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An Analysis of Effectiveness of Structured Teaching Programme for Parents of Autism Children Regarding the Conceptual Teaching on Home Care Management

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Abstract

[illegible]

Keywords: [illegible]

Introduction

[illegible]

Methodology

[illegible]

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[illegible]

[illegible]

Results

[illegible] 40 (100%) [illegible] 40 (100%) [illegible] H 36 (90%) [illegible] C 4 (10%) [illegible] M [illegible]

[illegible] 1 [illegible] 31 o 40 [illegible] 31 (78%) [illegible] 18 o 30 [illegible] 5 (12%) [illegible] 41 o 50 [illegible] 4 (10%). [illegible] 15 (37.5%) [illegible] 13 (32.5%). [illegible] 9 (22.5%) [illegible] 3 (7.5%). [illegible] 25 (62%) [illegible] 8 (20%) [illegible] 6 (15%) [illegible] 1 (2.5%) [illegible]

M [illegible] (80%) [illegible] 8 (20%) [illegible] (2.5%) [illegible] 25 (62.5%) [illegible] 15 (37.5%) ([illegible] 1).

[illegible] H [illegible] 36 (90%) [illegible] C 4 (10%) [illegible] M [illegible] ([illegible] 2).

[illegible] 25 (62.5%) [illegible] 8 (20%) [illegible] 6 (15%) [illegible] 1 (2.5%) [illegible] (80%) [illegible] 6-10 [illegible] 11 o 15 [illegible] 8 (20%). [illegible] (90%) [illegible] (10%) [illegible] (97.5%) [illegible] 3 [illegible]

[illegible] 4 [illegible] 39 (97.5%) [illegible] 1 (2.5%) [illegible] 3 [illegible]

[illegible] Mo [illegible] 21 (52.5%) [illegible] 16 (40%) [illegible] (7.5%) [illegible] 30 [illegible] 10 [illegible] 10-20 [illegible] 20 [illegible]

D [illegible] 40 [illegible] 21 (52%) [illegible] 16 (40%) [illegible] 3 (7.5%) [illegible] 34 (85%), [illegible]

Table 1. F [illegible]

Sl.No	Demographic variables		f (N=40)	%
1	A [illegible]	21-30 [illegible]	5	12
		31-40 [illegible]	31	78
		41-50 [illegible]	4	10
2	G [illegible]	M [illegible]	-	-
		F [illegible]	40	100
3	[illegible]	H [illegible]	-	-
		C	36	90
		M [illegible]	4	10
4	E [illegible]	I [illegible]	3	7.5
		[illegible]	15	37.5
		H [illegible]	13	32.5
		G [illegible]	9	22.5
5	[illegible]	Ho [illegible]	25	62.5
		[illegible]	8	20
		Go [illegible]	6	15
		Co [illegible]	1	2.5
6	[illegible]	[illegible] F [illegible]	32	80
		Jo F [illegible]	8	20
		E [illegible]	-	-
7	M [illegible]	M [illegible]	39	97.5
		[illegible]	1	2.5
		[illegible]	-	-
8	[illegible]	[illegible]	15	37.5
			25	62.5

Table 2. F [illegible] (=40).

Sl/No	Religion	Frequency (N)	Percentage (%)
1	H [illegible]	36	90
2	C	4	10
3	M [illegible]	--	--

(37.5%) e e e c e o e e e e , c oo , 13 (32.5%). e e e e c e o o o e 9 (22.5%) , e c e o o e e 3 (7.5%).

I o o c c o , o e e e e e , o o e e o e e e c o 25 (62%) 8 (20%) e e o e e o . e e e o o e e o 6 (15%) c oo e (2.5%) e e e . e c e o e e o , o 32 (80%) e e , e , e e 8 (20%) , o , e e o c o e e e , . A c o o e , o e e e e o e c e o o 39 (97.5 %) o , o e e e o o e e e c o 1 (2.5%). e e e c e o e e o e e o e e c e o e e e e 25 (62.5%) c o o o e , e 15 (37.5%). e o e e o e e e o e e e , e e o o e e o e o e c e e o c , e e o e .

e e e e e e e , o o 40 , e o o e 21 (52%) e e e o e e , 16 (40%) o e e e e o e e , o e e e e o e e o 3 (7.5%) e e e e e c e e o e o e c e o e e e c e e e o e . I e o e o o e e e e o e e 34 (85%), o o e o e e e e o e e o e o e e e e o e e . e e o o e e o e e e e e e o e e c e o e o e c e e e o e o e o c c e .

e e e e e e o e e 11.40 e o e 25.78, e e e e . e e e o o e e o e e c o e 3.241 e o e o e e c o e 2.557. e o e , e 26.49 , e 0.0001. I c <0.001% e e . H e c e e e o e e e e . e e e e o e o o , c o c e e o e e e e e o o e c e o e e o o o c e e A. e e e o o o e e c oo c o e e . e e e o o e c c o o 11 e . e e e o e e o , e 4 o o o e o e e e o e e e e e o e c o e c o o e e e (E -). e c o o o e e e e e e e e e e e 4- o e , . e o e e c e o e , e- e E - c o e , e e o , e o o o - . e e o e e c e e e e o e e c o e o e e c o o o e E - c o e .

e o e e o o e e o e e e e e o o e e o o e c e e e o e e e e e o c e . e e e o e e e e e o o e e e e e o e e e e o o e e e e o e e e e o e e e e o c e . C

o e c e e e o c c , e o e c c , e e e e . e c e o e c o e e e e o e e e e e o e e e o e e o e e e e o c c , e e e o e c e e e o c c , e e .

Conflict of Interest

A o e , e e e oc o , c o e e .

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