

Abstract

The following is a proposal for a research study investigating the level hope in typically developing youth siblings of children with autism. Having a sibling with ASD has a unique impact on a child's development and could potentially be seen as a risk factor. Literature on the nature of adjustment in this population is reviewed. Previous research has shown that hope is a construct that can be identified in young children and has lead to beneficial outcomes in children who are at risk. The current study intends assess the level of hope in typically developing siblings of children with ASD who are currently participating in an ABA program. Children without a sibling with ASD will be compared. Implications and future research are discussed.

Annotated Bib

NATURE OF SIBLINGS WITH AUTISM

[The impact of autism on siblings](#). Full Text Available Ferraioli, Suzannah J.; Harris, Sandra L.; Social Work in Mental Health, Vol 8(1), Jan, 2010. pp. 41-53. [Journal Article]
Subjects: Human Development; Life Span; Pervasive Developmental Disorders; Siblings; Childhood (birth-12 yrs); Adolescence (13-17 yrs); Adulthood (18 yrs & older)
Database: PsycINFO **in Folder**

- The siblings cognitive development and emotional/affective development influence how they perceive and interpret the behavior of a child with ASD
- Intellectual ability, behavior and degree of interpersonal access of child with ASD impacts the relationship between the 2 kids
- Challenges continue into adulthood with the typically developing brother or sister feeling an ongoing sense of responsibility for the welfare of sibling with ASD
- Majority of siblings "function well"
 - Has an impact, but it is not a psychologically harmful one
 - Small group exhibit problematic issues
 - Broad Autism Phenotype (BAP) – especially vulnerable to challenges in adaptation
 - Grown up in families that were so preoccupied with the needs of the child on the spectrum that they were unable to respond to the needs of the typically developing child
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- Impact of genetic factors
- Sibling relationship
 - The Early Years: Preschool to Age 6 Years
 - Older Children: Ages 7-11
 - The Teenage Years
 - Adulthood
- Future Research
 - Coping styles
 - Most effective ways to provide support with children with autism

- Even in the best functioning families with most resilient children, having a brother or sister with ASD does alter normal life cycles

[Siblings of individuals with autism or Down syndrome: Effects on adult lives](#). Full Text Available Orsmond, G. I.; Seltzer, M. M.; Journal of Intellectual Disability Research, Vol 51(9), Sep, 2007. pp. 682-696. [Journal Article]
Subjects: Autism; Coping Behavior; Down's Syndrome; Sibling Relations; Adulthood (18 yrs & older); Male; Female

Database: **PsycINFO IN FOLDER**

- Studied adults with ASD or DS Between 21 and 56 years old
- How do adult siblings of individuals with ASD differ from siblings with DS?
 - In the quality of their sibling relationship
 - Experience of growing up with a brother or sister with a disability?
- Gender effects?
- Which factors are predictive?
- Longitudinal study
- Questionnaires:
 - Instrumental and affective involvement
 - Impact of growing up with sibling ASD/SD
 - Coping skills
 - Feelings of pessimism
- Results:
 - ASD question one
 - Less contact with brother and sister
 - Lower levels of positive affect in the relationship
 - More pessimistic about brother or sister's future
 - More likely to report that their relationships with their parents had been affected
 - Closer relationship was observed when (ASD)
 - the sibling had lower educational levels
 - lived closer to sibling
 - used more problem-focused coping strategies
 - sibling had higher levels of functional independence
 - DS closer sibling relationship
 - Sibling did not have children
 - Had lower levels of education
 - Lived closer
 - Used more problem focused coping
 - Was less pessimistic about brother or sister's future
 - When siblings life had been impacted to a greater extent
- Conclusion
 - Siblings with ASD
 - May face difficulty when their parents are no longer able to be the primary caregivers for their siblings
 - Tend to have less emotional closeness and are more pessimistic about sibling than individuals with DS

- In both groups, a closer sibling relationship was observed when the sibling used more problem-focused coping strategies----implications for intervention!!!

[The adjustment of non-disabled siblings of children with autism](#). Full Text Available Macks, Ryan J.; Reeve, Ronald E.; Journal of **Autism** and Developmental Disorders, Vol 37(6), Jul, 2007. pp. 1060-1067. [Journal Article]
Subjects: Autism; Emotional Adjustment; Psychosocial Factors; Risk Factors; Childhood (birth-12 yrs); School Age (6-12 yrs); Adolescence (13-17 yrs); Male; Female

- Psychosocial and emotional adjustment
- Self and parent reports
- Compared siblings of ASD vs. typical
- 7-17 ages
- one parent
- sibling with enhances adjustment when risk factors are low
- when risk factors are high there is an increasingly unfavorable impact

[Behavioral adjustment of siblings of children with autism engaged in applied behavior analysis early intervention programs: The moderating role of social support](#). Full Text Available Hastings, Richard P.; Journal of **Autism** and Developmental Disorders, Vol 33(2), Apr, 2003. pp. 141-150. [Journal Article]

Subjects: Adjustment; Autism; Early Intervention; Siblings; Social Support; Childhood (birth-12 yrs); Adulthood (18 yrs & older); Young Adulthood (18-29 yrs); Thirties (30-39 yrs); Middle Age (40-64 yrs); Male; Female in

FOLDER

- mothers' ratings compared to normative sample
- no reported increases in bx adjustment
- social support functioned as a moderator of the impact of autism severity on sibling adjustment rather than a mediator or compensatory variable
- less severe ASD, sibling had fewer adjustment problems when there was more formal social support.
- implications and future reserach

NATURE OF HOPE AND OPTIMISM AND KIDS

[Positive psychology for children and adolescents: Development, prevention, and promotion](#). Detail Only Available Kirschman, Keri J. Brown; Johnson, Rebecca J.; Bender, Jade A.; Roberts, Michael C.; *In*: Oxford handbook of **positive psychology** (2nd ed.). Lopez, Shane J. (Ed.); Snyder, C. R. (Ed.); New York, NY, US: Oxford University Press, 2009. pp. 133-148. [Chapter]

Subjects: Adolescent Development; Childhood Development; Positive Psychology; Well Being

Database: **PsycINFO in FOLDER**

- Historically pathology model has been applied to children with significant emotional and behavioral disorders.
- May pose problems
 - for parents teachers and peers
 - and result in their pathology receiving the greatest attention
- applying positive psych in children is different than applying it in adults
- resilience with positive psychology orientation
 - a comprehensive and inclusive conceptualization of coping views these **adaptations as normal developmental events** with much common origin and function.
- Dryfoos (1998) – optimism and hope based programs were growth enhancing for adolescents and their families

Hope

- Definition and Concept
 - Cognitive set involving and individuals' beliefs in his or her capability to produce workable routes to goals (waypower or pathways) and beliefs in his or her own ability to initiate and sustain movement towards those goals.
- Measurement
 - Children's Hope Scale – Snyder, Hoza, et. Al (1997)
 - Willpower and agency subscales

- Different age groups
 - Young Children's Hope Scale (YCHS) Story form
 - 5-8
 - Self Report Form
 - 5-9
 - Observer Rating Form
 - Parents, teachers and other adults
 - Children's Hope Scale Self-Report Form
 - 9-16
 - Adolescents 16+
 - Trait Hope Scale or State Hope Scale
 - Observer Rating Forms
- See paper for test worthiness!
- Research
 - Hinton-Nelson, Roberts & Snyder (1996)
 - At risk, high crime area
 - Hagen, Myers, and Mackintosh (2005)
 - Children of incarcerated women
 - Positively correlated to perceived social support and negatively correlated to internalizing and externalizing problems.
 - Continued to predict fewer internalizing and externalizing problems even after controlling for social support, and level of stress.
 - Lewis and Kliever (1996)
 - Coping strategies and adjustment in a group of children with sickle cell disease
 - Barnum, Snyder, Rapoff, Mani, and Thomson
 - Predictors of adjustment in burn survivors and matched controls.
 - Social support, family environment, burn characteristics, demographics hope
- Optimism
 - Far less research yikes!!!
 - Penn Resiliency Program

INTERVENTIONS OF HOPE AND OPTIMISM IN KIDS

[Promoting hope: Suggestions for school counselors](#), Full Text Available Pedrotti, Jennifer Teramoto; Edwards, Lisa M.; Lopez, Shane J.; Professional **School Counseling**, Vol 12(2), Dec, 2008. Special issue: Strengths-Based **School Counseling**, pp. 100-107. [Journal Article]
 Subjects: Academic Achievement; Hope; School Counselors; Students; Adulthood (18 yrs & older)

Promoting Hope: Suggestions for School Counselors

Hope: a bidimensional characteristic consisting of an agency component (willpower to move towards one's goals) pathway component (ability to develop multiple routes to one's own goals).

- Linked to academic success, athletic performance, psychological adjustment, and physical health in students.
- Identify and enhance strengths → students can develop fullest potential
- Snyder (1994)
 - Cognitive and emotional terms
- When barriers emerge, the mental flexibility of pathways allows people to navigate and find alternate routes
- Agency = goal directed energy
 - Able to remain determined and utilize their mental energy to move around obstacles and stay focused on achieving their goals

- Pathways = planning to meet goals
- Three interrelated components = goals, agency and pathways
- Important to take into account MC considerations: group goals vs. individual goals
- Hope and its relationship to positive constructs and outcomes
 - Correlates with self-efficacy and optimism
 - Low hope is predictive of depression, high hope lower levels of depression
 - Psychological strength – buffer between difficult experiences in life and well-being
 - Academic correlates
 - Career building skills
- Assessment of hope
 - Snyder (1991) Adult Hope Scale
 - Snyder (1997) the Children's Hope Scale
 - Subscales: pathways, agency
 - For kids ages 7-16
 - Global hope and domain specific hope
 - More info is needed in non-euro populations
 - Edwards et al 2006
- Increasing Hope in Youth
 - Set and rank goals
 - Agency thoughts
 - Goals meaningful and challenging?
 - Monitor negative self-talk – keep diary
 - Pathway thoughts
 - Developing subgoals
- Group techniques
 - McDermott et al (1997)
 - Making Hope Happen Program
- Future Directions for Nurturing Hope in Schools
 - Share info with other school professionals about hope within work and personal contexts
 - Discussions or workshops
 - Changes must be made on the macro level (administration)
 - Snyder 2000a Handbook of Hope

[Benefits of including siblings in the treatment of autism spectrum disorders.](#) Detail Only

Available Ferraioli, Suzannah J.; Hansford, Amy; Harris, Sandra L.; Cognitive and Behavioral Practice, Jan 18, 2011.

Database: PsycINFO – **ABSTRACT ONLY**

- Can significantly impact the life
- Sibling relationships
 - Less frequent nurturing interactions than typical relationships and those involving children with other disabilities
 - Help them cope: involve them in the treatment
 - Beneficial to both children
 - Associated with generalization of skills for the sibling with ASD

- Study reviewed body of literature, presented case examples and made treatment recommendations for utilizing sibling-mediated behavioral approaches.

[Family-centered positive psychology](#). Detail Only Available Sheridan, Susan M.; Burt, Jennifer D.; *In*: Oxford handbook of **positive psychology** (2nd ed.). Lopez, Shane J. (Ed.); Snyder, C. R. (Ed.); New York, NY, US: Oxford University Press, 2009. pp. 551-559. [Chapter]
Subjects: Family Relations; Family Therapy; Positive Psychology

[Happiness, resilience, and positive growth following physical disability: Issues for understanding, research, and therapeutic intervention](#). Detail Only Available **Dunn**, Dana S.; **Uswatte**, Gitendra; Elliott, Timothy R.; *In*: Oxford handbook of positive psychology (2nd ed.). Lopez, Shane J. (Ed.); Snyder, C. R. (Ed.); New York, NY, US: Oxford University Press, 2009. pp. 651-664. [Chapter]
Subjects: Coping Behavior; Disabilities; Happiness; Resilience (Psychological)