

The role of social support in meeting the needs of parents of children with intellectual disability and children with autism (comparative study)

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2012

The aim of this study was to investigate the role of social support formal and informal to meet the needs of parents of students with intellectual disability and students with autism, and the researcher used in this study, the descriptive method of comparative study sample consisted of (352) a guardian for children with intellectual disability and students with Autism enrolling in education programs of intellectual and autism in the city of Riyadh, the researcher designed a tool to study in the light of what has been formulated from the objectives and study questions, and consisted of two axes tool study are: (1) the needs of parents. (2) social support.

Results of the current study to include the following:

- 1 - came knowledge needs in the first place, according to their relevance to parents of students with intellectual disability and students with autism, followed by material needs and social needs and mental health.
- 2 - were informal social support in the first place, according to their relevance to parents of students with intellectual disability and students with autism, followed by formal social support.
- 3 - a statistically significant relationship between social support and the needs of parents of students with intellectual disability and students with autism.
- 4 - there is a difference in the forms of informal social support depending on the type of the child for the benefit of students with intellectual disability, while there was no difference in the forms of formal social support depending on the type of the child.
- 5 - There is no statistically significant differences between social support formal and informal to meet the needs of parents of students with intellectual disability and students with autism.