disabilities*, 124, 104208. <https://doi.org/10.1016/j.ridd.2022.104208>
- Likhitweerawong, N., Boonchooduang, N., & Louthrenoo, O. (2022). Parenting styles, parental stress, and quality of life among caregivers of Thai children with autism. *International Journal of Disability, Development and Education*, 69(6), 2094-2107. <https://doi.org/10.1080/1034912X.2020.1837354>
- Mandleco, B., Olsen, S. F., Dyches, T. T., & Marshall, E. S. (2003). The relationship between family and sibling functioning in families raising a child with a disability. *Journal of Family Nursing*, 9(4), 365-386. <https://doi.org/10.1177/1074840703258329>
- Pelchat, D., Lefebvre, H., & Perreault, M. (2003). Differences and similarities between mothers' and fathers' experiences of parenting a child with a disability. *Journal of Child Health Care*, 7(4), 231-247. <https://doi.org/10.1177/1367493503007400>
- Polattimur, A. (2019). Sosyal destek algısı ile ebeveyn stres düzeyi arasındaki ilişki. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 9(54), 12-29
- Resch, J. A., Elliott, T. R., & Benz, M. R. (2012). Depression among parents of children with disabilities. *Families, Systems, & Health*, 30(4), 291. <https://doi.org/10.1037/a0030366>
- Schuiringa, H., van Nieuwenhuijzen, M., Orobio de Castro, B., & Matthys, W. (2015). Parenting and the parent-child relationship in families of children with mild to borderline intellectual disabilities and externalizing behavior. *Research in Developmental Disabilities*, 36, 1-12. <https://doi.org/10.1016/j.ridd.2014.09.02>
- Shastri, U., Prakasan, N., Satheesan, L., Kumar, K., & Kalaiah, M. K. (2024). Parental Stress, Learned Helplessness, and Perceived Social Support in Mothers of Children with Hearing Loss and Mothers of Typically Developing Children. *Audiology Research*, 15(1), 1-12. <https://doi.org/10.3390/audiolres15010001>
- Singer, G. H. S., Marquis, J. G., Powers, L. K., Blanchard, L., DiVenere, N., Santelli, B., ... & Sharp, M. (1999). A multi-site evaluation of parent to parent programs for parents of children with disabilities. *Journal of Early Intervention*, 22(3), 217-229. <https://doi.org/10.1177/105381519902200305>
- Smith, L. E., Greenberg, J. S., & Mailick, M. R. (2014). The family context of autism spectrum disorders: Influence on the behavioral phenotype and quality of life. *Child and Adolescent Psychiatric Clinics*, 23(1), 143-155. <https://doi.org/10.1016/j.chc.2013.08.00>
- Thompson, R. A., Meyer, S., & McGinley, M. (2013). Understanding parent-child relationships. In Bornstein, M. H. (Ed.), *Handbook of Parenting* (Vol. 1, pp. 25-63). Psychology Press.
- Van der Veek, S. M., Kraaij, V., & Garnefski, N. (2009). Cognitive coping strategies and stress in parents of children with Down syndrome: A prospective study. *Intellectual and Developmental Disabilities*, 47(4), 295-306. <https://doi.org/10.1352/1934-9556-47.4.295>